

School Improvement Plan 2023-24 (SIP)



A Summary for Parents

The school is focusing on developing the **curriculum, reading, behaviour and well-being, assessment and outcomes**. These are addressed through the quality of education, behaviour and attitudes, personal development and leadership and management.

Priority	Key Interventions
<p>The Quality of Education - Curriculum To provide a progressive, contextual curriculum with clear expectations of the knowledge and vocabulary pupils will gain at each stage</p>	<ul style="list-style-type: none"> • Updated curriculum information on website • Subject's end points are clear • Overview booklet for each year group for parents • intervention groups support pupils not on track to meet • Introduction of consistent planning format • Weekly parent bulletin detailing learning 'now and next week' • Enhanced learning through access to subject specific resources • CPD to enhance staff subject knowledge in foundation subjects
<p>The Quality of Education – Reading To continue to improve attainment and rates of progress in phonics and reading.</p>	<ul style="list-style-type: none"> • Run full year of Read, Write, Inc phonics programme. • Ensure consistent approach to phonics and reading teaching • Refresher Read, Write, Inc training plus training for new staff • EYFS early reading meeting for parents • 1:1 and small group intervention for bottom 20%. • Parent volunteers to support daily reading practice • AR access for able pupils in Key Stage 1 • Nessler scheme for those with dyslexic tendencies • Reading clubs for lower/upper school. Able reader project (KS2)
<p>Behaviour, attitudes and well-being To ensure pupils develop highly positive attitudes and commitment to their education. To ensure pupils are highly motivated and persistent in the face of difficulties. To ensure pupils are safe and able to assess and respond to risk effectively.</p>	<ul style="list-style-type: none"> • Implement a new behaviour approach (Research based- Paul Dix) • Further improve consistency of approach by all staff • Consistency of expectation, reward and consequence • Continue to meet all statutory safeguarding duties effectively • Chronology on a page for high risk pupils • Help pupils become more responsible users of technology • Updated filtering and monitoring safeguarding met • Run a full year of new attendance plan to build on improvements • Review of any flexible schooling with clear policy and plan • Manage workload and staff well-being and mental health • Appoint HTLA to provide additional time for administrative tasks
<p>Assessment and feedback Teachers assess progress and plan next steps in pupils learning effectively. Pupils are aware of achievements and next steps in learning. Outcomes are improved across the curriculum.</p>	<ul style="list-style-type: none"> • Modify tracking system to support planning and provision • Modify writing tracking sheets to match moderation objectives • Evaluate impact on workload and amend as necessary • Review/amend marking policy focussing on impact and workload • Introduce standardised attainment assessment (maths/reading) • Explore further EEF research as to best support/interventions • Research/trial knowledge organisers to suit school curriculum.
<p>Quality of Education - Pupil Outcomes To ensure outcomes at the end of Key Stage outcomes are at least in line with National. To refine and adapt the curriculum to meet pupil needs. To ensure the bottom 20% of pupils make significant progress.</p>	<ul style="list-style-type: none"> • Ensure pupils develop the school values of resilience, individuality, collaboration independence and perseverance • Ensure fidelity to the Read, Write Inc scheme • Ensure pupils are ready for the next stage in their learning journey • Quality first and adaptive teaching consistency • To ensure consistency of maths teaching across the school • To ensure all groups of children are making progress from their starting points (bottom 20%, PP, SEND)