

School Improvement Plan 2024- 2025

1. To further develop trustee expertise and staff well-being

Expected Outcome:

- Further improve the expertise of the trustees so that they are independently and effectively holding senior leaders to account.
- Staff consistently report high levels of support for well-being issues.

2. To further embed personal development and welfare

Expected Outcome:

- Develop further pupil awareness of how to keep safe in and out of school across all Key Stages, including in areas of equality.
- Further integrate and embed cultural capital through the UNICEF rights respecting programme with school values of SHARE and CRISP, and ensure that British Values are embedded across school
- Continue to develop pupil leadership roles so they are meaningful and are impactful
- Provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society
- Pupils know how to discuss and debate issues and ideas in a considered way
- Continue to focus on pupil well-being initiatives with tailored support and monitor their impact

3. To continue to improve whole school attendance

Expected Outcome:

- To review and amend the raising attendance plan as required (RAP)
- Continue to follow the LA procedures for attendance, absence, children absent in education and elective home education
- To achieve a target of 95% attendance

4. To further embed children's understanding of positive behaviour choices and school values.

Expected Outcome:

- Ensure the school SHARE values continue to be embedded across school
- Staff to ensure children have a clear understanding of respectful behaviours throughout the school
- Staff to develop strategies further for children to self-regulate positive behaviour

5. To refine further mastery in writing across school.

Expected Outcome:

Increase the understanding of mastery teaching:

Writing:

- Explicit modelling of cohesive writing focusing on sentence structures, punctuation and the effect on the reader
- Writing to be planned for a purpose and include editing and up-levelling, focusing on the effect of punctuation, vocabulary and sentence structures has on the reader

6. Continue to develop the foundation subjects with a focus on embedding key knowledge further by linking previous learning and developing substantive knowledge

Expected Outcome:

- Embed the role of curriculum leads in monitoring, supporting and coaching teachers ensuring the foundation subject curriculum is effective
- Teachers to adapt (as required) planning and resources to ensure the curriculum builds on prior knowledge and develops key skills
- Teachers act upon feedback given from SLT, curriculum leads and lead practitioners to ensure lessons are delivered effectively and are knowledge skill based

7. To continue to improve presentation and handwriting across school in all subjects (On-going)

Expected Outcome:

- Ensure staff are modelling correct handwriting and neat presentation at all times
- Teachers to continue to actively teach correct formation of letters and address misconceptions in handwriting

8. Refine EYFS practice on the outside curriculum and talk

Expected Outcome:

Ensure a good foundation to a child's learning journey throughout school through:

- Use and develop opportunities to use children's interests to ensure good outcomes for children in EYFS
- Continue to have a variety of opportunities for children to problem solve, develop resilience and their spoken language and vocabulary acquisition, as well as their communication and interaction skills
- Ensure conversation skills are developed between children and adults and children and children, and are embedded so they lead to children meet age related expectations

9. Develop the curriculum support through Curriculum Development Leads

Expected Outcome:

- Develop the role of curriculum leads ensuring these are embedded and to support new appointees to post
- SLT, Curriculum Development Leads and Practitioners to support, mentor and coaching teachers (as required)
- SLT to support new Lead Practitioners in monitoring their foundation subject, giving support where needed

10. Refine the SEND pre-formal curriculum content and delivery

Expected Outcome:

- The SENCO, in consultation with external agencies, to support pupils with specific needs, by having plans and provision in place
- The SENCO in conjunction with staff refine the delivery of the pre-formal curriculum to meet individual needs and meet EHCP/SSPP targets
- Delivery of the curriculum by the Pathway practitioners will ensure that children's needs are met, and they make progress at their level