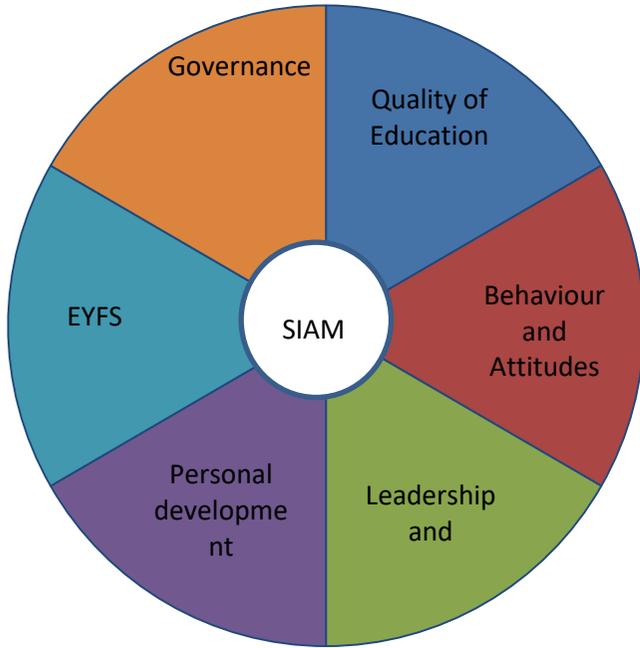




**Shoscombe**  
Church School



**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  
**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 (aim to achieve Arts Mark Gold)

**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 Shoscombe* mantra)  
**Section 5** – Continue to support all families to achieve 96%+ attendance

**Personal Development**

**Section 6** – Embed a strategic approach to our use of Thrive to help support children’s emotional development  
**Section 7** – Forest School, OPAL, outdoor learning and Arts Mark Gold enrich 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**– Standards in our nursery remain high, with a development on the Fantastic Foundations for early writing, consistent foundations of early phonics and high-quality continuous provision for all areas of learning

**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