

# Colne Engaine Church of England Primary School Development and Improvement Plan Overview 2021-22



*'Your word is a lamp to my feet  
and a light to my path'  
Psalm 119:105*

## Quality of Education

Every child is supported to be a courageous, ambitious learner, ready to make a difference in the world.

**Priority 1 - Ensure that our Curriculum intent across all subjects is absolutely clear and drives all implementation decisions and strategies, so that all children access a broad, age-appropriate curriculum – which addresses the impact of the pandemic – and prepares them for the next stage of their education and their future lives.**

1. Subject on a Page documents for all subjects are in place and which capture our curriculum intent, implementation and impact effectively, so that teaching is focused and relevant – and consistent with our vision for our children.
2. Gaps or weak spots caused by disruption of the pandemic are understood and intervention strategies and support is in place to address them.
3. Teaching plans and intended outcomes for learning can be articulated by all in teaching teams, so that everyone is clear on 'why that, why now'.
4. Children in all classes are effectively supported by teaching teams to identify the prior knowledge that underpins new learning – and they know that there is an expectation that they are active learners in this process.
5. Subject development and review cycle continues to support strong subject knowledge, clear rationales for teaching, appropriate levels of resourcing and effective use of research. Each review may generate action points for next time.

**Priority 2 - Ensure that post-pandemic, the needs of ALL children are well met, so that they thrive academically, socially and emotionally and so that they recognise and can articulate high levels of responsibility for their own learning journeys.**

1. Our vision and values generate a culture where the progress and wellbeing of all children is consistently and regularly monitored, analysed and reflected upon, so that swift and appropriate support and challenge can be put in place as appropriate, resulting in happy, secure children who are learning effectively.
2. Disadvantaged children will be well supported to access the curriculum and to make accelerated progress towards aspirational outcomes.
3. Children with SEN will be supported with well targeted interventions and support, in order to access the curriculum and to make appropriate progress.
4. Further analysis of barriers for Summer born children and appropriate intervention will support them to make appropriate progress.
5. A clear and conscious school-wide commitment to nurturing the mental health and wellbeing of our children and staff remains a priority, which is supported by TPP training.
6. Our children are active, resilient, learners who recognise the importance of taking responsibility for their learning journey and can articulate this clearly.

**Priority 6 - Review current safeguarding structures and systems to ensure the most robust protocols are in place and which include considering of the views of children and other stakeholders.**

1. CPOMS is installed as our safeguarding record keeping system and is effective in tracking concerns.
2. Children have shared their views on all aspects of feeling safe in and out of school

**Priority 5 - Further support our school community to be outward-looking citizens who are responsible, respectful and active in celebrating diversity and challenging and tackling inequality.**

1. Develop further our commitment to developing cultural awareness and to challenge racism in our school community.
2. Find further opportunities to demonstrate a deeply held understanding and motivation in our children to champion equality and inclusion and to be outward looking, responsible, respectful and active in making a positive, tangible contribution to the life of the school and to wider community.
3. Implement the new RE curriculum and ensure that all teaching teams are confident in teaching through the lens of the 3 disciplines on which enquiry is built (theology, philosophy and human/social sciences)

**Priority 4 - Further develop the Early Years environment and learning experiences, to ensure that children are deeply engaged, have sustained focus and can communicate effectively, with increasing confidence and fluency.**

1. Early Year classroom and outdoor space is re-modelled following redecoration over summer to support children's independence and decision making and to provide spaces for focus and collaboration.
2. New baseline assessment procedures are implemented and provide a realistic baseline for learning.
3. Children's development and progress is assessed accurately through a focus on learning and assessing through high quality interactions with children rather than an overly heavy paper evidence base.
4. Well planned and effective continuous provision which offers children a constant environment that is safe for them to explore, challenges their learning and allows the freedom to explore and become independent in making choices.

**Priority 3 - Address a post lockdown dip in writing outcomes, to support children to be confident and competent in basic skills and able to use effective crafting techniques, with resilience and increased enthusiasm and commitment.**

1. Children spell age appropriate common exception words and those linked to phonics they have learned consistently accurately.
2. Ambitious vocabulary is used in writing across all classes.
3. Sentences are punctuated accurately and a growing range of sentence structures are used effectively.
4. Children have the opportunity to write at length about things that engage and excite them. They understand that appropriate non-negotiables and expectations are in place.