



# School Improvement Plan 2024-2025

## Context

## Intent

## Implementation

## Impact

### The Quality of Education

Outcomes for phonics in Year 1 had been declining and although they improved last year outcomes for Phonics are still in the bottom 20% nationally. GDS at the end of KS1 was very low.

To improve outcomes for the Year 1 Phonics Screening Check and GDS for the End of KS1.

- Working walls embedded. Need consistency and more understanding of links to learning.
- Phonics working walls in every class with the Grow the Code posters up.
- Planning links to the curriculum are shared with parents.
- Interventions in place with specific objectives to ensure rapid progress.
- Curriculum meets the needs of the lowest 20%.
- Enquiry questions for topic to ensure sticky knowledge.
- Teaching of phonics meets the needs of all learners (consistency).
- Parent workshops.
- Sharing learning on dojo daily.
- Ensure core subjects have sufficient learning time.
- Quality Texts used and on display in classrooms.

End of Year School Attainment will be broadly in line with National.

### Behaviours & Attitudes

Behaviour has sometimes had an impact on learning in recent years. Behaviours for learning are not embedded or consistent.

To continue to improve behaviour across school including behaviours for learning.

- All staff to follow the Behaviour Blueprint (consistency).
- Improve attendance/reduce PA.
- Behaviours for learning CPD for staff (walkthrough books, Paul Dix).
- CPD for staff around preventing unwanted behaviours through positive approaches & organisation.
- Improve children's attitudes to learning.
- Causes for concern shared with SENDCo & parents.
- ABC charts used and reflected upon by staff and added to My Concern.
- Values & Dojo points used.
- Consistency of positive language and rewards.
- Expectations and routines are clear and shared.

Behaviours for learning will be embedded in all year groups and will therefore enable children to be independent learners.

### Personal Development

Since Covid there has been an increasing number of children with sensory and mental health needs.

To ensure the physical environment meets the complex needs of the increasing number of children with sensory processing and mental health difficulties.

- Sensory audits completed for each class and specific children.
- Calm corners in all rooms.
- Sensory space created in school.
- Nurture continued.
- Positive play continued.
- Interventions have a clear start and end point (Boxalls used).
- Work on resilience through the introduction of Commando Joe.
- Big emphasis on Independent Learning in classes.
- FSW supporting specific needs with families.

Sensory and Mental Health Needs will be met within classroom practice. Children are resilient and can self-regulate.



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### Leadership & Management

We have been working on subject leadership but with staff changes, Subject Leaders still weren't confident in the monitoring of their subject.

To improve subject leadership so teachers can build on their expertise as well as supporting other colleagues.

- Subject Leaders are monitoring their subject through book looks, learning walks, data analysis, questionnaires, and conversations, as well as raising the profile of their subject.
- Ensuring staff complete monitoring forms termly, following the monitoring cycle.
- Subject audits to be carried out, looking at links to planned curriculum.
- Lesson observations for subjects (use of working walls).
- Monitoring planning & book looks.
- Feedback to governors.
- Subject intent, implementation, and impact statements.
- Subject areas on the website.
- Subject newsletters to parents.
- CPD for staff, Deep Dives into subjects.

Children's learning in subjects will improve as a result of confident subject leadership.

### Early Years

Although GLD outcomes increased this year our GLD outcomes have been in the bottom 20% nationally for over 4 years.

To continue to improve GLD outcomes at the end of EYFS.

- Ensure EYFS provision is high quality and well planned for the new EYFS Unit.
- Ensure EYFS provision encourages independence.
- Ensure EYFS provision for Prime Areas is carefully planned and improves outcomes.
- Parent workshops.
- Sharing learning on dojo daily.
- Interventions in place with specific objectives to ensure rapid progress.
- CPD for staff on continuous provision inside and outside.
- Good use of vocabulary, writing opportunities and quality texts seen within provision.
- clear distinction between adult-led and child led/child initiated.

School GLD Outcomes will be broadly in line with National (out of the bottom 20%)

### Church School

We had our SIAMS Inspection that went well but raised some development points.

To ensure the school is supporting children through the Christian foundations and supports children to flourish.

- Ensuring staff are planning collective worship using bible stories and linking to our values.
- Ensure children continue to have a clear understanding of our visions and values.
- To ensure the planned opportunities for SMSC take place.
- To plan in celebrations in other faiths as well as Christianity (60:40).
- Ensure there are more opportunities for teaching and learning links with the local church e.g. going to church to name parts of the church rather than doing on an IWB.
- To ensure we are using the new floor books for RE consistently.
- Monitor the impact of the distinctly Christian ethos and values.

School will be supporting children to flourish. Children will feel valued and that they have a place to belong.