



## School Improvement 2024-2025

### What is our vision and mission statement?

*Making a difference and achieving excellence for every child.*

### What are our values?

- Growth – We go beyond what is expected to continually improve standards and deliver ambitious outcomes.
- Respect – We do the right thing for our children.
- Inclusion – We care about people as individuals.

### What are our long term (10-year) strategic goals (2024 – 2034)?

- Use effective assessment to consistently teach an inclusive, high-quality curriculum that is adapted to meet the needs of, and provide challenge for, all our learners.
- Every child at least meets age related expectations for all subjects, with high prior attainers exceeding this, so they leave our school ready for the next stage of their education.
- Develop resilient individuals with positive mental and physical health and empathy for others which they demonstrate through their actions.
- Deliver sustainable improvement through nurture, challenge, technology and highly effective systems. Grow pupils who are leaders and change-makers of the future.
- Unite a compassionate community that works together so all children thrive and everyone feels safe.

### What is the school's current self-evaluation of overall effectiveness? Good

### What are our Ofsted areas for improvement from our last inspection (June 2019)?

- Further improve the quality of teaching in the early years by ensuring that teachers consistently plan free-choice activities that consolidate children's early literacy and number skills.
- Further strengthen the quality of teaching, and thereby outcomes for pupils, by ensuring that recent improvements in writing are embedded and sustained over time.
- Enhance the quality of leadership and management of the school by strengthening subject leaders' skills so that they have an even greater positive impact on teaching, learning and assessment.

### What is our SDP?

- School Development Plan
- What we will do to make things better for our children's learning and outcomes.
- It is not 'business as usual' so doesn't cover all things that are happening.

### How will we know if we have been successful?

- All children are safe and enjoy coming to school.
- All children have high attendance and are punctual.
- All children's behaviour and conduct reflect our high expectations.
- All children read widely and often, with enjoyment, fluency and comprehension.
- All children develop detailed knowledge and skills across the curriculum.
- All children are ready for the next stage of their education.
- Results from statutory tests at least meet national expectations.

## School Development Plan: 2024 - 2025

### What does it mean for me?

	Objective 1	Objective 2	Objective 3
			
	<b>Reading &amp; Phonics</b> An even greater percentage of pupils achieve the expected (and higher) standards by the end of the year.	<b>Writing - Proofreading</b> Effective proofreading enables an even greater percentage of pupils to achieve the expected standard by the end of the year.	<b>Feedback</b> Consistent implementation of the school's feedback policy improves accuracy of pupil's work and progress over time.
<b>Governor</b>	I check each term that outcomes in reading and phonics are on track to meet targets.	I check each term that outcomes in writing are on track to meet targets.	I visit school at least twice a year and speak with staff to inform my feedback to leaders.
<b>Leader</b>	I make sure that data related to reading and phonics is recorded in the correct places at the correct times and used to adapt provision.	I check half termly that pupils are using specific taught features in their writing independently.	I share feedback with my teams in line with the school's approach.
<b>Teacher</b>	I teach our phonics and reading sessions with complete fidelity to the relevant programmes -Little Wandle & Reading Gems - including Keep-Up and Catch-Up.	I consistently teach our intended writing curriculum with fidelity, including handwriting and spelling schemes.	I give 'in the moment' feedback to pupils in every lesson.
<b>TA</b>	I follow the phonics programme (Little Wandle) with fidelity for all my intervention groups and reading sessions.	I develop pupil's posture, pencil grip and letter formation to support progress in automaticity of handwriting.	I give 'in the moment' feedback to pupils during interventions.
<b>Support Staff</b>	I ask children about what they are reading to promote a positive reading culture.	I develop pupils' oracy through opportunities across the school day.	I share feedback with leaders to improve systems in school.
<b>Pupils</b>	I bring my reading book home and to school every day.	I read my own writing out loud to myself to check that it makes sense.	I tell my teacher when I have an idea.
<b>Parents / Carers</b>	I read with my child(ren) every day for at least 15 minutes.	I encourage my child to share their ideas and thoughts verbally at home.	I respond to parent/carer surveys.

### How will we know if we have been successful?

- At least 75% of Y1 Pupils and 80% of Y2 pupils achieve 32+ in the Phonics Screening Check.
- At least 65% of pupils in Rec to Y5 achieve the expected standard (15% higher) in reading.
- At least 75% of Y6 pupils achieve the expected standard (15% higher) in reading.
- At least 55% of pupils in Rec to Y5 achieve the expected standard (5% higher) in writing.
- At least 65% of pupils in Y6 achieve the expected standard (6% higher) in writing.
- 100% of pupils achieve the three writing objectives outlined in our 'Pupil Learning Expectations'.
- 100% of pupil workbooks evidence the positive impact of consistent implementation of the school's feedback policy as measured by half termly monitoring and external quality assurance.
- 100% of teachers 'Nag for Spag' consistently across the curriculum as evidenced in all workbooks.