

School improvement plan  
2024-2025

Quality of Education	Leadership and Management	Behaviour and Attitudes	Personal Development	Early Years
Forensic analysis of assessments to improve the accuracy of identifying gaps in learning so these can be addressed swiftly so that children do not underachieve.	Enhance subject leader's skills in rigorously and effectively monitoring and evaluating teaching and learning in their subject specialist area.	Embed existing behaviour routines and establish and implement new ones.	Increase children's sense of responsibility for their actions and the impact on others.	Increase the % of children achieving the Early Learning Goals.
Further increase arithmetic automaticity especially in number bonds and multiplication.	Lead subject leaders in the development and implementation of formative assessment strategies across the wider curriculum.	Reduce suspensions by reducing the number of physical incidents in school leading to children feeling safer.	Create opportunities for pupil leadership.	To further embed a positive writing culture within EYFS.
Prioritise and protect daily provision for those working below age expected outcomes in phonics and early literacy through 1:1 tutoring and pinny time across the whole school.	Lead subject leaders in the development and implementation of summative assessment strategies that accurately measure outcomes in their subject areas.	Ensure clarity and consistency in the delivery of the behaviour curriculum routines to eradicate low-level disruption.	Increase children's understanding of neurodiversity.	When adults engage children in high-quality interactions they use these as an opportunity to further address gaps in their learning, through child-led, continuous provision activities.
Further reduce the attainment gap between the Y1 phonics screening results and reading outcomes in Y2 by introducing 'Strategic story time'.	Lead subject leaders in the development of their knowledge and understanding of disciplinary skills and progression from EYFS to Y6.	Prioritise the implementation of the attendance policy and attendance graduated approach to increase overall attendance and reduce persistent absenteeism.	Increase the feeling of safety amongst the community through a developed understanding of the concept of bullying and resilience building opportunities.	Re-develop the outdoor learning area to ensure that it enhances pupils' learning across all areas of the curriculum.
Raise outcomes in writing through an adapted writing curriculum that focuses on key writing skills and features that are suited to the needs of our children, ensuring activities promote good quality writing opportunities.	Lead subject leaders in fulfilling their responsibility to monitor and evaluate provision for SEND pupils.	Develop and promote a universal, whole school, shared culture for attendance - 'Attendance is everyone's business'. Develop a communication strategy to equip all stakeholders to do 'their' part.		