



King Offa Primary Academy

School Improvement Plan (SIP) Priorities 2019/20

Each academic year, the school is required to write a School Improvement Plan (SIP). This is a document which shows the key areas of focus that the school needs to prioritise improving and shapes school leaders' thoughts and decisions about the direction of the school.

In 2019/20, the school has collected information to identify **five** key priorities to further improve the school. These are:

1) To embed the school's vision and values.

- To ensure that the whole school community knows and adheres to the school's vision and values.
- To ensure that monitoring activities make reference to the school's vision and values.
- To develop school and class ambassador roles.
- To use the names of the school's classes to create cohesion.
- To support pupils in keeping themselves safe.
- To ensure that pupil safety is threaded through the curriculum.
- To review the school's Behaviour Policy.

2) To embed teaching approaches in Reading.

- To embed Daily Supported Reader (DSR) in Key Stage 1.
- To embed Destination Reader (DR) in Key Stage 2.
- To ensure that pupils in Years 2 and 3 (where it is required) receive appropriate phonics intervention.
- To ensure that professional development for staff is focused on the teaching and learning of reading.
- To utilise the skills and expertise of the school's Reading Leader.
- To review and refine the school's approach to the teaching of phonics.



3) To strengthen the progression and sequencing of subjects within the school curriculum.

- To implement the school's 'Pupil Character Challenge' for all pupils in all year groups.
- To ensure that sequencing within the curriculum is systemic and demonstrates progress through subject disciplines.
- To ensure that key knowledge taught is highly effective.
- To ensure that subject leaders are highly effective and demonstrate strong subject knowledge.
- To further refine the school's 'Knowledge Progression' documents.
- To support subject leaders in developing their own expertise and using this knowledge to develop the expertise within others.

4) To develop assessment practices so that these are highly effective.

- To follow the AAT Assessment Calendar.
- To use assessment information to evaluate pupils' progress and attainment.
- To use assessment information to make adaptations to practice and interventions.
- To effectively benchmark reading in Key Stage 1.
- To effectively review the progress and attainment of pupils with SEND.
- To implement a highly effective approach to the assessment of knowledge across the wider curriculum.

5) To ensure training for staff is planned and delivered strategically.

- To ensure that monitoring systems and procedures inform bespoke, on-going professional development opportunities for all staff.
- To provide effective induction for Newly Qualified Teachers (NQTs).
- To ensure that teachers have a secure knowledge of the relevant subjects and curriculum areas.
- To continue to reflect on and develop the quality and effectiveness of critical questioning.