



SCHOOL IMPROVEMENT PLAN 2024-25

SCHOOL IMPROVEMENT PLAN 2023-24

St Mark's School Vision



To unlock every child's individual talents so all can flourish.



To nurture resilient, curious, enthusiastic and independent learners.



Excellence through enjoyable learning experiences.



Strong relationships with our families and community.



To embody our HERO Values of Hope, Energy, Resilience and Optimism.



2024-25

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APPENDICES

ENGLISH AND MATHS ACTION PLANS
CPD AND COACHING ROTA AND SCHEDULE
GOVERNORS MONITORING PLAN



OUR HERO VALUES

HOPE



The God of Hope gives us confidence in our learning.

MOSES-THE BABY OF HOPE: EXODUS: 2:1-10

ENERGY



God's spirit gives us energy to do our best in all things.

JOSHUA AND THE WALLS OF JERICO: JOSHUA 6: 1-20

RESILIENCE



God's love gives us the strength to take risks.

MOSES-THE GREAT ESCAPE: EXODUS:14

OPTIMISM



Through Jesus, the Light of the World, we have faith in our success.

JOSEPH-THE DREAMER: GENESIS: 37-50

"Let your light shine"
Matthew 5:16



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KEY FINDINGS

OFSTED OCTOBER 2022

The school's Christian motto of 'let your light shine' is present in every aspect of school life. **Pupils beam with happiness to learn in a place where staff ensure that all pupils show care and respect for each other.** Pupils are proud of the inclusive culture of their school. They learn that it is important for everyone to feel welcome. This means that bullying is very rare and any incidents are quickly resolved. **Pupils behave very well.** The school's 'SHINE' behaviours make it clear what staff expect. All staff consistently model what these behaviours look like, so pupils understand how to comply. 'Shiny Time' on a Friday afternoon is a time for all pupils to celebrate the rewards which come from following the school rules. Pupils indulge in karaoke and sports games with their friends from across the school. **Leaders have high ambition for all pupils.** However, currently, pupils have gaps in their knowledge, meaning they are not always well prepared for their next stages of learning. Leaders know this and are acting quickly to make sure every pupil can achieve their very best academically

AREAS FOR DEVELOPMENT

OFSTED October 2022

- In some subjects, the important **knowledge** that leaders want all pupils to learn has not been clearly identified and ordered in a sequential way. Therefore, pupils **remember** knowledge as disconnected facts and cannot link ideas together. **Leaders must ensure that they complete their plans for the curriculum and embed these from early years through to Year 6.**
- The support for pupils who are struggling to learn to read is not effective enough. As a result, too many pupils are not able to read well enough for their age. **Leaders must ensure that staff are expertly trained to deliver the phonics curriculum and that interventions are effective in closing gaps in pupils' knowledge.**
- Checking what pupils have learned and remembered is not yet well embedded in all subjects. Therefore, teachers do not have clear oversight of how well the curriculum is meeting the needs of all pupils or what knowledge gaps pupils have. Leaders are aware of this. **They must implement an effective process of assessment to ensure the curriculum is being successfully implemented for all.**

SIAMS March 2019

- Ground the school's vision and associated values in a clear theology so that improvements and developments have a Christian narrative.
- School leaders, including governors, undertake regular and rigorous monitoring and evaluation of the school's effectiveness as a church school and of RE so that senior leaders have a sharper knowledge of standards of teaching and learning in RE and can ensure that all pupils are challenged.
- Give more opportunities for governors, the school community and pupils of all ages to evaluate daily collective worship so that practice is refined, spiritual development opportunities increased and pupils' understanding of Christian worship is deepened.



SCHOOL IMPROVEMENT PLAN 2024-25

3 YEAR PLAN 2022-2025			
STRATEGIC GOALS 2023-2026	MILESTONES AND KEY OBJECTIVES: <i>How we're going to do it...</i>		
	2024-25 CLARITY → CONSISTENCY	2025-26 CONSISTENCY →	2026-27 MOMENTUM
Quality of Education The St Mark's curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. We have a deeply sound understanding of our community and we know what is needed to ensure success. We have identified any barriers and our improvement plan is designed to overcome these to secure achievement for all. In particular, we are focusing on <u>LANGUAGE and CHALLENGE for all</u>. With low language levels on entry, we strive to provide a <u>language rich learning experience</u> and this continues as our focus for 2024-25 Our PACE curriculum will drive our school improvement leading to improved outcomes for children.	The St Mark's PACE Curriculum is implemented consistently The St Mark's PACE Curriculum is designed to nurture resilient, curious, enthusiastic and independent learners. Focus on the consistency of application of the agreed curriculum expectations. Increased percentage of outstanding teaching across the school. Coaching model firmly in place to support the development of teachers' subject knowledge in all subjects.	The PACE Curriculum is well resourced and there is a rhythm to its planning and delivery. All teachers are confident in the teaching of all subjects and demonstrated strong subject knowledge for all subjects.	Pupils' work across the curriculum is consistently of a high quality. The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.



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Behaviour and Attitudes St Mark's has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.	Behaviour Policy - Ensure consistency Attendance - Improve attendance - Reduce persistent absence - Reduce fixed term exclusions. - Investigate and develop extended school provision further to enable more parents/carers to tap into after school childcare activities.	Attendance is in line with national and persistent absence is significantly reduced to be closer to national. Beach school projects are embedded with the support of Sussex Wildlife Trust.	Observations show children to be confident, independent and collaborative learners. Children can talk confidently about what/how/why they have learned. Children take risks and learn from their mistakes. Further promote healthy schools status through lunchbox survey, posters and playtime healthy snacks promotion. PP children more proactive and engaged with their learning leading to greater progress
Personal Development The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.	Further develop partnership with Roedean and Brighton College to ensure a wide range of enrichment opportunities. Parent workshops introduced and well attended. Community Connections working party Trips and visitors to develop aspirations and talents	Family learning opportunities in place and well attended. Outward facing with the local community.	Extended school provision. Development of field space as a community hub.



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Leadership and Management Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. Leadership to also focus on staff wellbeing to limit staff absence and address the impact of this on pupil progress.	QFT Evidence of high quality learning which engages, inspires and challenges pupils of all abilities and interests is observed through learning walks, book looks and pupil conferencing and % of pupils on track to meet targets Coaching and CPD opportunities in place to support teaching staff so all teaching is at least good. Leadership at all levels. Middle leaders can demonstrate the impact of their role in enabling improvements in the quality of teaching and learning in core curriculum areas. Governors' monitoring is in place and systems in place to feedback and inform strategic overview and planning. Wellbeing Work with LA and Unions to review graduated approach to wellbeing and support.	A broader curriculum is evident and children appear much more confident and articulate in these areas Environment checks and observations show consistency across school. Regular monitoring evidence the non negotiables consistently implemented. Governors self-evaluation carried out –assessed to be outstanding. Survey parents and children and analyse feedback about school leadership and school developments. Increased first preference choices.	Review succession planning – development of leaders at all levels. Review the last two years of the staff Challenge and develop this further to include other schools within the Partnership. Children can measure own progress in learning attitude. Children show mature partner/ collaborative skills. Our school leaders support other schools. Clear routines and procedures embedded. Local school of choice.
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SCHOOL IMPROVEMENT PLAN 2024-25

1. HIGH QUALITY TEACHING

SCHOOL IMPROVEMENT TIERED MODEL 2024-25

To ensure access to high quality teaching, we plan to. Ensure consistent curriculum delivery and embed Adaptive Teaching practices.

Reading

- Focus on whole school culture to foster a love of reading and writing -Power of Reading, Guided Reading focus Accelerated Reader, Reading cafes, paired classes
- Workshops for parents and carers
- Early Oracy-LA project
- Vocabulary
- CPD-

Writing

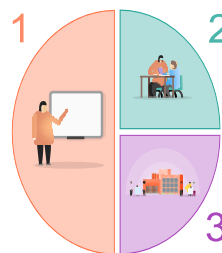
- Focus on SPAG/HANDWRITING
- CPD – Power of Reading, SPAG/HANDWRITING, MODERATION OPPORTUNITIES

Maths

- Mastery approach to teaching mathematics supported by Sussex maths hub
- CPD – QUESTIONING, GDS, Mastery Magpie

Wider Curriculum

- Review and redesign whole school assessment procedures, to include focus on pupil progress in all M&D activities.
- Pupibook study to help QA the curriculum
- Focus on curriculum development and progression
- Retention of knowledge-to include CPD n working memory and “sticky learning.”
- Coaching – SEND and pupil progress
- Robust impact evaluation-subject leads



2. TARGETED ACADEMIC SUPPORT

To deliver impactful targeted support, we plan to...

Literacy:

RWI interventions, Inference interventions, Talk Boost

Maths

Same Day Intervention, Becoming First Class First Class at Number 1 and 2 Success @ Arithmetic

3. WIDER STRATEGIES To remove non-academic barriers to attainment, we

Leadership and Management

To explore leadership structures and models to secure the future of the school.

Attendance

Work with LA attendance group on policy and procedure

Focus on reducing Persistent Absence

Behaviour and Attitudes

Consistent application of policy

Parental engagement

Community Connections – working party- to become a local community hub

Workshops/class events, Home reading , Wraparound care





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SCHOOL IMPROVEMENT PRIORITIES 2024-25			
OFSTED FOCUS	AUTUMN TERM	SPRING TERM	SUMMER TERM
QUALITY OF EDUCATION	Embed Adaptive Teaching Challenge for all – focus on rapid graspers Maths: Fluency and TTRS English: Handwriting including FMS checklist + Nelson programme Introduce accelerated reader Assessment processes- pupil progress SEND – RAYS	Challenge for all – focus on rapid graspers Marking and feedback – launch SEND focus – Makaton for Maths Assessment processes- moderation opportunities Oracy project Embed Accelerated Reader Editing stations CPD -EAL learners	Challenge for all – focus on rapid graspers Teacher subject knowledge Assessment processes- subject by subject Oracy project
BEHAVIOUR AND ATTITUDES	Consistent application of the Behaviour Policy graduated approach Improve attendance . MDSA training	Consistent application of the Behaviour Policy graduated approach Improve attendance .	Consistent application of the Behaviour Policy graduated approach Improve attendance .
PERSONAL DEVELOPMENT	Community Connections Family workshops	Community Connections After school provision Family learning	Community Connections Development of community space
LEADERSHIP AND MANAGEMENT	Subject leader roles Explore leadership models	Explore leadership models	Quality Assurance Evaluation to develop 2025-26
EYFS	Baseline Organisation and groups Continuous provision “squiggle while you wiggle” Environments Early Oracy Engage families with literacy focused stay and play	Continuous provision “squiggle while you wiggle” Environments Early Oracy Engage families with literacy focused stay and play	Continuous provision “squiggle while you wiggle” Environments Early Oracy Engage families with literacy focused stay and play

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1. HIGH QUALITY TEACHING To ensure access to high quality teaching, we plan to ensure consistent curriculum delivery and embed **Adaptive Teaching** practices.

Priority for Improvement		Success Criteria	Actions (What and Who)	When/ Frequency	Monitoring (Who/When/ Frequency)	Evaluation / HANDOVER
READING	To embed Accelerated Reader into Key Stage 2 practise	All classes access and use Accelerated reader. Weekly quizzes to check comprehension will show progression in reading fluency and comprehension. Children to read daily in school with their allocated book from the library for pleasure.	Class teachers to be given log ins for the children. Class teachers to receive training (Staff meeting CPD) Children to log on weekly using chrome books or ICT suit.	Weekly – Thursday slots in Guided reading	Jess (Half termly)	
	To continue to develop impactful interventions that aim to close gaps in pupils knowledge and extend understanding into GDS	Children's data will be used to identify gaps in their knowledge and understanding. GDS children will be challenged effectively. Streamlined Guided reading groups allows children to read at their reading age appropriately.	Gaps identified by data. Class teachers and TAs to scaffold questioning and work to help children make accelerated progress in reading. Streamlined guided reading groups to aim to extend the GDS readers.	Weekly	Jess (Termly)	
	To provide a language rich environment for children to develop phonetic decoding skills and greater opportunity for early reading in Reception	All children will broaden their vocabulary as a range of rich texts will be used. Children will enjoy guided reading more as they have a better understanding of the vocabulary and what the words mean. Reception will have a good starting point.	All guided reading lessons to have a vocabulary section of the lesson. New words explored in context. Pre-teach the vocabulary to the SEND/EAL children so they build their vocabulary.	Weekly	Jess (Termly)	



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	To develop early oracy through whole school initiatives and parent engagement	Building parental engagement will demonstrate the strong links and support the school have in place for our families. Parents invited to reading cafes and workshops to help them understand the expectations of reading and how to help their child read at home.	Outreach programmes will include a reading café. Moving onto introducing the reading café and reading in class with children once a week with families.	Half termly	Jess to oversee Class teachers to invite parents.	
	To continue to develop CPD opportunities for staff in relation to reading and the teaching and consolidation of key skills for EAL learners	All staff will have regular CPD for reading to ensure consistency of developing the reading skills. All lessons will have a model to follow and teachers will use effective questioning to ensure all learners make progress.	Deliver training and CPD for staff termly on guided reading. EAL training to support class teachers and support staff to close the gaps.	Termly	Jess to lead guided reading training. EAL training staff meetings and inset days.	
WRITING	To develop the use of editing stations within classrooms to aid children's independent editing	Teachers are confident with key stage appropriate editing expectation In classrooms, editing activities are specific to taught writing objectives and change each cycle to reflect needs of class Children show increased confidence when proofreading aloud and are able to spot simple mistakes in cohesion (missing words) KS2 children are able to implement editing objective with increasing independence into written work to enhance mood/tone/cohesion	Editing Station resource banks prepared for teachers, grouped by year group objectives CPD opportunity to train staff on use of editing stations Teacher observation opportunities of editing stations in practise to magpie good practise CPD opportunities to address the marking of writing, with focus accuracy of punctuation and extending GDS	CPD in Autumn 2 Observation opportunities across Autumn 2/ Spring term Coaching for teachers focused on improving practise- Spring term Book looks- half termly	Natalie	



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		In KS1, spellings are checked using word banks In KS2, spelling are checked with increasing focus on independent dictionary work All children's work show increased accuracy of punctuation, corrected before teacher marking				
	To continue to develop topic curriculum writing map to ensure breadth of coverage in genre	Topic writes to have increased focus on people of note from termly topic focus Children are able to apply their taught knowledge of topic to topic writes independently GPS objectives taught through English lessons are revisited in topic writes each half term to allow children to further embed skills	Topic Write map to be evaluated, with changes made for 2024- 25 Notable figures selected reflect a range of cultures and genders Topic write genres are set out across the school to ensure children are exposed to and learn about different text types GPS objectives for topic writes are mapped out each half term to ensure clear progression of writing, in line with what has been covered in English lessons each half term	Ongoing	Natalie	



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	To ensure that the teaching of GPS skills are planned for across a term, with clear evidence of skills being revisited and built upon consecutively over a term in order to embed	GPS objectives are selected from year group grammar coverage Each writing cycle has 5 GPS objectives, with a focus on grammar and punctuation GPS objectives are broken down into all/most/some, with the 'some' target aimed at extending more able writers In books, all work expected to demonstrate independent attempts to meet GPS objectives for cycle Marking is aimed at consolidating children's accuracy of taught skills GPSA skills taught in English lessons are revisited at the end of each half term during topic writes GPS objectives taught as a stand alone lesson during each writing cycle GPS lessons taught in KS1 weekly, in addition to GPS lessons taught	CPD half termly to map out writing opportunities from POR texts and GPS objectives for each writing cycle Teacher Crib sheet to aid selection of appropriate writing objectives over the half term Writing genres taken from Writing Progression map, with focus on breadth of genres each half term CPD opportunity to address the marking of writing SLT to evaluate Writing MTPs to ensure objectives/genres are being effectively selected for needs of class	Ongoing	Natalie	
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		during writing cycle to close gaps in readiness for KS2				
		English revisit slides focus on word functions, with aim to consolidate understanding and address misconceptions				
	To continue to embed Nelson Handwriting across the school, promoting high standards of writing and presentation in all books	Teachers are using Nelson Handwriting lesson structures to teach handwriting Handwriting lessons are taking place during timetabled time Work in handwriting folders reflect lesson objectives Across books, children's handwriting is shown to be improving. In KS1, children will write letters with correct size and orientation. In KS2, children will form correct joins and work will show legible, cursive handwriting	All classes have x3 handwriting sessions a week All teachers and TA's have access to Nelson Handwriting online portal and resources Lessons are followed consecutively Half termly book looks across subjects will check presentation Pen licenses will be rewarded for continuous cursive handwriting Raising the profile of handwriting and presentation through Celebration certificates/ whole school assemblies	Ongoing	Natalie	
	To work in partnership with RKPS to create moderation opportunities across the school	Teachers are able to present children's assessed work alongside milestone documents	Termly moderation to take place between St Mark's and RKPS	X3 a year	Natalie	



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		Professional conversation will allow teachers to develop practise and secure judgements				
MATHS	To continue to embed fluency sessions across KS2	Pupils will show increased confidence in their number sense, foundational number skills and the four operations. Pupils will show consistently good BfL in fluency sessions to ensure pace. Leaders will observe pacey and relevant fluency sessions in all year groups.	• All teachers to deliver 15 minute fluency sessions 3x weekly. • EYFS and KS1 continue to use Mastering Number at KS1 • KS2 continue to teach Mastering Number at KS2. • Staff meeting to: Share the vision and expectations for fluency sessions and revisit the underpinning theory and research. Regularly monitor and support teachers to achieve sustained quality of sessions • Conduct a pupil voice survey in Summer term to capture the children's attitudes towards maths at the start and end of the year in order to	Teachers to follow Mastering Number programme.	Check ins with teachers to ensure it is being taught. Fluency drop-ins to ensure pacey fluency sessions.	Pupil voice Higher attainment in tests.



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			measure the impact of fluency sessions • Use the previous year group's Planning to Progress Documents 2021 to teach this for the first two weeks of the academic year to support lost learning over the summer and build fluency and skills providing a foundation for the rest of the year. • IA to develop a fluency monitoring document to see improved fluency			
	To improve multiplication recall through whole-school initiatives	Higher engagement on Times Table Rockstars Pupils will show increased confidence in their multiplication recall facts. Successful results in Year 4 multiplication tests	• IA and JM to run a parent workshop for Y4, supporting their children to learn times tables. • Run a school maths day where TTRS competition is a part of this. Children dress as rockstars.	1 Maths Day where all classes have an ICT suite session. Times Table Rockstar subscription	• IA monitor TTRS engagement • Year 4 close monitoring on times table results • From Spring term teachers do weekly	Pupil voice Year 4 Multiplication Check results TTRS monitoring



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			- Raise the profile of times tables throughout the school to create healthy competition. - Give out Times Table Rockstars certificates in Celebration Assembly. - IA find times table songs to share to classes and that can be shared in music assemblies. In Spring term introduce weekly multiplication tests in Year 2, 3, 4, 5 and 6. Appropriately mapped out tests for all year groups.		times table test. IA weekly TTRS monitoring IA create weekly certificates	
	To work alongside the maths hub to provide CPD opportunities for support staff	Teachers are confident in teaching maths. All staff are confident and effective at teaching and supporting maths. Support staff are confident in delivering a range of maths interventions.	- IA to keep up to date with training opportunities with Maths Hub and on BEEM and suggest. - Ensure support staff are on training. - IA to liaise with Georgie and run maths drop-ins for support staff to address any subject knowledge gaps.	Time to attend maths hub training.	Staff questionnaire	Teacher voice analysis



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WIDER CURRICULUM						
	To continue to embed the use of specific vocabulary in teaching, evidenced through children's independent use	Staff are able to use Maths subject-specific vocabulary confidently every lesson. Children use subject-specific vocabulary in lessons. Subject-specific vocabulary on display. Children are able to verbalise their thinking and reasoning. Children are able to solve word problems on test papers.	• Ensure planning has STEM sentences and generalisations. • IA to deliver CPD on mathematical language and how to teach problem solving/reasoning. • IA to create a word bank of mathematical language for teachers to refer to. • IA to create a staff questionnaire for support staff regarding confidence in mathematical vocabulary. Ensure mathematical vocabulary is on display in every classroom.	1 CPD session for staff – reminder of mathematical vocabulary Time to create mathematical language document. Time to create staff questionnaire.	All staff in cpd Support Staff to complete questionnaire SLT and IA • Monitor teacher slides to ensure language is planned in. • Monitor maths walls to ensure vocabulary is on display. • Children practise explaining what they are learning using mathematical vocabulary.	Pupil voice Support staff survey Children perform better in reasoning questions. Children are able to explain their working out.
WIDER CURRICULUM	Assessment	All teachers are clear about how to assess accurately in all subjects.	Review and redesign whole school assessment procedures, to include diagnostic assessment to identify issues and inform the curriculum design.	Assessment weeks	Natalie	Data report to governors PPMS



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			Each term there will be a different subject focus for assessment processes.			
	Standards	To ensure that standards of writing in topic books are of the same high standard we are aiming for in English Books	Embed the Nelson scheme and ensure it is adhered to in all writing opportunities	Pupil Book Study	Jane/Natalie	Governors' monitoring.
	Consistency	To ensure consistency of approach and that agreed curriculum map and sequences are adhered to	Medium Term plans shared with staff in good time to prepare for learning.	Pupil Book Study	Jane/Natalie	Governors' monitoring.
EYFS	To deliver the Early Oracy project to all parents, thereby engaging parents with Literacy focused stay and play sessions	The core actions of the project are to improve the reading skills across disadvantaged children within the Early Years through family oracy sessions. Parent engagement in sessions aims to develop oracy opportunities for learners at home Learning to talk. Learning through talk"	To storytelling and story acting to help implement language skills. Reception teacher to encourage children to devise their own stories and later act the story out (helicopter stories). During reading sessions, teacher will encourage children to think strategically about contributions within group sessions by investigating, probing, challenging, clarifying, summarising and building on ideas. Materials and resources provided to parents to support engagement with high quality meaningful conversations, developing	Half termly stay and play sessions Resources to go home weekly	Claudia	This will provide opportunities for children to learn from one another and extend narratives orally.



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			early oracy and reading skills.			
			Time for oracy built into EYFS timetable			
	To develop curriculum offer, with particular focus on continuous provision	Weekly themes will be planned and mapped out across each half term Continuous provision will show clear links to themes Continuous provision will be planned for weekly on environment map Continuous provision forecasting will ensure children's interests are reflected in continuous provision Continuous provision will change regularly to allow children to practise one objective in a variety of contexts	Revise current curriculum in place Revise classroom timetable to ensure optimal learning time, with daily group sessions planned in Work alongside EY Ocean team to share good practise of continuous provision planning and forecasting Resources tidied and organised for ease of access To develop classroom management to ensure that all children access all areas of continuous provision on a daily basis To work alongside EY Ocean team to ensure continuous provision reflects speech and language opportunities for SEND/ disadvantaged EY teacher to understand and use Hill Park Next	Planning formats- Autumn 1 Curriculum revision- each half term	Claudia Natalie Poppy	



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			Steps alongside planning to inform provision			
	To develop the use of the outdoor area to support the early acquisition of literacy, including oracy, reading and writing	Outdoor area provision will reflect weekly theme Outdoor area provision will be clearly zoned, with early writing opportunities evident each day Outdoor area provision will	Work alongside RKPS to develop best practise for outdoor learning opportunities Work alongside EY Ocean team to share good practise of continuous provision planning and forecasting To work alongside EY Ocean team to ensure continuous provision reflects speech and language opportunities for SEND/ disadvantaged EY teacher to understand and use Hill Park Next Steps alongside planning to inform provision Resources tidied and organised for ease of access	Planning formats- Autumn 1 RKPS links- ongoing	Claudia Natalie Poppy	
LEADERSHIP AND MANAGEMENT	To explore leadership structures and models to secure the future of the school.	Leaders and governors have a clear picture of available options for future models of leadership to ensure the sustainability of the school.	Liaise with the LA and the Diocese on the plans for LA creations. Continue to explore the option of boarding with DCAT as a MAT	Ongoing – in line with LA and diocesan meetings	HT FGB Unions Staff	Recorded discussions at FGB Document on One Drive



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			Maintain an open discussion with LA, Diocesan and Unions to ensure staff are kept informed of updates Set up a working party to include staff members, governors and union reps to complete due diligence to inform decision making.			
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2. TARGETED ACADEMIC SUPPORT To deliver impactful targeted support, we plan to continue to use targeted interventions informed by research and proven to secure positive outcomes for pupils.

Priority for Improvement		Success Criteria	Actions (What and Who)	When/ Frequency	Monitoring (Who/When/ Frequency)	Evaluation / HANDOVER
LITERACY	Targeted interventions in place to improve outcomes for pupils.	Focus pupils make accelerated progress These interventions are in place: RWI interventions, Inference interventions, Talk Boost	Timetables for support staff in place Pupils identified in PPMs Progress recorded in Edukey	Sep 2024 Half termly Dec 2024	Georgie/Sian	Data report PPMs Edukey



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MATHS	Targeted interventions in place to improve outcomes for pupils.	Maths Same Day Intervention, Becoming First Class First Class at Number 1 and 2 Success @ Arithmetic	Timetables for support staff in place Pupils identified in PPMs Progress recorded in Edukey	Sep 2024 Half termly Dec 2024	Georgie/Sian	Data report PPMs Edukey

3. . WIDER STRATEGIES To remove non-academic barriers to attainment, we plan to ensure consistent application of our High Expectations for Learning Policy and improve attendance.

Priority for Improvement		Success Criteria	Actions (What and Who)	When/ Frequency	Monitoring (Who/When/ Frequency)	Evaluation / HANDOVER
ATTENDANCE	Attendance is improved to be in line with national.	Pupils have high attendance	Work with LA attendance group on policy and procedure	Dec 2024	Gemma Jane Pupil and pastoral office support	Report to FGB
	A focus on persistent absentees leads to improved attendance	They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.	Focus on reducing suspensions ASC meetings ABC meeting	Ongoing weekly		



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BEHAVIOUR AND ATTITUDES	Consistent application of the Behaviour Policy graduated approach and Improve attendance.	Consistent application of policy	MDSA training	Nov 2024	Natalie/Jane	CPOMS reports
		Fewer suspensions	Learning Launchpad lessons to set expectations.	Sep 2024	Natalie	Pupil Voice
		All staff and pupils understand and follow the high expectations for behaviour, consistently and with transparency with an equitable approach to rewards and consequences.	Access BHISS support for higher tariff cases	Oct 2024	Jane/Georgie	Reduced suspensions
		Trauma informed practices are followed to support pupil behaviour.	Attendance improves for SEND pupils through bespoke packages and multi agency work.	Dec 2024	Georgie/Gemma	
		Personalised approaches to care management where needed	Clear pathways in place to support pupils with SEMH-following graduated approach.	Oct 2024	Georgie/Sian	
		Lunchtime playtimes are positive and fewer incidents recorded – leading to improved focus in the afternoons.	Working party for developing lunchtimes			
			Pupl/staff voice on lunchtimes.			



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		Playgrounds are zoned and systems in place for use of equipment. Forest school and other activities are incorporated in to lunchtime provision to engage pupils in positive activity.				
PARENTAL ENGAGEMENT	To develop Community Connections.	The school develops community connections to become outward facing in the community and raise its profile to be local school of choice	Community Connections – working party- to become a local community hub Workshops/class events Home reading Wraparound care Develop website	Dec 2024	Jane Gemma Governing's rep	FGB Parent surveys