

Cropredy CE Primary School

Improvement Plan Priorities for 2020-2021

Priority 1: Quality of Education	Priority 2: Behaviour and Attitudes
<p>Key Priorities</p> <ul style="list-style-type: none"> • To ensure that all teaching is consistently good in all subjects with and a significant proportion is outstanding • To improve pupil outcomes, by providing sufficient challenge and support for all children, including vulnerable groups (incl. those eligible for PPG and on SEN register) • Develop and construct a broad school curriculum that is designed to give all children the knowledge, skills and cultural capital they need to succeed • Develop consistent assessment procedures across the whole school, to facilitate effective monitoring of progress, clear tracking arrangements and early identification of areas for development 	<p>Key Priorities</p> <ul style="list-style-type: none"> • Implement a new positive behaviour management system, with all stakeholder having clear understanding of expectations (including rewards and sanctions) • Develop school community understanding that bullying is not tolerated in school, with clear procedures in place to help support children and parents • Develop children’s understanding of how to keep them safe when online
Priority 3: Personal Development	Priority 4: Leadership and Management
<p>Key Priorities</p> <ul style="list-style-type: none"> • Ensure that curriculum provision extends beyond the academic, enabling children to benefit from broad and balanced curriculum, with opportunities for all to exceed • Review curriculum provision and wider work to help support pupils to be confident, resilient, and independent, and supporting in their development of strength of character. • Provide a well-structured programme for children to be healthy and have active lifestyles 	<p>Key Priorities</p> <ul style="list-style-type: none"> • Establish a clear and rigorous approach monitoring quality of teaching and learning – ensuring key focus is on Pupil Outcomes • Develop the role of the subject leader, to empower staff in leadership of their curriculum areas • Develop further the effectiveness of the Governing Body, ensuring all understand their role and carry this out effectively • Governors to develop further clear vision and strategy, resources are well managed, and leaders are held to account for the quality of education • Staff well-being holds high priority, ensuring they are happy, well-cared for valued for the skills and impact they have on school life