

PRATTS BOTTOM PRIMARY SCHOOL		SCHOOL IMPROVEMENT PLAN - OVERVIEW			September 2020 to August 2021
	Issues for Improvement		Quantitative Targets	Key Staff	Key Governors
	Three Year SOLA Target	Development objectives for 2020 to 2021			
QUALITY OF EDUCATION	A. Intent. Design curricula that are driven by, and address the needs of the learners in our schools as identified by the school/Trust. Ensure each school has a reading curriculum that is rigorous and sequential, and develops pupils' fluency, confidence and enjoyment in reading.	i. Complete the revision of the curriculum.	To ensure our curriculum reflects the school's vision, values and ethos.	EH	Governor A
		ii. Further revise the curriculum to ensure that it promotes deeper knowledge and appreciation of cultural diversity.	To ensure curriculum planning promotes deeper knowledge and appreciation of cultural diversity as evidenced in planning, books and children interviews.	EH SP	Governor B
	B. Implementation. Support the improvement of classroom practice so that all pupils make good progress from their respective starting points, particularly those children at most risk of underachieving.	i. Ensure a smooth introduction of the revised Relationships, Sex and Health Education (RSHE) Curriculum.	To ensure RSHE has been introduced to all stakeholders. To ensure it is being taught across the school.	EH	Governor C
		ii. Take steps to mitigate against a possible negative impact of the COVID-19 'lockdown' on pupils' development, attainment and progress.	To ensure targeted children make progress in line with their peers.	EH	Governor D
		iii. Share and develop good practice in teaching disadvantaged pupils.	To ensure Quality First Teaching is in place for all children, especially disadvantaged pupils.	KF	Governor D
		iv. Further develop the quality of teaching across the school using targeted support.	To ensure all teaching is at least good.	EH	Governor D

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	C. Impact. Ensure that, over time, outcomes for pupils across the Trust continue to improve, and that by 2021 they are significantly above national averages in all of the schools in the Trust.	i. Ensure disadvantaged pupils, including those most impacted by C-19, make better progress than their peers through the provision of additional support and interventions, particularly in Reading in EYFS and Year 1.	Linked to Biii.	KF	Governor D
BEHAVIOUR AND ATTITUDES	D. Ensure that the behaviour of pupils in SOLA schools is exemplary.	i. Ensure pupils are more involved in decision making, in order that they play a highly positive role in creating a positive school environment.	To ensure that school council plays a positive role in the school environment even with C-19 restrictions.	SP	Governor E
PERSONAL DEVELOPMENT	E. Ensure that the personal development and welfare of pupils in SOLA schools is exemplary.	i. Take steps to mitigate the impact of the COVID-19 pandemic on the personal development of individual pupils.	To ensure staff respond to the mental well-being of our pupils, seeking outside professional advice when needed.	KF	Governor D
		ii. Review and increase where necessary opportunities to celebrate cultural diversity, in order to promote deeper appreciation and respect of difference in the World and its people.	To ensure that, as a school, we celebrate diversity across the curriculum.	EH SP	Governor B
LEADERSHIP AND MANAGEMENT	F. Leaders at all levels are empowered and actively supported to drive school improvement.	i. Ensure that staff workload and well-being is at the heart of leadership decisions.	To ensure that positive changes are made in line with staff workload and well-being.	EH	Governor F
		ii. Take steps to address climate change concerns: a. Reduce paper wastage; b. Increase recycling; c. Reduce single-use plastics.	To introduce an Eco Council to the school. To take steps to increase recycling across the school.	JR	Governor E

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		iii. Establish a review of the school’s vision and curriculum drivers.	To ensure the school’s vision and curriculum drivers are reviewed.	JT	Governor A
EARLY YEARS FOUNDATION STAGE	G. Secure greater consistency of practice across all EYFS Provisions within the Trust, through the sharing of best practice – particularly in assessment and using the information gathered.	i. Ensure there is consistency across the Trust with the new EYFS Baseline judgements - September 2020.	To ensure that assessments are consistent across the Trust.	EH	Governor C
		ii. Ensure that there is consistency and moderation with the changes to the EYFS profile 2021-22 across the Trust.	To ensure that assessments are consistent across the Trust.	EH	