

School Improvement Plan

2023 – 2024



1. Headline priorities and objectives for 2023-24

	Headline objectives	(Why)	Headline success criteria
Priority 1: Lead by: Georgina Sedgwick (English Lead)	<p><i>To improve the teaching and assessment of spelling, punctuation and grammar across school to impact positively on writing standards.</i></p> <p><i>2.1 – Improve spelling through the effective teaching and assessment of a recognised spelling scheme.</i></p> <p><i>2.2 - Review approaches to the delivery and assessment of grammar, punctuation and spelling knowledge and its application within writing, paying particular attention to the transition between Key Stage 1 and Key Stage 2.</i></p>	<p><i>Data Analysis shows a lower level of attainment in spelling across school, particularly in years 3-6.</i></p> <p><i>Recent years have focussed heavily upon improving reading outcomes, raising the profile of reading for pleasure as well as writing for a purpose.</i></p> <p><i>No consistent spelling scheme is currently used across school.</i></p> <p><i>English as a subject is under new leadership in school.</i></p>	<p><i>A recognised spelling scheme will be delivered across school from years 2-6.</i></p> <p><i>Data analysis will show an improvement in outcomes in spelling, punctuation and grammar throughout school.</i></p> <p><i>Teachers will deliver high quality spelling lessons consistently across school.</i></p> <p><i>The impact of spelling will be evident in the improvement of outcomes in writing.</i></p>
Priority 2: Led by: Hannah Fox (Maths Lead)	<p><i>To develop and refine a maths mastery approach across school to impact positively on maths reasoning outcomes.</i></p> <p><i>2.1 Provide more high-quality opportunities for all pupils, especially the most able pupils, to apply their mathematical learning and improve their reasoning skills.</i></p> <p><i>2.2 To improve reasoning outcomes throughout the school via a focus on problem solving strategies.</i></p>	<p><i>Data Analysis and subject monitoring reveals the weakest outcomes from years 2-6 are within the reasoning strand of maths.</i></p> <p><i>Pupil voice tells us that problem solving and reasoning is the strand of maths where pupils are least confident.</i></p>	<p><i>Teachers will deliver a high-quality maths curriculum rich in problem solving and reasoning approaches.</i></p> <p><i>Outcomes from termly Testbase tests will demonstrate improved outcomes in reasoning.</i></p>

		<i>The White Rose Maths scheme for learning has been embedded in school since 2015 however maths as a subject is under new leadership.</i>	
Priority 3: Led by: Tim Raybould (Science Lead)	To develop and refine the delivery of the science curriculum to ensure skills in working scientifically are embedded throughout the child's school life. 3.1 match Kapow's science long term plans with the Longstone curriculum map 3.2 explore and implement CPD to address the best approach to covering and teaching the working scientifically strand 3.3 Identify and implement activities that complement the main scheme of work and promote STEM skills.	<i>Hamilton Science is too cumbersome and adds to teacher workload.</i> <i>Need for a consistent approach to the teaching of working scientifically</i> <i>Kapow Science is new to the school</i> <i>To develop a joined-up approach to the teaching of STEM subjects</i>	<i>The curriculum map will clearly show what to teach and when to teach it</i> <i>Teachers will deliver high quality science lessons</i> <i>Children will know how to work scientifically</i> <i>Children will gain practical experience of STEM activities that complement the curriculum</i>