

School improvement Plan 2023- 2024

Last reviewed on: September 2023
Next review due by: September 2024

1. To improve whole school attendance

Expected Outcome:

- To implement and review the raising attendance plan (RAP)
- Continue to follow the LA procedures
- To achieve a target of 95% attendance

2. To embed children's understanding of respectful behaviour, with children having a clear understanding of positive behaviour choices and values.

Expected Outcome:

- Ensure the school SHARE values are embedded across the whole school
- Staff to ensure children have a clear understanding of respectful behaviour throughout the school
- Staff to develop strategies for children to self-regulate positive behaviour
- Ensure there is a systematic approach to behaviour throughout the whole school, including lunch times and playtimes

3. Continue to develop a focus on mastery in Reading, Writing and Mathematics 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 uplevelling, focusing on the effect of punctuation, vocabulary and sentence structures has on the reader

Reading:

- Explicit modelling of higher order inference questions, with a focus on a range of question types and formats, including impression and evidence questions.

Mathematics:

- Explicit modelling of apply and reasoning questions, focusing on deconstruction of language
- Explicit bar modelling to be incorporated into lessons and manipulatives to be used to ensure mastery

4. Improve attainment in core subjects in specific year groups identified through data analysis

Expected Outcome:

- Targeted support/ teaching will be used to ensure children make accelerated progress in core subjects
- Assessment data will be analysed to review children's progress, and identify gaps in knowledge, which will then be addressed through interventions and targeted teaching

5. Continue to refine the implementation of the RWInc programme, with a focus on strategies and principles, so pupils are able to blend and word build with confidence, thus improving year 1 and 2 outcomes.

Expected Outcome:

- Continue to embed RWInc strategies and principles in all phonic sessions to ensure they are effective
- Rwlnc lead practitioner to identify where support is required and use this knowledge to support teachers in the delivery of effective RWinc sessions (weekly CPD, personalised CPD where needed)

Children to be able to apply RWInc strategies, with confidence to sound out words e.g. 'fred talk'

6. Continue to develop the foundation subjects with a focus on embedding the history and geography curriculum across school. Ensure lesson planning and resources are adapted to ensure lessons are sequential, build upon prior knowledge and develop key knowledge and skills.

Expected Outcome:

- Develop the role of curriculum leads in monitoring, supporting and coaching teachers ensuring the history and geography curriculum is effective.
- Teachers to adapt the B and C 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 improve presentation and handwriting across school in all subjects-OFSTED target

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. Embed EYFS practice with focus on the outside curriculum and talk

Expected Outcome:

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

- Systematic training of all EYFS staff to ensure the curriculum is developed and implemented appropriately
- Ensure the curriculum is ambitious, rigorous and uses children's interests, as well as play, to ensure good outcomes for children in EYFS
- Ensure there are 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
- Continue to embed Wellcomm as a communication and language programme to ensure good outcomes for all children in CL
- Ensure conversation skills are developed between children and adults and children and children, and are embedded to ensure good outcomes ensuring children meet age related expectation.

9. Develop the SEND pre-formal curriculum

Expected Outcome:

- The SENCO, in consultation with external agencies, to accurately identify SEND needs and support pupils with specific needs, ensuring the plans and provision in place meets the needs of pupils
- The SENCO and the Pathway teacher will work in collaboration to further break down the needs of the children, and plan a personalised pre-formal curriculum to develop life skills and meet EHCP/SSPP targets
- Delivery of the curriculum by the Pathway TAs will ensure that children's needs are met, and they make progress at their level

10. Develop the curriculum support through leadership capacity and leadership structure

Expected Outcome:

- Develop the role of curriculum leads ensuring history and geography are embedded
- SLT and History and Geography Lead Practitioner to support Curriculum Leads in mentoring and coaching teachers
- SLT to support new Lead Practitioners in monitoring their foundation subject, giving support where needed
- RWinc Lead to train an additional Reading Leader to deliver RWinc CPD and monitor the effective delivery of the programme ensuring children make progress