

## Overview of School Improvement Priorities: 2022/23

<b>VISION &amp; STRATEGY: INNOVATE, SHARE, SUPPORT, DELIVER &amp; SUSTAIN</b>				
<b>AREA 1 Leadership and Management</b>	1.1 Define the school's potential pathway towards Multi-Academy Trust in order to inform strategic planning and school improvement.	1.2 Ensure highly effective Governance and Leadership in order to secure ongoing school improvement.	1.3 Continue to ensure that CKIS is financially sustainable in order to meet identified priorities for school improvement.	1.4 Continue to ensure CKIS provides an outstanding learning culture for all stakeholders through a highly effective suite of CPD in order to secure ongoing individual and whole school improvement.
<b>AREA 2 Quality of Education – (Teaching, Learning &amp; Assessment)</b>	2.1 Embed our CKIS curriculum intent and monitor the impact of the curriculum on children's deeper level thinking and learning in order to improve outcomes and standards for all.	2.2 Ensure that indoor and outdoor learning environments are of the highest quality and that high quality adult interactions with children/pupils ensure accelerated progress and improve outcomes and standards for all across the curriculum.	2.3. Continue to improve outcomes in oracy, phonics, reading and math in order to improve outcomes for all and ensure that standards are consistently above the national average at the end of KS1.  Improve teaching and learning in writing in order to improve outcomes for all and to ensure that standards are consistently above the national average at the end of KS1.	2.4 Improve standards of learning for identified vulnerable children/pupils across the curriculum; ensuring that the gap in progress and attainment closes by the end of KS1.
<b>AREA 3 Personal Development &amp; Welfare (Behaviour and Attitudes)</b>	3.1 Continue to prioritise positive mental health and well-being for all within our school community in order to support Covid recovery and improve outcomes for all pupils, specifically our vulnerable learners.	3.2 Embed SCARF (Safety, Caring, Achievement, Resilience, Friendship) planning and high quality teaching and learning within our PSHE curriculum to secure improved outcomes for all.	3.3 Embed Active Schools initiative throughout our curriculum and daily provision and practice in order to inform planning and provision and secure improved outcomes for all.	3.4 Ensure access to high quality wraparound provision within the school is maintained in order to provide affordable, flexible, safe and engaging childcare provision for all who require it.
<b>AREA 4 Quality of the Early Years Foundation Stage (EYFS)</b>	4.1 Ensure highly effective leadership of the EYFS (KDG and YR) in order to secure ongoing improvement of teaching and learning across the EYFS.	4.2 Ensure EYFS curriculum integrity within our CKIS curriculum and monitor the impact on children's deeper level thinking and learning in order to improve outcomes and standards for all.	4.3 Ensure that indoor and outdoor EYFS learning environments are of the highest quality and that high quality adult interactions with children/pupils ensure accelerated progress and improve standards for all across the EYFS curriculum.	4.4 Ensure effective and timely intervention and early support for vulnerable children and families in order to improve outcomes and ensure accelerated progress in learning and development.
<b>AREA 5 Access and communication</b>	5.1 Continue to improve diversity and representation within the workforce and throughout the curriculum in order to support the school's inclusive vision and values.	5.2 Continue to ensure high quality of premises maintenance in order to ensure that the indoor and outdoor environments are secure, safe, clean and accessible for all.	5.3 Ensure IT hardware effectively supports the school's computing and wider school curriculum alongside the day to day administration of the school in order to improve child/pupil outcomes and ensure highly effective administration and communication.	5.4 Ensure that the school website, use of social media and IT platforms are utilised effectively to improve efficient and effective communication with all stakeholders.

**AREA 1: LEADERSHIP AND MANAGEMENT:**

<b>Key actions:</b>	<b>Success criteria:</b>	<b>Timescale:</b>	<b>Monitoring:</b>

**AREA 2: QUALITY OF EDUCATION (TEACHING, LEARNING AND ASSESSMENT):**

<b>Key actions:</b>	<b>Success criteria:</b>	<b>Timescale:</b>	<b>Monitoring:</b>

**AREA 3: PERSONAL DEVELOPMENT AND WELFARE (BEHAVIOUR AND ATTITUDES):**

<b>Key actions:</b>	<b>Success criteria:</b>	<b>Timescale:</b>	<b>Monitoring:</b>

**AREA 4: QUALITY OF THE EARLY YEARS FOUNDATION STAGE (EYFS):**

<b>Key actions:</b>	<b>Success criteria:</b>	<b>Timescale:</b>	<b>Monitoring:</b>

**AREA 5: ACCESS AND COMMUNICATION:**

<b>Key actions:</b>	<b>Success criteria:</b>	<b>Timescale:</b>	<b>Monitoring:</b>

