



Cupernham Infant School

School Improvement Priorities 2023-24

*“Together we care, we learn
and we achieve”*

Quality of Education

- Embed long term maps and sequence & progression of learning plans for **all** foundation subjects.
- Embed further opportunities for greater fluency and independence in writing for **all** children through rich purposeful texts. (Focus – GDS)
- Embed opportunities for reasoning across the maths curriculum. CPA (Focus GDS)
- Ensure **all** year groups develop and secure understanding of pupil’s learning journey from EYFS to Yr. 2
- Ensure task design, access points and adaptive teaching enables **all** groups of children to make good progress in their learning.
- Embed opportunities for purposeful outdoor learning within the curriculum

Leadership & Management

- **All** staff have a clear understanding of school improvement priorities and effectively contribute to these.
- Subjects are well lead and leaders are enabling pupils to make good progress.
- Secure effective professional development, results in improved outcomes for pupils.
- Embed guidance from the DfE “Working together to improve school attendance” from September 2022

Safeguarding

- Implement CPOM Staff Safe System.
- External training for staff supporting children with mental health needs.

Governance

- Embed roles and responsibilities of the Governing Body in holding the school to account.

Behaviour & Attitudes

- To embed our new learning ‘Skills for Success’ mascots throughout the whole school
- Embed high expectations for behaviour and conduct that are commonly understood and consistently applied.
- Embed appropriate, effective systems and processes to improve attendance for **all** groups of pupils.

Parental Engagement

- Equip parents with the resources needed to help support their child’s learning.

Personal Development

- To ensure pupils contribute to school life and promote pupil voice within the wider community.
- Support children with their language and communication needs through a communication friendly environment.
- Embed pupil voice and opportunities to contribute and participate beyond the classroom.
- Develop character, emotional wellbeing, resilience and readiness by implementing the Thrive approach.

Quality of EYFS

- Ensure there is rigour and challenge in continuous provision and enhanced provision.
- Develop the role of the adult to ensure children are supported to embed their skills within child-initiated learning.
- Ensure the environment supports the curriculum intent and resources are chosen to meet needs and support learning.