

SCHOOL IMPROVEMENT PLAN 2023-2024



Our vision

The building of friendships and learning how to work and play with others is fundamental to our shared Church School vision. Through our strong Christian ethos, we recognise the importance of supportive relationships at all levels to strengthen resilience and wellbeing, giving our school community the confidence and self-belief to thrive. Combined with inspirational teaching and experiences, we empower each child with an enthusiasm for learning and self-improvement, enabling them to achieve not only their full academic potential, but their own ambitions. Leading by example, we promote a positive, can-do attitude and regard for the environment. Our Christian values and teaching foster a culture of fairness, dignity and respect for others as well as an understanding of faith.

“Love each other as I have loved you.” John 15:12

SCHOOL IMPROVEMENT PLAN 2023-2024

Curriculum Drivers

We believe that our children deserve and need us to provide more than just the National Curriculum. Life has so much more to offer and our children have so much more to learn and experience. With this in mind we worked to prioritise the things we wanted our children to experience during their time with us and below is the document which outlines our aspirations. We use these six 'drivers' to underpin the development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to our children and their families

Community We believe that our curriculum will enable the children to develop the emotional understanding necessary in order to experience positive relationships and to develop a sense of justice and an ability to empathise that ensures a respect of themselves and each other.	Resilience Our children need to become resilient to be able to deal with different challenges across the curriculum and in the wider world. They need to develop the ability to solve problems without giving up. Developing the skills to work independently and become resourceful will be key to this. We will exploit every opportunity through our curriculum to help the children to develop the physical and mental strength to be successful and happy.
Respectful Communicators We want our children to become eloquent orators, speaking with confidence and fluency in a variety of situations. We believe that helping our children find their voice is as important as them becoming avid readers or great writers and will work to broaden vocabulary and encourage talk in all areas of learning.	Adventure We are passionate about the health (both physical and mental) of our children. We want our children to lift their eyes from the screen and be excited by the real world, engaging in rich experiences to develop imagination. We will use competition to develop confidence and allow them to manage real risks by having fun and a little danger!
Environment We believe our children need to know about and understand the world that is beyond their immediate doorstep. They need opportunities to experience the richness of its diversity and show they care about its management and sustainability.	Diversity We want our children to develop respect and tolerance for others who are different from ourselves derived from a greater understanding of one another; a valuing of each other and the contributions we all bring to our lives shared together in this world. Through learning about the world, we want them to understand their role in society and develop respect towards the environment, communities and religions.

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SCHOOL IMPROVEMENT PLAN 2023-2024

Quality of Education

Behaviour

Personal Development

Leadership and Management

Early Years

School Name: High Littleton Primary **Update: September 2023**

Quality of Education

Summary from SEF:
 We have constructed a curriculum that is ambitious and is designed to give all children the knowledge and cultural capital, particularly for those disadvantaged children. The curriculum is coherently planned.
 LTPs identify the knowledge that children need to know and remember in order to achieve the milestones at each stage.
 Middle Leaders have undertaken their role to monitor and evaluate their subjects, leading to good outcomes.
 KPIs in all areas are consistently high.

- Success criteria going forward:
- Children can remember and talk about previous learning; making links within and between subjects.
 - Embed a culture where children have a love of reading.
 - Embed systematic and effective teaching of phonics
 - Improvements in the quality of sentence structure by implementing Write Stuff
 - Ensure that high-quality texts are evident across the school in all areas of the curriculum
 - Progress of children in Maths is rapid and focused on challenging and rigorous assessment
 - Disadvantaged pupils (SEND/PP) achieve exceptionally well

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Children can remember and talk about previous learning; making links within and between subjects.	<p>SLs identify key vocabulary which is to be shared with children at the beginning of each term for each subject.</p> <p>SLs ensure that vocabulary builds on previous learning. Regular low stakes quizzes and activities embed knowledge and vocabulary.</p> <p>Effective POP tasks are identified to assess children’s growing understanding.</p>	<p>T1</p> <p>T1</p> <p>T1-6</p> <p>T1</p>	<p>SLs</p> <p>SLs</p> <p>CTs</p> <p>CTs/SLs</p>	<p>LTPs, MTPs and knowledge organisers clearly indicate sequencing.</p> <p>MAT reviews alongside SLs show children’s ability to articulate their learning.</p> <p>Entry and exit quizzes used alongside POP tasks to analyse and address gaps.</p>	<p>Pupils can articulate the key knowledge in subjects, and relate them to new learning.</p> <p>Teachers use POP tasks effectively to assess and plan - gaps are identified.</p> <p>Children are able to articulate learning using key vocabulary. Planning has threshold concepts embedded in</p>	GG/SLs	£1000	

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SCHOOL IMPROVEMENT PLAN 2023-2024

		Subject leaders and senior leaders impact through assessment.	T1 - 6	SLs/MNSP	SL overview through lessons observations, pupil conferencing and book scrutinies.	medium and short term plans, and pupils use these to assimilate new knowledge. Staff have secure subject knowledge and lessons are well-taught.			
2	Embed Accelerated Reader from Y2-Y6 so that children can access more challenging texts and make good progress in their reading.	<p>Revise the school's Literacy Spine.</p> <p>Demanding texts are available to develop and deepen knowledge/cultural capital.</p> <p>Termly Star Reader Assessment completed.</p> <p>Monitoring of reading books to ensure that they are within the child's ZPD.</p> <p>Continuous assessment of children's reading fluency, accuracy and comprehension using AR and YARC.</p> <p>Improve quality of books within class book corners.</p>	<p>T1</p> <p>T1-6</p> <p>T1-6</p> <p>Weekly</p> <p>T1/6</p>	<p>CTs</p> <p>GG/EP</p> <p>GG/EP/IG</p> <p>CTs</p> <p>GG</p>	<p>Sept 2023</p> <p>Ongoing</p> <p>From Sept 2023</p> <p>From Sept 2023</p> <p>Nov 2023</p>	<p>Children and parents can articulate the work that the school is doing to help them be better readers.</p> <p>At least 80% of children meet ARE in reading across all year groups.</p> <p>Standardised scores for all year groups is above 110.</p> <p>At least 40% of all year groups have greater depth scores of above 115.</p>	GG/IG/EP	£4000	

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SCHOOL IMPROVEMENT PLAN 2023-2024

3	Systematic and effective teaching of phonics supports the most disadvantaged children.	All relevant staff receive <i>Unlocking Letters and Sounds</i> training and support from Phonics Lead.	T1	EP	By the end of September, all pupils in Y1, 2 and 3 assessed for phonics.	At least 90% achieve screening check by the end of Year 1.	GG/EP	£3000	
		Phonics Lead to assess all children and pinpoint gaps.	T1	EP	Check YR for oral blending skills throughout the Autumn Term, focus small group work on blending skills.				
		Phonics lead to share resources and expectations with staff.	T1	EP					
		Intervention sessions monitored on a weekly basis.	T1-6	EP/AL	Review catch-up work and groupings by end T1.				
		Use of Phonics Tracker to monitor and support identification of gaps.	T1-6	EP/AL	Ensure books match sounds so pupils practise with confidence.				
		Pupil progress expectations are clearly defined term-by-term and known by staff.	T1-6	GG/EP	Plan additional teaching/ guided reading sessions by T2, additional 30 mins per day.				
		Reading books should match the sounds that pupils can sound - blend and are well-sequenced.	T1	EP/AL	Those who have fallen behind in Y1 and 2 receive daily precision teaching by end September.				

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SCHOOL IMPROVEMENT PLAN 2023-2024

					Additional sessions and/ or guided reading sessions to reinforce learning in place in afternoon sessions in place.				
4	High quality modelling of sentence structure by embedding Write Stuff.	<p>Medium term planning and weekly planning identifies what needs to be taught.</p> <p>Identify the sequence in which SPAG is taught across the school.</p> <p>Identify and purchase resources including texts which are the basis for the units.</p> <p>SL to monitor the quality of T&L. Moderation of writing.</p>	<p>T1</p> <p>T1</p> <p>T1 - 6</p> <p>T1 - 6</p>	<p>CTs</p> <p>SL</p> <p>SL</p> <p>SL</p>	<p>T1: The three chunked lesson approach is well established from year 1 upwards. Books reveal that the pupils have a deep understanding of how effort with word collecting improves the effectiveness and structure of their sentences. Books show an improvement in the standard of vocabulary used for precision and desired effects.</p>	<p>Writing outcomes at least 80% ARE across all year groups.</p>	GG/IG	£1000	
5	Ensure that all children have a strong conceptual understanding of number through varied and frequent practice.	<p>EYFS: Ensure progression map for maths in EYFS. Baseline assessments and gaps identified. Interventions in place</p>	<p>T1</p> <p>T2, 4 & 6</p>	<p>EP</p> <p>IG</p>	<p>LTPs and MTPs agreed and available on the school's website. NFER assessments</p>	<p>At least 80% of children in all year groups meet ARE.</p> <p>At least 80% of children achieve</p>	GG/IG	£1000	

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SCHOOL IMPROVEMENT PLAN 2023-2024

		SL to complete learning walks, book scrutiny and pupil conferencing Parent workshops.	T2	IG	completed in Terms 2, 4 and 6.	the required score in MTC.			
		Y1-6: Planning is based on White Rose	T1	IG	Review progress in ICDM and allocate children with new challenging material.	At least 40% of children exceed ARE.			
		Y6 Parent Information Evening	T2	IG	Termly review of MTC scores.				
		Ensure daily problem solving and reasoning activities	T1 - 6	CTs					
		Renew Doodle Maths.		IG					
		Deep dives							
		Lesson observations							
		NFER tests							
		Book scrutinies							
		Learning Walks		IG					
		Times Tables:							
		Parent Information Evening	T2						
		Purchase of S&S homework books	T1						
		Weekly assessments	T1						
		Home access to Doodle Tables	T1						
		SL to monitor progress termly.	T1 - 6						
			T1	IG					
		Fluency Bees to be rolled out across EYFS, Year 1 and Year 2							

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SCHOOL IMPROVEMENT PLAN 2023-2024

6	Disadvantaged pupils (SEND/PP) achieve exceptionally well	<p><u>Pupil Premium Strategy</u> SEND Action Plan Identified children are supported by Thrive practitioner.</p> <p>Ensure that appropriate support and resources are in place for all SEN children.</p> <p>SENCo to meet with CTs to review and discuss targets. share targets with parents/carers.</p> <p>Complete referrals. Children conferencing Parent questionnaire</p> <p>Identify precisely the content that SEND children need to learn Improve short term assessments to ensure pupils keep up within lesson sequences.</p> <p>Ensure that SENCo and subject leaders are clear what they expect pupils with SEND to learn.</p>	T1 onwards	<p>GG</p> <p>CR FG</p> <p>CR</p> <p>CR</p>	<p>T1: Discussion with SENCo and CTs around needs. T1: SSPs written and actions agreed. Term 2: Termly reviews on progress. T1-6: Outside agency involvement. T1-6: Deep dives T1-6: EHCP Annual Reviews</p> <p>Monitoring shows that intent for pupils with SEND/ disadvantaged has been clearly identified. Adaptations focus on core skills and knowledge identified as the most Important.</p> <p>Monitoring and case studies show that provision is precisely tailored in class, and staff are knowledgeable about pupils'</p>	All SEND children make good progress from their starting points.	GG/CR	£35,000	
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SCHOOL IMPROVEMENT PLAN 2023-2024

		<p>Develop through CPD, staff understanding of meeting different SEND needs in the classroom: (ASD. Speech and Language, emotional needs)</p>			<p>needs, starting points and their targets.</p> <p>Adaptations enable pupils to access demanding learning, and adaptations enable them to take part fully with their peers.</p> <p>Leaders can demonstrate their ambition for pupils with SEND in their curriculum plans, SEN report and catch up plans.</p>				
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SCHOOL IMPROVEMENT PLAN 2023-2024

Quality of Education

Behaviour

Personal Development

Leadership and Management

Early Years

Behaviour:

Summary from SEF:

Leaders have created a safe, calm, orderly and positive environment within the school and the classroom which allows them to learn. We have clear rules and boundaries/expectations in all aspects of school life, not just in the classroom. The outstanding leadership of the Headteacher and governors drives the inclusive and distinctively Christian vision which permeates daily life in this school (SIAMS 2019). This is a happy school where pupils and staff model the Christian vision to value and love each other. Staff feel cared for and cared about, likening themselves to one big family. New staff say they immediately feel welcome and included (SIAMS 2019). There is a strong focus on attendance and punctuality and at 96% this indicates very positive attitudes to learning. Children have excellent behaviours for learning and they are respectful of each other and of their community. Parents report that there is a high standard of behaviour.

Success criteria going forward:

- Ensure that average attendance continues to be above 98%
- The school is a safe and positive environment where bullying is not tolerated and in which commonalities are identified and celebrated, difference is valued and nurtured.
- Staff have high expectations for children’s behaviour and this is reflected in children’s behaviour and conduct.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Children have high attendance and are punctual	Daily monitoring by office staff. Weekly reports given to HT and shared with staff. Teachers receive regular updates, including attendance figures for groups, especially vulnerable groups. Share expectations with parents and highlight attendance patterns where there is a concern. Review whole school attendance with EWO.	On-going Weekly Termly Ongoing Termly	GG/NP/EWO NP NP GG NP/GG/EL	Parents receive regular reminders in newsletters. GG meets with EWO. Vulnerable children highlighted and reminders sent to parents Termly reporting to LGB and Trust.	Children value their education and rarely miss a day at school Attendance is 98%. Attendance issues are dealt with which has a positive outcome on pupil progress.	GG/EWO	EWO costs	

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SCHOOL IMPROVEMENT PLAN 2023-2024

2	The school is a safe and positive environment where bullying is not tolerated and in which commonalities are identified and celebrated, difference is valued and nurtured.	Review Anti-Bullying Plan.	T1	GG/IG/AW	Terms 2, 4 and 6: Children's Questionnaires Term 3: Parental Questionnaire School to work with Rev. Adam Pitt in further developing the role of CW within the school. Anti Bullying Action Plan in place. Class Charters completed.	Parents are overwhelmingly in agreement that the school's behaviour management is effective. 100% of children report that they feel safe at school. Children report that there are no instances of bullying or harassment at school.	GG/IG		
		School Council to draw up an Anti-bullying School Charter.	T1	EP					
		Class reps to share information with peers.	T1	CTs					
		Review Collective Worship themes in line with Christian Values.	T1	GG/AP					
		Embed Jigsaw themes into Collective Worship.	T1	LT					
		Review SIAMS framework.	T2	GG					
		Highlight key dates and celebrations across all beliefs during worship.	T1	AW/AP					
		PSHE lessons - embed JIGSAW	T1	GG					
		Book SARI for class workshops and staff training.	T2	LT					
		Audit current reading materials to ensure that children see and are aware of diversity.	T1	AW					
Purchase books to reflect this if necessary.									
Anti-Bullying Week - <i>Make Some Noise (13th-17th Nov)</i>									
Internet Safety Day									
Children's Questionnaire									
Parents' Questionnaire									
SHEU survey									

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SCHOOL IMPROVEMENT PLAN 2023-2024

3	Staff have high expectations for children's behaviour and this is reflected in children's behaviour and conduct in all aspects of school life.	Review Behaviour Policy.	T1	Staff	Learning Walks Scrutiny of work Lesson observations Children conferencing. Parental questionnaire External visits/reports (SIPs/CEO)	100% of children show positive attitudes towards their learning. Children are respectful towards each other because they understand their responsibilities. No low-level disruption is seen in class. Good progress is seen in all year groups. Children show pride in their work across the curriculum.	GG/IG		
		Children's Questionnaires completed.	T3/6	GG					
		Ensure that children and parents understand the school's Behaviour Policy.	T1-6	GG					
		The school's Golden Rules are made explicit to the children in classrooms and on the playground	T1-6	Staff					
		Continue to monitor and improve OPAL provision.	T1-6	IG					

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SCHOOL IMPROVEMENT PLAN 2023-2024

Quality of Education

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Early Years

Personal Development:

Summary from SEF:

Care, guidance and support for children and families are deeply rooted in the loving Christian ethos of High Littleton. The welfare, happiness and progress of the children are at the heart of our church school. The children contribute to a safe positive learning environment because they are thoughtful, caring and enthusiastic about the school and each other. As a result, all children can thrive, no matter what their disability or difference.

The school's Christian vision is rooted in biblical teaching and is lived out through firmly embedded Christian values across the whole school. (SIAMS 2019)

The school is truly inclusive, welcoming all and treating every individual with high levels of dignity and respect. (SIAMS 2019)

Passionate leadership drives the school. All members of the school community are highly valued and cared about deeply. (SIAMS 2019).

We provide high-quality pastoral support and ensure that our children maintain an active lifestyle (physically and mentally) and have an age-appropriate understanding of healthy relationships.

Our PSHE curriculum is outstanding.

Success criteria going forward:

- Children understand how to keep themselves safe online.
- Embed a child rights approach into all aspects of school life.
- Embed children's understanding of our vision and values and how this impacts on their understanding of British Values.
- Children have an active lifestyle (physically and mentally) and have an age-appropriate understanding of healthy relationships.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Children understand how to keep themselves safe online.	Embed JIGSAW with a particular focus on online abuse. RSE curriculum within JIGSAW. Safer Internet Day. Parental workshops. Ensure that our Computing curriculum reflects the need to teach children about online abuse.	T1 T3 T1 T3 T4 T1	LT LT GG IG JW	Computing and PSHE scheme of work sets out when online safety is taught. Develop a progression document to track how knowledge builds over time.	Children can discuss and understand how to stay safe both online and offline. No incidents of online abuse recorded. Parents are better equipped to discuss online safety with their children.	GG		

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SCHOOL IMPROVEMENT PLAN 2023-2024

2	Embed children's understanding of our vision and values.	Weave British Values into the school's CW cycle.	T1	LT	British Values LTP in place	Children can articulate British Values and how we follow them in school life.	GG		
		Embed JIGSAW, highlighting where British Values are explicitly taught.	T1	SLs	British Values identified in planning				
		Lessons on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain.	T1-6	CTs	Children have visited a place of worship.				
		RE SoW allows children to learn about other faiths	T1-6	GG	Children can articulate in an age-appropriate way as to what British Values are and they can also give examples of these in our lives.				
		Identify places of worship for children to visit through the school's RE SOW.	T3	GG					
Black History Month woven into CW timetable as well as other areas of the curriculum.	T1	AW							
3	Embed a child rights approach into all aspects of school life.	Inform the whole school community that the school is working on the RRSA.	T1	GG	School community are aware of RRSA.	The school achieves the Rights Respecting Schools Bronze Award.			
		Children become familiar with the UN Convention on the Rights of the Child	T1-2	GG	Children can discuss articles of the UNCRC.				

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SCHOOL IMPROVEMENT PLAN 2023-2024

		during collective worship and displays. Pupil-led Steering Group in place. Review your school practice against the Silver Outcome and create an action plan. Descriptors for each of the three RRSA Strands.	T1 T2	GG GG/Steering Group	Steering group can feed back to classes.				
4	Children have an active lifestyle (physically and mentally) and have an age-appropriate understanding of healthy relationships.	Embed THRIVE into the life of the school. THRIVE training for support staff. RSE curriculum within JIGSAW. NSPCC workshops. Review SMSC policy and identify JIGSAW lessons where SMSC is a focus. Review Personal Development Planner. Review SIAMS self-evaluation.	T1 T1 T1 T3 T1 T1 T2	FG LT GG GG GG GG	Termly review of progress through assessments. Additional support for children by the end of Term 2. SL and CTs have identified when and how to teach RSE in an age-appropriate manner.	Children and parents report that they feel safe. Pastoral support is effective. Clear progression in the teaching of PSHE.	GG		

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SCHOOL IMPROVEMENT PLAN 2023-2024

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Leadership and Management:

Summary from SEF:

The school's SLT is clear in its vision for providing high-quality education to all children. This is evident through our shared values, policies and practice. This vision has been maintained throughout the pandemic. The school's leaders are focused on supporting teachers in improving pedagogical knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. Leaders engage effectively with pupils, parents and outside agencies.

The outstanding leadership of the Headteacher and Governing Body drives this inclusive and distinctively Christian vision which permeates daily life in this school. Leadership is passionate in its pursuit of the holistic development of every individual child and ensures equality of opportunity for each pupil in order that they should fulfil their God-given potential. This is a happy school where pupils and staff model the Christian vision to value and love each other.

Staff feel cared for and cared about, likening themselves to one big family. (SIAMS 2019)

Success criteria going forward:

- Ensure that teaching allows children to build upon previous learning.
- Assessment, both formative and summative, lead to improved outcomes for children.
- Ensure that the way the school uses the Pupil Premium is founded on good evidence.
- Governors effectively hold all leaders to account for the **intent, implementation and impact** of the curriculum.
- Ensure that **safeguarding** is highly effective and that policies and procedures ensure that adhered to.
- Ensure that the provision and working practices of the school promote positive mental well-being of staff and a reduction in unnecessary workload.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
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SCHOOL IMPROVEMENT PLAN 2023-2024

1	Teaching ensures that that children are developing an increasing knowledge in all subjects.	All subjects are sequenced within and across all year groups.	T1-6	SLs	SLs review progression documents and long term plans.	SLs are confident about making judgements about implementation and impact.	GG/SLs						
		Learning walks across the school focus on how well teachers check pupils' understanding, and how well key knowledge is embedded.	T1-6							Termly KOs shared and used effectively to support children's learning.	Pupil conferencing shows that children are able to discuss their learning using correct vocabulary.	SLs	
		Scrutinise pupils' books to moderate their depth of learning.	T1-6									Books across all age groups show progression in knowledge and understanding.	CTs/SLs
		Embed use of quizzes, to check pupils' recall of key knowledge.	T1-6										
		Summative assessments of foundation subjects shows that teaching in all subject areas is strong.	T1-6										

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SCHOOL IMPROVEMENT PLAN 2023-2024

2	Assessment, both formative and summative, lead to improved outcomes for children.	<p>Staff understand the requirements in responding to children's work.</p> <p>Teachers to identify Termly POP tasks to assess understanding in foundation subjects.</p> <p>Implement termly assessment using tracking grids.</p> <p>Share best practice with other schools within the Trust.</p>	<p>T1</p> <p>T1-6</p> <p>T1-6</p> <p>T1-6</p>	<p>CTs</p> <p>CTs</p> <p>CTs/SLs</p> <p>CTs/SLs</p>	<p>Implement new Trust Marking and Feedback Policy.</p> <p>Low stakes testing/quizzes support judgments in foundations subjects.</p>	At least 80% of children are meeting age related expectations in all subjects.	GG/SLs		
3	Ensure that the way the school uses the Pupil Premium is founded on good evidence.	<p>Review progress of PP children using HT reports as well as SL reports and evidence from children's books.</p> <p>Evaluate impact of provision and decide upon PP spending for 2023-2024.</p> <p>Termly updates from HT about PP attainment and progress.</p> <p>Completed YARC assessments.</p> <p>NFER assessments</p> <p>Pupil conferencing across foundation</p>	T1 onwards	GG/LGB	<p>Analysis of PP achievements</p> <p>PP strategy for 2023-2024 completed.</p> <p>Monitoring of PP children in class through lesson observations, book scrutiny and conferencing</p> <p>Termly HT reports focus on PP progress</p> <p>Terms 2, 4 and 6 - NFER tests, Key Stage tests</p>	<p>LGB can confidently articulate how PP income is spent and how this impacts on the progress of PP children.</p> <p>PP children make progress which is at least in line with peers.</p>	GG/LGB	£32,500	

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SCHOOL IMPROVEMENT PLAN 2023-2024

		subjects to assess understanding and vocabulary.			Phonic screening assessments				
4	Governors are able to articulate the impact of the school's curriculum and hold leaders to account.	SLs to feedback to link governors 3 x per year on the implementation and impact in their subjects. This will include learning walks and work scrutiny.	T2/4/6	GG	All governors aware of, and can articulate, school vision and values.	All governors understand and clearly communicate the school vision and values.	GG/ML/LGB		
		Governors meetings and HT reports to focus on leaders' evidence about what pupils know and can remember, and the quality of outcomes in POP assessment tasks.	T2/4/6	SLs monitored and supported by GG.	Monitoring reports from ML to be shared with governors.	Subject leaders feel supported and challenged by link governors, to improve learning outcomes for all pupils.			
		Mark Lees and other Trust leaders to support SLs and governors in ensuring robustness of monitoring in foundation subjects.	T2/4/6	ML/GG	Subject-specific action plans completed and shared with LGB.	Governors, through engagement with monitoring process, feel well informed and confident in school data and outcomes.			
5	Ensure that the culture of safeguarding within the school is effective.	DSLs to complete Inter-agency training.	T1	GG	All stakeholders have a firm understanding of their role in safeguarding children.	Safeguarding is effective and staff are confident in sharing concerns.	GG		
		All staff, governors and volunteers to complete CP training. Termly monitoring of SCR by Safeguarding Governor.	T2, 4 & 6	GG/SE	Term 1: CP and safeguarding policies shared	All staff have read and understood all relevant documents	GG/SE		

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SCHOOL IMPROVEMENT PLAN 2023-2024

		All staff to have read KCSIE 2023 and associated Trust policies. DSL and staff are aware of the Trust’s filtering and monitoring systems.	Annual T1	GG/NP All staff	with all staff. Relevant documents read and signed. SCR updated. Termly review of staff files.	that are in line with current guidance.			
6	Ensure that the provision and working practices of the school promote positive mental well-being of staff and a reduction in unnecessary workload.	Assess the mental well-being of staff twice annually and support colleagues with provision for counselling, CBT where required, investment in working conditions and	T2 and 6	GG	Surveys in November and June	SLT know about the well-being of staff and act upon any concerns.	GG		

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SCHOOL IMPROVEMENT PLAN 2023-2024

Quality of Education

Behaviour

Personal Development

Leadership and Management

Early Years

Early Years:

Summary from SEF:

The EYFS teacher and SLT have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. Training needs have been identified with CPD focused on strategies that make the difference (phonics, mastery in maths). Accurate assessment and high expectations have led to positive outcomes for children.

The percentage of children achieving a Good Level of Development in 2022-2023 (86%) was well above national averages.

External and internal evaluation of our Early Years provision is outstanding.

Children's behaviours for learning are exceptional because of the high expectations that staff have of each other and the children.

At the heart of all we do, communication and language development is key. We ensure that children are given every opportunity to listen to and respond to a range of stories which support their listening and attention skills.

A love of reading is promoted through a range of high-quality reading materials which staff share with the children. These books are also shared with parents to ensure that a love of reading continues at home. Phonically decodable books are sent home for the children to read independently to build fluency and confidence which practise the skills taught in school during phonics.

Success criteria going forward:

- At least 80% of children will achieve GLD
- Embed early language and extending vocabulary so that children can express their ideas and feelings about their experiences
- Embedding of our revised EYFS curriculum to meet the needs of all our learners.
- Develop fine-motor control so that children develop the physical skills to write fluently.
- Reading and phonics continues to be a priority, preparing children for fluent and confident reading in Y1.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	At least 80% of children will achieve GLD in EYFS	EYFS curriculum is coherently mapped. Quick identification of children's gaps, or specific SEND need, resulting in targeted support. Teach Meets and Trust EYFS support. Training for support staff.	T1 T1 T1-6 T1	EP MNSP EP	Termly monitoring of children. Pupil progress meetings to discuss support required for individual children.	By July 2024, at least 80% of children will be ready to access Y1 curriculum.	EP/GG	£3000	

"Love each other as I have loved you." John 15:12

SCHOOL IMPROVEMENT PLAN 2023-2024

		<p>Training for parents on how best to support their child’s reading development at home. TA planned interventions.</p> <p>Ensure that staff are clear in the need for high-quality vocabulary and that this is evident in planning.</p> <p>Ensure that children are read to frequently and engage them actively in stories, non-fiction, rhymes and poems.</p> <p>Provide them with extensive opportunities to use and embed new words in a range of contexts.</p>	<p>T2</p> <p>T1</p> <p>T1</p> <p>T1-6</p> <p>T1-6</p>	<p>EP</p> <p>EP/TS/LC/SR</p>	<p>Children identified as requiring further support are referred to S&L assessments.</p> <p>T1, 2, 4: Children on track to meet ELGs for Speaking and Listening</p>					
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SCHOOL IMPROVEMENT PLAN 2023-2024

4	Reading and phonics are a priority, preparing children for fluent and confident reading in Y1	Agreed phonics progression and expectations using ULS programme. Parent meetings for phonics and reading with a focus on how to support learning at home. Reading books are well-matched to phonic knowledge and sent home within the first few days in September. Phonics Lead to work alongside identified children to keep up during weekly sessions.	T1 T2 T1 T1-6	EP	ULS consistently by all adults. Parents understand their role and how to support their children at home. Children make good progress through the phases to support with reading.	At least 80% of children meet the ELG for reading.	EP/GG	£2000	
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