



St Julian's
Church School

Quality of Education

Section 1.0 – Teacher’s planning accelerates pupil progress across all subjects (planning backwards from effective assessment), especially for vulnerable children and those who need to catch up to ARE following significant absence in 2019-2020
Section 1.1 – Outcomes in RWM continue to improve and all pupils make at least expected progress (+3) to reach at ARE or GDS
Section 2 – Improved consistency in the teaching of early reading and phonics enables all pupils to make expected or better progress, so that at least 80% of all children are reading at their chronological age or above
Section 3 – Continue to develop our curriculum design with a focus on the effective teaching of threshold concepts; embedding this in science, history and geography and developing this in The Arts

Behaviour and Attitudes

Section 4 – Review our whole school Behaviour Policy with a focus on embedding positive relationships and excellent attitudes towards learning (*This is how we do things at St Julian's* mantra)
Section 5 – Continue to support all families to achieve 96%+ attendance

Personal Development

Section 6 – Embed a strategic approach to our use of Jigsaw to help support children’s emotional development
Section 7 – Personal Development Planner enriches our SMSC approach and provision

Leadership and Management

Section 8 – Continue to focus on improving middle leadership with regards to embedding clear systems, consistency and accountability in all aspects of school leadership
Section 9 – CPD and effective support ensures that the new Head of School and leadership structure is successful
Section 10 - Improve systems and working practices - such as feedback and marking, monitoring and reporting, CPD, leadership structure and staff meetings –to ensure positive well-being of staff and efficient and effective systems
Section 11 – Review the use of the Pupil Premium grant in order to improve outcomes for these pupils

EYFS

Section 12 – There is clear progression in all areas of learning from EYFS into Year 1 and Year 2 that lead to improved EYFS outcomes (80%+ GLD) and improved transition into Year 1 and 2 (80%+ maintain levels at ARE+)
Section 13 – Links with our nursery providers continue to strengthen (especially in phonics and SEND) and as a result standards in nursery education improve and pupil numbers increase

Governance

Section 14- **Improve** governance to ensure high quality support for school leaders and strong accountability focussed on quality of education and consistently good pupil outcomes
Section 15 – Governors support the schools to contribute to carbon reduction and reduce energy consumption through promoting and adopting more eco-friendly practices (<https://www.co2nsensus.com/reducing-carbon-footprint-in-schools>)



SIAMS

Section A: Our Christian visions and values to underpin how we support children to recover from the impact of Covid-19.
 Section B: Ensure that high quality experiences relating to spirituality are identified in planning, enabling pupils to express their deepening ideas in a range of creative ways.
 Section C: Enable pupils to take a central role in leading, monitoring and evaluating worship which then allows them to lead initiatives which raise its quality and impact.
 Section D: Create a rigorous and robust system of assessment in religious education which enables the progress of all pupils to be closely monitored and allows areas for development to be recognised.
 Section E: Embed the revised long term RE planning through consistently good RE lessons