

Ofsted and School Improvement Priorities 2023-2024

Ofsted Priorities

Last inspected: 5th December 2018 Outcome: **Good**

Leaders and those responsible for governance should ensure that

- teachers provide the most able pupils with more challenging tasks in mathematics in key stage 1 so that more achieve the higher standard by the end of Year 2
- the most able pupils in key stage 2 write with a high standard of spelling, handwriting and punctuation
- leaders' plans identify precisely how their actions will improve pupils' progress and achievement and how governors will check the impact of the improvements.

School Improvement Priorities

The HoS and EHT shared some of the proposed priorities for the 2023-24 SIP with the SIA.

Quality of Teaching

- Ensure high quality teaching across the school where there is a key focus on all children knowing more, doing more and remembering more as they progress through the school.
- Ensure a consistent approach to teaching across the school with clear learning objectives as part of a logical sequence of learning
- Access to federation support through modelling and coaching to embed learning (SM); English Leaders working together to share knowledge and experience
- Continue to raise attainment and standards in writing across the school

Behaviour and Attitudes

- Provide opportunities for children to explore what spirituality means for them
- Embed learning behaviours across the school

Personal Development

- Encourage children to become courageous advocates – locally, nationally and globally

Leadership and Management

- Ensure that the curriculum focuses on the essential knowledge that children need to prepare them for their future success.
- Develop effective teaching teams (new teachers)
- Develop a robust monitoring schedule ensuring that subject leaders are able to make a positive impact and leaders and governors have a strategic overview of the school; recognising strengths and areas for development.

Early Years

- Provide QFT with a curriculum that provides rich, varied and imaginative experiences and highly challenging activities.

Christian distinctiveness (from SIAMS report)

- Ensure that monitoring, carried out by all leaders, consistently reflects on the impact of the school's vision so that it drives development as a Church school
- Embed the language of spirituality across the school so that pupils and adults can see spirituality pervades all areas of school life
- Extend the opportunities for pupils to develop an understanding of Christianity as a global religion so that they might deepen their knowledge and appreciation of diversity in religious and non-religious world views.