

## -School Improvement Plan 2024-2025

**Target 1: Teaching and Learning** - To improve standards of literacy and maths across the school so that children of all abilities achieve at or above their potential

### Success Criteria:

- All pupils in Years 2 - 6 achieve WNT scores within their non-verbal standardised score range or above (when ALN/pupils with specific needs have been disaggregated)
- All pupils in Years 2 - 6 make progress in literacy (reading) and numeracy (procedural and reasoning) - measured through comparison of WNT results in 2023-24 with results in 2024-25
- A greater percentage of pupils achieve above 90 (SS) within literacy and numeracy WNTs - measured through comparison of 2023-24 results with 2024-25 results
- A greater percentage of pupils achieve 115+ in WNTs - measured through comparison of 2023-24 results with 2024-25 results
- All pupils in Year 2 - 6 improve their spelling age, reading age and comprehension age beginning to 'close the gap' i.e. accelerated progress where there are discrepancies between
- Greater percentage of pupils in Reception to Year 2 move up 2+ and 3+ groups in the RWI programme (compared to 2023-24 data)
- All pupils in Nursery and Reception make progress from their starting points - measured through comparison of baseline data with Summer term data

### Actions

- ❖ Ensure all staff are aware of the 2023-24 data for their new classes - recap with staff in September 2024 INSET day
- ❖ Highlight the need to be aware of non-verbal standardised scores
- ❖ Continue to embed White Rose maths scheme
- ❖ Consider the level of challenge within the WR scheme - ensure there is always appropriate challenge for more able learners and support for less able learners
- ❖ Consider approaches to teaching maths and decide if setting for reasoning activities is appropriate for PS3 classes
- ❖ Introduce daily Maths Fluency sessions in PS2 and PS3 as an opportunity to embed skills
- ❖ Carry out termly WR Maths assessments to inform daily fluency maths sessions
- ❖ Increase number of taught Maths sessions in PS2 (5 whole morning sessions over 2 week period)
- ❖ Ensure weekly Reasoning sessions take place in PS2 & PS3
- ❖ Continue to embed Spelling Shed scheme of work and ensure this is being taught consistently across the school

- ❖ Continue to use a variety of approaches to teach comprehension skills e.g. past WNT papers, Giglets and comprehension question activities
- ❖ Continue to use the English skill ladders developed in 2023-24 to ensure skills are being taught progressively
- ❖ Introduce methods for ensuring active speaking and listening skills within all classes
- ❖ Monitor the teaching of both literacy and numeracy across the school - book looks, lesson observations, planning scrutiny
- ❖ Organise literacy and numeracy parental workshops to upskill families in supporting their children with homework activities
- ❖ Continue to organise opportunities for families to learn alongside their children - reading cafes, family learning programmes, stay and play sessions
- ❖ Ensure that raising standards is clearly outlined within the performance management process
- ❖ Ensure that all staff are aware of how this priority is directly reflected within the professional teaching standards

#### Review Points (November, March, June)

**Target 2: Curriculum** - To embed pedagogical approaches to continue to develop our approach to the curriculum and pupil independence

#### Success Criteria:

- Nature pedagogy will be successfully embedded within school and will provide meaningful, authentic experiences for pupils to realise identified aspects of the curriculum
- Inquiry based learning will be fully embedded as a pivotal pedagogical approach designed to develop independence in learning
- A higher percentage of independent (self-chosen) tasks are completed by pupils in Year 4, Year 5 and Year 6
- Indoor and outdoor learning environments will be well-organised and equipped with all resources needed for pupils to access learning independently
- Nearly all pupils demonstrate a higher level of independence and self-motivation within learning tasks - measured using the 'education' section of Selfie

#### Actions

- ❖ Ensure all staff are fully aware of our Curriculum Model within SPS
- ❖ Ensure all staff are aware of the Nature Pedagogy element of our curriculum model and the opportunities that this provides for developing independence
- ❖ Monitor the implementation of Nature Pedagogy
- ❖ Provide training and guidance to staff in relation to learning outdoors
- ❖ Revisit Inquiry Based Learning to ensure that the cycle is understood by all members of staff
- ❖ Ensure staff in PS3 are offering independent inquiries to pupils to promote independence

- ❖ Audit provision for indoor and outdoor learning to ensure all areas are fully equipped with all necessary resources
- ❖ Source and order appropriate resources to ensure all areas are well-equipped (indoors and outdoors) - apply for grant funding where available
- ❖ Revisit documents setting out what independence looks like in different year groups
- ❖ Revisit our Learning Assets with pupils to ensure that they fully understand what an effective learner looks like
- ❖ Use Selfie questionnaires to measure resilience in relation to education
- ❖ Ensure Nursery staff team are using 'planning from the child's interests' approach to weekly planning
- ❖ Introduce an effective 'Plan, Do, Review' process into Nursery to promote independence
- ❖ Ensure our curriculum model reflects diversity and celebrates things that are important to our children
- ❖ Ensure that the Curriculum Design team monitor curriculum developments to ensure that the curriculum offer allows pupils to realise the Four Purposes
- ❖ Ensure curriculum priorities and developments are clearly identified within the performance management process
- ❖ Ensure that all staff are aware of how this priority is directly reflected within the professional teaching standards

**Review Points (November, March, June)**

**Target 3: Wellbeing, Equity and Inclusion** - To ensure all pupils feel welcomed into the school and school attendance improved for identified groups of learners

**Success Criteria:**

- SELFIE data will show high levels of positive social experiences and low levels of negative social experiences and negative emotions (compare 2023-24 data to 2024-25 data)
- Identified groups of learners will improve attendance (compare 2023-24 data to 2024-25 data)

**Actions**

- ❖ Carry out and analyse SELFIE Data (yr 2 - Yr 6)
- ❖ Identify groups of learners who have low positive school experiences
- ❖ Ensure groups of learners are listened to and receive pertinent counselling sessions
- ❖ Audit attendance across the school
- ❖ Identify groups of learners who have low attendance
- ❖ Identify barriers to attendance
- ❖ Support families where necessary to overcome identified barriers
- ❖ Ensure all families are aware of the impact of multiple missed days at school

- ❖ Follow guidelines set out by the Local Authority for monitoring school attendance
- ❖ Continue to invite families into school work alongside their children - Reading cafes, Family Learning programmes, Stay and Play etc.

Review Points (November, March, June)

**Target 4: Leadership** - To develop a robust approach to professional learning to benefit all staff

**Success Criteria:**

- Collaborative professional learning approaches will be successfully implemented within the school
- New members of staff will have a clear pathway of support (NQTs and more experienced teachers)
- Increase in the number of staff seeking professional qualifications or accreditation e.g. leadership pathways, MA
- Professional learning opportunities will be directly related to school development priorities
- All staff will be aware of the Schools as a Learning Organisation model

**Actions**

- ❖ Introduce our approach to Professional Learning to all staff
- ❖ Develop a pathway of support for new teachers - NQTs and more experienced staff
- ❖ Allocate mentors to new members of staff
- ❖ Develop coaching and mentoring opportunities within school
- ❖ Introduce collaborative learning opportunities incorporating inquiry approaches for staff
- ❖ Allocate INSET time and importance to professional learning
- ❖ Allocate INSET time and importance to opportunities to reflect on key learning events
- ❖ Reintroduce the SLO model to staff
- ❖ Ensure professional learning opportunities and responsibilities are clearly outlined within the performance management process
- ❖ Ensure that all staff are aware of how this priority is directly reflected within the professional teaching standards
- ❖ Creation of an action plan for PD lead and Research Champion for forthcoming year detailing objectives for PD process

Review Points (November, March, June)