

'Our vision for the Federation of Boldmere schools is to empower all children to embrace learning, achieve their best and build their emotional, social and physical well-being.'



Boldmere Junior School

School Improvement Plan



Our SIP is a working document used to set priorities and monitor progress throughout the year.

We are an ambitious school and have high expectations for all our children and staff. We aim to maintain outstanding standards in all aspect of our work.

This document sets out the strategic priorities agreed by the Governing Board, Executive Head Teacher, Head of School, Senior Leaders, alongside the effective feedback of all school staff.

It is informed by the school's rigorous self evaluation system and by the school's vision.

This plan is underpinned by action plans for each area and further subject area action plans.

Boldmere Junior School

School Improvement Plan 2021-22

In 2021 -22 there is a necessary focus on wellbeing, mental health, educational recovery and getting back on track in light of the Covid pandemic due to the significant amount of time children have been out of school across the last two years and the significant changes within school.

Area 1: Quality of Education

1. Curriculum design is coherent and sequenced, and teaching ensures that learners engage actively and deeply with their learning, embedding skills and transferring knowledge across the curriculum (1.1)

2. To ensure effective and deliberate progression and sequencing: – Year leads across the Federation ensure progression maps show sequence between each key stage and year groups to further embed our seamless Federation curriculum. Create discrete subject display boards showing progress from KS1 through to KS2. (1.2)

3. To focus on a recovery curriculum to identify and address gaps. Back on track curriculum: To use all forms of assessment to provide clear next steps for teachers, drive our curriculum design and use 'catch up funding' to support all children getting back on track including those children identified. (Greater Depth has dipped in all subjects.) Specific focus on disadvantaged pupils, vulnerable pupils and SEND.

4. The main driver and resource for our curriculum will be engaging, high quality and diverse texts containing vocabulary that opens up experience, knowledge and skills. We know that enriching a child's vocabulary directly links increased academic performance.

5. To ensure that our rigorous assessment procedures are continued to allow us to inform vital next steps for teaching and learning *To implement and embed the new assessment system*

Area 2: Behaviour and attitudes

We recognise that children's attitudes to learning and stamina for education meant a need to refocus on this area of school improvement.

1. To ensure our high expectations around all areas of behaviour and conduct are prioritised and mental health concerns are identified and support put in place as necessary. (2.2)
2. To continue to develop and support our pupils to contribute to the life of school and the wider community.
3. To use our values to underpin how pupils actively support the well-being of their peers to positively impact their learning.

Area 3: Personal development

1. To ensure that all staff are aware of, and equipped to monitor, any issues around child or staff mental health in line with the new national expectations in the newly introduced RSE curriculum. (3.3)
2. To plan a coherent curriculum offer so that children have a wide range of rich experiences and opportunities to further strengthen our offer in light of Covid 19. *(We recognise that the Covid pandemic has created lost opportunities and experiences for some children. These new opportunities will be continue to be creatively approached in light of government guidelines and Covid safety.)*

Area 4: Leadership and management

- 1: To re-structure our SLT once final decisions are made so that our capacity is restored to full strength.
- 2: To ensure that the remote/blended learning offer is accessible to all children, including those with SEN whilst the Covid pandemic challenges are with us.
- 3: Monitor Covid catch up premium expenditure and impact, and meet DfE reporting requirements.
4. Professional development for teachers and staff continues to remain strategic and aligned with our curriculum, to develop teachers' subject knowledge, teaching knowledge over time, pedagogy to support academic and wellbeing for our pupils.