

Primary School Improvement Plan: **2024-25**



Bricknell Primary School Improvement Plan 2024-25



Primary School Improvement Plan: 2024-25

TRUST OBJECTIVES

- All pupils, regardless of starting point, will meet their full potential
- All schools will offer a broad, exciting and engaging curriculum that creates a love of lifelong learning
- Every pupil will be given opportunities to develop socially and emotionally to become confident, resilient learners
- The achievement gap between disadvantaged and non-disadvantaged pupils will be closed
- Recruit and retain excellent staff providing high quality professional development
- Best value will be achieved through robust, centralised services to benefit all



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Link to Trust Strategic Plan Priorities:

To develop the Constellation Trust's Strategy to continue to provide effective school improvement



Overarching Priorities 2024 – 25: The Big Three

1. To ensure curriculum implementation is consistently effective for all groups of learners
2. To ensure continued effective leadership of curriculum implementation is consistently effective across all curriculum subjects
3. To continue to develop the character education curriculum for all pupils

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Objectives		Key Strategies	Strategic Lead	Quality Assurance
QUALITY OF EDUCATION: (Trust Objective 1. All pupils, regardless of starting point, will meet their full potential)				
Key Priority 1	<u>Curriculum</u> Ensure curriculum implementation is consistently effective across all curriculum subjects	<ul style="list-style-type: none"> - Provide training and support to ensure a high level of subject knowledge and strong subject pedagogy across all subjects - Quality assurance procedures to focus on implementation and impact. Support to focus on rapid improvements where issues are identified in teaching. - Ensure ongoing assessments are used consistently well to identify and address misconceptions - Embed regular checks on subject knowledge to ensure children know more and remember more - Develop exemplar materials to support assessment and moderation, including those children accessing the CPT's. - Contribute to and use shared planning and resources to improve consistency and reduce workload 	Subject Leaders	H Stannard
Key Priority 2	<u>Inclusion and SEND</u> Ensure provision for pupils with SEND is consistently effective	<ul style="list-style-type: none"> - Ensure all units of work include curriculum adaptations using the school's CPT's so that all pupils can access core learning - Use graduated response consistently to ensure needs of all pupils are identified and met at every level - Ensure provision for pupils with the highest needs is effective through the use of internal provision and through classroom support - Provide training to further develop shared responsibility and expertise for supporting pupils with SEND - Ensure all pupils eligible for an EHCP are identified, evidence is gathered and plan is applied for without delay 	SEND Team	V Jones/H Stannard
Key Priority 3	<u>Reading</u> Improve outcomes and develop quality of pupils' reading response and access to a wide range of quality literature	<ul style="list-style-type: none"> - Continue to raise standards in reading through targeted support for underachieving pupils. - Ensure targeted intervention and catch up for any pupils who are off track in their read write inc assessments or who require support with reading fluency - Target all pupils who pass phonics screening check in Y1 to ensure they achieve ARE in reading at KS1 - Provide support for any pupils who need to further develop reading fluency - Embed a whole school reading culture which engages every child in reading for pleasure - Provide more opportunities for reading across the curriculum 	L Moore	T Pickering
Key Priority 4	<u>Writing</u> To continue to improve the quality of pupils' writing	<ul style="list-style-type: none"> - Raise standards in writing through targeted support for underachieving pupils - Embed core knowledge in sentence construction and grammar - Ensure teaching sequences are well structured to include the foundational knowledge needed to improve accuracy and writing fluency - Ensure final pieces are independent and high quality 	D Whitfield	T Pickering/ C Barton
Key Priority 5	<u>Pupil Premium and lower ability</u> Improve outcomes for disadvantaged and lower ability pupils	<ul style="list-style-type: none"> - Ensure barriers to learning are accurately identified for all disadvantaged or lower ability pupils - Embed academic and pastoral strategies consistently to target identified barriers to learning - Include focus on impact of work to address barriers to learning through AIMs. - Work with staff to review work produced by disadvantaged pupils termly and use this to inform planning - Work closely with parents and external agencies to provide consistently high quality support for pupils 	M Mullen	H Stannard

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		<ul style="list-style-type: none"> - Prioritise catch up and interventions to secure phonics knowledge and reading fluency - Ensure pastoral interventions are in place where needed including ELSA, Advotalk and Pet Therapy 		
PERSONAL DEVELOPMENT: (Trust Objective 3: Every pupil will be given opportunities to develop socially and emotionally to become confident, resilient learners.)			Strategic Lead	Quality Assurance
Key Priority 6	To secure good attendance across the school	<ul style="list-style-type: none"> - Identify pupils at risk of becoming persistent absentees and work with parents to improve attendance - Provide bespoke support for pupils and families where absence is severe - Embed strategies in national attendance programme and a graduated response to dealing with attendance issues including the attend framework - Encourage high rates of attendance and ensure this is a priority for all staff - Ensure a wide range of engagement /extra-curricular activities to encourage positive attitudes to school and attendance - Embed team around the school to provide support for vulnerable pupils and families 	F Littleproud	N Waites/ H Stannard
LEADERSHIP: (Trust Objective 2. All schools will offer a broad, exciting and engaging curriculum that creates a love of lifelong learning. Trust Objective 5. Recruit and retain excellent staff providing high quality professional development				
Key Priority 7	To continue to develop confidence and leadership of foundation subjects	<ul style="list-style-type: none"> - Provide training and support to subject leaders, including cross school working with other leaders in the same subject from other trust/outstanding schools - Contribute to and use Trust shared planning, resources and training materials to secure subject knowledge, improve pedagogy and reduce workload - Support subject leaders to develop the skills to quality assure teaching and learning in their subject - Ensure all subject leaders monitor provision and standards and provide support to address any identified issues - Ensure all curriculum materials have been slimmed down to focus more precisely on the core knowledge pupils need to know and remember. 	Subject Leaders	H Stannard
Key Priority 8	To provide a high quality CPD programme for all staff	<ul style="list-style-type: none"> - Identify CPD needs through audit and school improvement plans (both whole school, subject and individual plans) - All staff to access training on adaptations for pupils with SEND during quality first teaching - All staff to access training and support to ensure assessment is used effectively to identify and address gaps in learning - All staff to access training and support around phonics, reading fluency and foundational knowledge in writing - Provide opportunities for training, shadowing and staff development - Provide opportunities for experienced and high quality staff to provide support across the Trust 	All leaders	H Stannard

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Additional background priorities:

Objectives		Key Strategies	Responsibility
Background priority 1	Explore options to further support working families in preparation for September 2025, including, flexible 30 hour provision in nursery.	Consultation with current families and local area Financial costing in liason with Trust Finance Manager for wrap around care Work in partnership with the local authority	A Barkworth
Background priority 2	To provide high quality ECT mentors to grow our new teachers into exceptional teachers for the future	Proactive CPD to support teaching and learning across all subjects Regular mentor sessions to provide support and well being check ins Structured Trust ECT program	All staff
Background priority 3	Continue to drive Character Education through our Aspiration Curriculum	Pupils can identify own character strengths and areas for development Pupils are directly taught how to develop characteristics for effective learning Kitemark Plus accreditation	V Jones/H Stannard

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Key Priorities:

Action Plans and evaluation of impact to date.

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Key Priority 1: QUALITY OF EDUCATION

OVERALL TARGET: Curriculum Ensure curriculum implementation is consistently effective across all curriculum subjects		BACKGROUND: Progressive objectives are well embedded across all subjects and coordinators have developed school specific medium term plans based on these. Further work is now needed to ensure teacher subject knowledge is secure and specific pedagogy is embedded to ensure consistently strong teaching across the curriculum. Shared planning is being developed across the Trust to support with staff workload – all schools are contributing planning and resources for this. EEF research shows that effective assessment strategies which are used to inform teaching have a significant impact on pupil progress.				
What will be different for the children? Each subject will be taught in a consistent way across the school. Connections will be made to prior learning through the use of subject slides and knowledge organisers. Units of work will not be overloaded with content to make it easier to learn and remember the most important information.					Leaders: : Link LAB member:	
	Actions	Success Criteria (include key milestones)	When	Led by	Monitored by	Impact (RAG rated)
1.1	Provide training and support to ensure subject knowledge and pedagogy is strong in all subjects	<ul style="list-style-type: none"> - All staff access subject specific training across the curriculum, led by subject leaders or through Trust CPD programme. - Monitoring and work scrutiny shows accurate subject knowledge, with additional training and support provided where appropriate 	Ongoing	Subject leaders /specialists	H Stannard	
1.2	Quality assurance procedures to focus on implementation and impact. Support to focus on rapid improvements where issues are identified in teaching.	<ul style="list-style-type: none"> - Monitoring shows quality of teaching is effective in all subjects - Support and training is in place to rapidly addresses any inconsistent teaching or subjects - ECTs or staff new to year groups receive additional support and training to ensure consistently good teaching 	Ongoing	Phase Leader / Subject leaders	H Stannard	
1.3	Ensure ongoing assessments are used consistently well to identify and address misconceptions	<ul style="list-style-type: none"> - In all subjects, ongoing assessments identify and address gaps in learning and misconceptions - All staff have the curriculum knowledge needed to identify and address gaps in learning and misconceptions 	Ongoing	Phase Leader / Subject leaders	H Stannard	
1.4	Embed regular checks on subject knowledge to ensure children know more and remember more	<ul style="list-style-type: none"> - Regular checks identify children’s knowledge at the end of a unit and then revisit learning over time 	Ongoing	Class Teachers	H Stannard	
1.5	Develop exemplar materials to support assessment and moderation.	<ul style="list-style-type: none"> - Support materials provide examples of the standard of work expected in each unit to support accurate assessment. Moderation is used to agree consistent standards. 	End of Units	Class teachers	Subject Leaders	
1.6	Contribute to and use shared planning/resources to improve consistency & reduce workload	<ul style="list-style-type: none"> - Shared planning and resources are available on sharepoint and used by staff to support teaching and reduce workload - Staff have also contributed quality resources to sharepoint 	Ongoing	Class Teachers	H Stannard	

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Key Priority 2: QUALITY OF EDUCATION

OVERALL TARGET: SEND Ensure provision for pupils with SEND is consistently effective		BACKGROUND: The number of pupils with EHCPs is rising, with a higher proportion of pupils with more significant needs. This comes at a time of reduced school budgets and staffing reductions. All staff need to be confident in adapting the curriculum for different areas of need to remove barriers to learning as far as possible. The highest needs pupils access some lessons in an internal provision in school which has to form a planned part of the graduated response and meet their needs consistently.						
What will be different for the children? Lessons will be adapted to make learning more accessible for pupils with additional needs. All staff will have a good understanding of how to support the needs of pupils and activities will be appropriate. Pupils who require additional support will benefit from a consistent graduated response to ensure they get the help they need. Some pupils will have the opportunity to work in more specialist provision within the school as part of the graduated response.					Leaders: :		Link Governors :	
	Actions	Success Criteria (include key milestones)	When	Led by	Monitored by	Impact (RAG rated)		
2.1	Ensure all units of work include curriculum adaptations for the 4 areas of need so that all pupils can access core learning across the curriculum	<ul style="list-style-type: none"> - All staff have received training on adapting the curriculum for the 4 areas of need. - Barriers to learning are removed as far as possible through adaptations to ensure all pupils have the opportunity to access the curriculum. 	September	SEND Team	V Jones/H Stannard			
2.2	Use graduated response/schools SEND Identification Pathway consistently to ensure needs of all pupils are identified and met at every level	<ul style="list-style-type: none"> - All Trust schools follow a consistent graduated response/Schools identification pathway in line with the SEND code of practice. - Pupils at all levels of need receive the support required. 	Ongoing	SEND Team	V Jones/H Stannard			
2.3	Ensure provision for pupils with the highest needs is effective through the use of internal provision and through classroom support	<ul style="list-style-type: none"> - There is a clear rationale for the activities and work provided for all pupils accessing internal SEND provision. - Pupils needs are met effectively in class and in SEND provision. - Support and work in classrooms builds on intensive support provided in internal provision to ensure consistency for pupils. 	Ongoing	SEND Team	V Jones/H Stannard			
2.4	Provide training to further develop shared responsibility and expertise for supporting pupils with SEND	<ul style="list-style-type: none"> - Teaching staff have overview of work set and progress made for pupils accessing provision and any support out of class. 	Ongoing	SEND Team	V Jones/H Stannard			
2.5	Ensure all pupils eligible for an EHCP are identified, evidence is gathered and plan is applied for without delay	<ul style="list-style-type: none"> - Effective systems ensure all pupils eligible for an EHCP are identified in school and evidence is gathered to support the application. - Pupils with SEND receive the funding and support they need. 	Ongoing	Class teachers /SEND Team	V Jones/H Stannard			

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Key Priority 3: QUALITY OF EDUCATION

OVERALL TARGET: READING Improve outcomes and develop quality of pupils' reading response and access to a wide range of quality literature	BACKGROUND: The proportion of pupils passing the phonics screening check in Year 1 has increased in recent years, but some pupils still require more support to catch up with their peers. Not all pupils who pass phonics screening reach ARE by the end of KS1 which can prevent them from accessing the broad and balanced curriculum at KS2. Reading fluency can be a barrier to becoming confident readers or developing the comprehension skills required, as can their ability to access a wide range of well chosen literature. EEF research shows that quality phonics teaching, small group tuition , one to one tuition and effective reading comprehension strategies all impact positive on pupil progress in English.					
What will be different for the children? Children will receive high quality phonics teaching and those requiring additional support to catch up will receive it. All pupils will have regular opportunities to develop their reading fluency, including opportunities to read more widely across the curriculum.						Leaders: : Link Governors :
	Actions	Success Criteria (include key milestones)	When	Led by	Monitored by	Impact (RAG rated)
3.1	Raise standards in reading through targeted support for underachieving pupils	<ul style="list-style-type: none"> - Reading is taught consistently well, including phonics, reading fluency and comprehension - Assessment information is used effectively to identify pupils who need support to catch up in phonics or reading. - Outcomes in reading compare favourably to national averages. 	Ongoing	L Moore	L Moore/T Pickering/RW Development Days	
3.2	Provide targeted catch up support for any pupils who are off track in their read write inc assessments or who require support with reading fluency	<ul style="list-style-type: none"> - Targeted teaching and interventions are used regularly and effectively to address gaps in learning and accelerate progress. - Staff with expertise to provide phonics and reading fluency intervention have protected time to ensure all pupils receive regular high quality support to catch up. 	Ongoing	L Moore	L Moore/T Pickering/RW Development Days	
3.3	Target all pupils who pass phonics screening check in Y1 to ensure they achieve ARE in reading at KS1	<ul style="list-style-type: none"> - High quality phonics teaching and intervention ensure pupils exit from RWI and access Y2 reading curriculum in a timely manner. - A greater proportion of pupils passing PSC in Y1 go on to achieve ARE in reading in Y2. 	Ongoing	L Moore	L Moore/T Pickering/RW Development Days	
3.4	Provide support for any pupils who need to further develop reading fluency	<ul style="list-style-type: none"> - High quality teaching and intervention for reading fluency is in place throughout the school - All pupils who require additional support for reading fluency receive regular high quality intervention 	Ongoing	L Moore	L Moore/T Pickering/RW Development Days	
3.5	Embed a whole school reading culture which engages every child in reading for pleasure	<ul style="list-style-type: none"> - Opportunities to share and listen to well chosen, quality texts are embedded throughout the school. - All pupils are supported to read independently and at home or to receive additional support in school. 	Ongoing	L Moore/Class teachers	L Moore	
3.6	Provide more opportunities for reading across the curriculum	<ul style="list-style-type: none"> - High-quality non-fiction texts are used to provide opportunities to read regularly within lessons across the curriculum, especially in science, geography and history. - Adapted texts are used to support lower ability pupils across subjects. 	Ongoing	Class Teachers	Subject Leaders	

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Key Priority 4: QUALITY OF EDUCATION

OVERALL TARGET: WRITING Improve the quality of pupils' writing		BACKGROUND: Talk for Writing is well embedded and is having a positive impact on oracy, vocabulary and writing outcomes. Further work is needed to develop the innovation stage to ensure high quality, independent writing. The teaching of spelling and grammar needs to be taught securely and progressively and pupils need to be given opportunities to apply this in their writing. Handwriting needs to be taught consistently and embedded in all writing. Pupils need to write in a range of subjects to the same standard as in English lessons.				
What will be different for the children? Children will continue to use the Talk for Writing strategies to develop oracy, vocabulary, sentence structure and knowledge of different texts. They will be supported to develop spelling and sentence construction strategies using a consistent approach. Children will have a clear understanding of the handwriting script required and will be taught and supported to use this consistently.						Leaders: Link Governor:
	Actions	Success Criteria (include key milestones)	When	Led by	Monitored by	Impact (RAG rated)
4.1	Raise standards in writing through targeted support for underachieving pupils	<ul style="list-style-type: none"> - Assessment and writing analysis is used to identify aspects which require targeted teaching. - Adults have the subject knowledge needed to address gaps in learning. - Outcomes in writing compare favourably to national averages. 	Ongoing	D Whitfield /Phase Leaders	T Pickering /C Barton	
4.2	Embed core knowledge in sentence construction, grammar and punctuation	<ul style="list-style-type: none"> - Adequate curriculum time is given to the teaching of spelling and handwriting, providing regular opportunities to revisit and review prior learning. - A consistent approach is used to teach spelling and to ensure this knowledge is embedded into pupils' writing. - The teaching of sentence construction and grammar is logical and progressive as pupils move up the school, leading to an improved quality of work. - Adults have the subject knowledge and resources to identify and address issues in sentence and grammar and use this to provide targeted support. - Daily sentence/ grammar activities are used to embed pupils' understanding of sentence construction. 	Ongoing in line with teaching sequence	D Whitfield /Phase Leaders	T Pickering /C Barton	
4.3	Ensure all writing units include the foundational knowledge needed to improve accuracy and writing fluency	<ul style="list-style-type: none"> - Handwriting is taught using a consistent approach across the school. - Pupils' work is well presented and legible in all subjects using the agreed handwriting approach. - Grammar and sentence teaching is embedded in all units of work. - Pupils apply grammar and sentence knowledge in their independent writing. 	Ongoing in line with teaching sequence	D Whitfield /Phase Leaders	T Pickering /C Barton	
4.4	Ensure final pieces are independent and high quality	<ul style="list-style-type: none"> - High quality teaching of writing, including support through the innovation stage, improves pupils' understanding of the key features and language needed to write in that style or genre. - Pupils have the knowledge and confidence to apply their learning to produce a successful independent final piece. 	End of unit assessments	D Whitfield /Phase Leaders	T Pickering /C Barton	

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Key Priority 5: QUALITY OF EDUCATION

OVERALL TARGET: PUPIL PREMIUM AND LOWER ABILITY PUPILS Improve outcomes for disadvantaged and lower ability pupils		BACKGROUND: Disadvantaged pupils do not perform as well as their peers. Assessments show gaps in learning for some pupils, especially around communication (speech and language, reading fluency, vocabulary, sentence construction etc...) which impact on standards. Also many pupils face additional barriers to learning including attendance or safeguarding concerns. EEF research advocates an evidence-based approach to supporting disadvantaged pupils, based on an accurate diagnosis of need. The EEF tiered approach recommends high quality teaching , targeted academic support focusing on phonics /reading fluency / oracy development and wider strategies to support attendance and social/emotional needs .				
What will be different for the children? Adults in school will have a greater understanding of barriers to learning, academic and social. There will be strong engagement with families to address barriers where possible and additional pastoral support in school if needed. Interventions focused on phonics and reading fluency will improve skills and confidence with reading and communication.						Leaders: : Link Governors :
	Actions	Success Criteria (include key milestones)	When	Led by	Monitored by	Impact (RAG rated)
5.1	Ensure barriers to learning are identified for all disadvantaged or lower ability pupils	- Barriers to learning have been identified accurately for disadvantaged pupils and lower ability pupils. This includes academic barriers as well as pastoral barriers.	Ongoing holistic assessments	Class Teachers	M Mullen	
5.2	Embed academic and pastoral strategies consistently to target identified barriers to learning	- Strategies to support pastoral barriers are in place including ELSA, Thrive, safeguarding, attendance, multi-agency support etc... - Strategies to support academic barriers are in place, focusing on communication: reading fluency, phonics, Fresh Start, speech and lang.	Ongoing holistic assessments	Class Teachers/Pastoral Team	M Mullen	
5.3	Include focus on impact of work to address barriers to learning through AIMS.	- Achievement, Intervention Meetings (AIMs) include focus on strategies to address barriers to learning to ensure these are impacting positively to raise standards for disadvantaged or lower ability pupils.	Termly	M Mullen	H Stannard	
5.4	Review work produced by disadvantaged pupils termly and use this to inform planning	- All staff have an accurate understanding of pupils' needs from work scrutiny and use this information to inform planning and activities. - Standards for disadvantaged pupils improve as a result.	Termly	M Mullen /Phase Leaders	H Stannard	
5.5	Work closely with parents and external agencies to provide consistently high quality support for pupils	- Regular meetings are held with parents and families to work on addressing barriers to learning. - There is evidence of positive work with parents and families which reduce the impact of identified barriers.	Ongoing	Pastoral Team	N Waites/H Stannard	
5.6	Prioritise catch up and interventions to secure phonics knowledge and reading fluency	- All pupils who require additional catch up support benefit from phonics, fluency or speech and language interventions. - There is evidence of accelerated progress for pupils in receipt of catch up support.	Ongoing	L Moore	L Moore/T Pickering	
5.7	Ensure pastoral interventions are in place where needed	- Strategies to support pastoral barriers are in place including ELSA, safeguarding, attendance, multi-agency support etc...	Ongoing	Pastoral Team	N Waites	

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	including ELSA, Thrive, Emotions Coaching etc	- There is evidence of positive impact of pastoral interventions on attendance, pupil wellbeing and readiness to learn.				
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Key Priority 6: PERSONAL DEVELOPMENT

OVERALL TARGET: ATTENDANCE To secure good attendance across the school		BACKGROUND: A good level of attendance is essential to ensure pupils receive a quality education and to support safeguarding strategies. Targeted support will be needed with some families, particularly disadvantaged families and those with vulnerable family members where attendance remains low. A Trust wide attendance policy is in place and national materials are used to support attendance.				
What will be different for the children? Pupils will understand expectations of attendance in school. They will be encouraged to attend and good attendance will be recognised and rewarded. Good attendance habits will be proactively encouraged. Improvements in attendance will be recognized and rewarded. Pupils at risk of severely low attendance will receive targeted, multi-agency support.					Leaders: : Link LAB member :	
	Actions	Success Criteria (include key milestones)	When	Led by	Monitor ed by	Impact (RAG rated)
6.1	Identify pupils at risk of becoming persistent absentees and work with parents to improve attendance	<ul style="list-style-type: none"> - All pupils at risk of becoming PAs are identified and targeted for support in line with attendance policy. - Work with EWO to support families at risk of becoming PAs. 	Half termly	N Waites	N Waites/H Stannard	
6.2	Provide bespoke support for pupils and families where absence is severe	<ul style="list-style-type: none"> - Close pupil tracking identifies pupils at risk of having severely low attendance. - Early intervention and support is in place to improve this. - Attendance of targeted families improves. - A multi-agency approach targets barriers to attendance. 	Ongoing	F Littleproud	N Waites	
6.3	Embed strategies in national attendance programme and attend framework	<ul style="list-style-type: none"> - Strategies to improve attendance are used consistently, including a graduated response. - All stages of the attendance policy are followed. - All available support and actions are taken to improve attendance. 	Where required	F Littleproud	N Waites	
6.4	Encourage high rates of attendance and ensure this is a priority for all staff	<ul style="list-style-type: none"> - Attendance campaign established and promoted - Parents and pupils understand school expectations around attendance and punctuality - Attendance is tracked and pupils with improved attendance are recognized. 	Ongoing	F Littleproud	N Waites	
6.5	Ensure a wide range of engagement /extra-curricular activities to encourage positive attitudes to school and attendance	<ul style="list-style-type: none"> - Pupils are able to engage with a wide range of extra-curricular activities and engagement opportunities to encourage a positive attitude and good attendance - Most vulnerable pupils are actively targeted and supported to attend extra-curricular activities. 	Termly	H Stannard/ N Waites	M Mullen	
6.6	Embed team around the school to provide support for vulnerable pupils and families	<ul style="list-style-type: none"> - Vulnerable families are well supported by all appropriate agencies to improve attendance and punctuality. 	Where required	Pastoral Team	N Waites	

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Key Priority 7: LEADERSHIP

OVERALL TARGET: SUBJECT LEADERSHIP To further develop confidence and leadership of foundation subjects		BACKGROUND: Subject leaders have developed progressive objectives and curriculum plans for their subjects but some would benefit from opportunities to work collaboratively with leaders in other schools. Some curriculum plans need to be slimmed down to ensure there is a focus on core knowledge to ensure pupils remember key learning. Connections to prior learning sometimes need to be more explicit. Subject specific pedagogy needs further development in some aspects of the curriculum and ongoing CPD is needed for staff to achieve this.				
What will be different for the children? Children will have a consistent approach to their learning across all, foundation subjects. Activities will be closely matched to objectives and each unit will focus on the core knowledge that pupils need to know and remember. Pupils will be supported to connect new learning to prior learning.					Leaders: : Link LAB member :	
	Actions	Success Criteria (include key milestones)	When	Led by	Monitored by	Impact (RAG rated)
7.1	Provide training and support to subject leaders, including cross school working with other leaders in the same subject	<ul style="list-style-type: none"> - Subject leaders have a secure understanding of how to lead their subject effectively - All subject leaders are able to draw on support from leaders in the same subject across the Trust 	Ongoing CPD staff voice/monitoring	Subject leaders/Phase Leaders	H Stannard	
7.2	Contribute to and use Trust shared planning, resources and training materials to secure subject knowledge, improve pedagogy and reduce workload	<ul style="list-style-type: none"> - All staff have access to quality shared planning and resources - Staff use shared planning and resources to reduce workload - Staff have contributed to shared planning and resources to support colleagues within the school and Trust 	As required	Subject leaders/Phase Leaders	H Stannard	
7.3	Support subject leaders to develop the skills to quality assure teaching and learning in their subject	<ul style="list-style-type: none"> - All subject leaders are able to quality assure their subject accurately, identifying where support is required 	Ongoing CPD staff voice/monitoring	Subject leaders/Phase Leaders	H Stannard	
7.4	Ensure all subject leaders monitor provision and standards and provide support to address any identified issues	<ul style="list-style-type: none"> - Subject leaders work with school leaders to address any identified issues in the quality of teaching in their subject. - All subject leads have monitored quality of provision through lesson visits, work scrutiny and/or pupil voice. - Inconsistencies in quality of provision have been identified and addressed 	Ongoing	Subject leaders/Phase Leaders	H Stannard	
7.5	Ensure all curriculum materials have been slimmed down to focus more precisely on the core knowledge pupils need to know and remember.	<ul style="list-style-type: none"> - Across the curriculum, all units of work focus on the core knowledge that pupils need to know and remember. - This is supported by well chosen activities and assessment. 	Ongoing reviews	Subject leaders/Phase Leaders	H Stannard	

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Key Priority 8: LEADERSHIP

OVERALL TARGET: CONTINUED PROFESSIONAL DEVELOPMENT To provide a high quality CPD programme bespoke to needs of the school and the staff.		BACKGROUND: High quality training and support for staff is essential to deliver the full curriculum successfully. Training will be needed in all subject areas to ensure subject knowledge is secure and subject specific pedagogy is effective. Some subject leaders require training and support to ensure every subject is led effectively. Due to the increasing number of pupils with significant special educational needs, staff continue to need further CPD to ensure work is adapted effectively. Trust wide CPD ensures a consistent message for schools and can be used to cascade wider training. Giving staff access to recordings of training using Sharepoint can allow easy access to training and will build a bank of training materials for existing and new staff.				
What will be different for the children? All staff will be secure in the subject knowledge across the curriculum. Each subject will be delivered with appropriate pedagogy. Staff will be well trained in supporting pupils with additional needs so that all pupils can access the curriculum.						Leaders: Link Governors :
	Actions	Success Criteria (include key milestones)	When	Led by	Monitored by	Impact (RAG rated)
8.1	Identify CPD needs through audit and school improvement plans (both whole school, subject and individual plans)	<ul style="list-style-type: none"> - All staff are trained on new initiatives / school priorities - CPD needs for all staff identified through PMR process - Opportunities provided for regular CPD across all curriculum subjects, including the use of recorded training on Sharepoint - All staff have access to appropriate training from the MAT where needed, including safeguarding training and support with curriculum leadership 	September	Phase leaders/ subject leaders	H Stannard	
8.2	All staff to access training on adaptations for pupils with SEND during quality first teaching	<ul style="list-style-type: none"> - All staff make appropriate adaptations to ensure the curriculum is accessible for pupils with SEND. 	Daily	Phase leaders/ subject leaders	H Stannard	
8.3	All staff to access training and support to ensure assessment is used effectively to identify and address gaps in learning	<ul style="list-style-type: none"> - All staff have the subject knowledge needed to accurately identify gaps in learning and plan the next steps 	Ongoing	Phase leaders/ subject leaders	H Stannard	
8.4	All staff to access training and support around phonics, reading fluency and foundational knowledge in writing	<ul style="list-style-type: none"> - All staff, including those in Key Stage 2, have accurate subject knowledge to support the teaching of phonics and reading fluency. - All staff have the subject knowledge to teach foundational knowledge progressively in writing, including spelling and sentence construction. 	September	Phase leaders/ subject leaders	H Stannard	
8.5	Provide opportunities for training, shadowing and staff development	<ul style="list-style-type: none"> - Staff receive training and opportunities to work alongside experienced colleagues based on audit of their professional needs and ambitions. - Talent management and succession planning is used to identify and support colleagues and to support recruitment and retention. 	Ongoing	Phase leaders/ subject leaders	H Stannard	
8.6	Provide opportunities for experienced and high quality staff to provide support across the Trust	<ul style="list-style-type: none"> - Experienced staff provide support and mentoring to colleagues to support talent management and succession planning 	Ongoing	Phase leaders/ subject leaders	H Stannard	

Primary School Improvement Plan: **2024-25**

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BACKGROUND PRIORITIES – Actions and impact

Background Priority 1:	BACKGROUND: The school is seeing falling number for our nursery due to the vast majority of the school community being working parents. The school's upcoming September intake is coming from 19 different private settings.
Explore options to further support working families in preparation for September 2025, including, flexible 30 hour provision in nursery.	What has been done? What has been the impact so far? 1.
Background Priority 2:	BACKGROUND: The school will have 4 ECT's next year.
To provide high quality ECT mentors to grow our new teachers into exceptional teachers for the future	What has been done? What has been the impact so far? 1.
Background Priority 3:	BACKGROUND: In 2023 the school was awarded the Character Education Award. Since then, we have continued to strive to develop our children's character and support them in recognizing their strengths and areas for improvement.
Continue to drive Character Education through our Aspiration Curriculum	What has been done? What has been the impact so far? 1.