

SCHOOL IMPROVEMENT PLAN PRIORITIES 2024-2025

Priority 1:

Develop and maintain consistency of approach in phonics and reading.



Phonics – ensure fidelity of approach to Little Wandle Programme

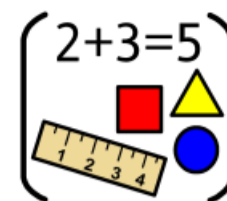
- All adults trained to deliver Little Wandle using the same consistent format for delivery and tracking
- All adults trained to identify those pupils who are at risk of falling behind and address gaps, through intervention if necessary
- Little Wandle SEND intervention used consistently for identified children and impact tracked
- Develop strategies to increase parental understanding and confidence in supporting the delivery of synthetic phonics
- Introduce Little Wandle Reading Fluency programme in Year 3

Reading

- Raised profile of reading within classrooms with a focus on reading areas and high-quality diverse texts
- Children to be exposed to a range of diverse representations and text types through: adult daily reading, class and school library books, own reading books
- Consistent approach to recording Accelerated Reader stages and reading opportunities with adults
- Weekly use of School Library to raise profile of reading (KS2)
- Early identification of those pupils who are at risk of falling behind; targeted daily reading to address identified gaps
- Increase the number of children who achieve both ARE and 'greater depth' at the end of KS2

Priority 2

Develop consistency of approach in use of Essentials maths



- Small steps teaching
- Teaching from starting points to close gaps
- CPA approach and use of manipulatives
- Develop skill of oral rehearsal and use of full sentences and stem sentences
- Develop 'ping pong' approach
- Opportunities to apply learning that are meaningful and strategic
- Improve children's ability to recall and apply basic number facts with fluency
- Early identification of those pupils who are at risk of falling behind: targeted maths intervention using Number Stacks
- HFL advisor support to develop practice and use of Essentials maths

Priority 3

Improved progress for all learners across all curriculum areas



- Agree key principles to underpin the curriculum
- Develop understanding and delivery of quality first teaching
- Consistent implementation of the schools chosen scheme (Kapow)
- Teachers empowered to use the scheme to meet the identified needs of their pupils
- Targeted staff CPD to focus on improving opportunities for all learners
- Develop the use of formative assessment to secure understanding of next steps and no opportunities are missed
- Subject leaders monitoring focus on progression, vocabulary development and delivery of planned curriculum
- Governors to develop an understanding of the design, delivery and difference embedded in the Longmeadow curriculum

Priority 4

Behaviour and well-being



- Implement an effective behaviour curriculum and consistent approach
- Positive behaviour policy embedded and staff confident to apply
- Consistent behaviours for learning are taught and celebrated
- Develop opportunities for pupil leadership- sports leaders, school council, lunch time jobs
- Explore opportunities for involvement in the wider community
- Wider experiences through aspirational assemblies, charities etc.
- Expose children to the diversity of British life through assemblies, visitors, trip and diverse texts

Ofsted Report March 2023

Teachers do not all follow the school's chosen phonics programme with precision. Sometimes, opportunities to reinforce learning are missed and pupils do not always have sufficient time to rehearse new sounds. This means that pupils do not all progress as rapidly as they could. Leaders should ensure that good practice is shared across the school and that all teachers deliver the programme equally effectively so that all pupils make the progress they should.

Historic weaknesses in the curriculum have led to pupils having gaps in their learning. Too many pupils struggle to remember what they have learned and do not achieve well. Leaders should ensure that staff have the training they need to implement the new curriculum effectively, design their teaching to close gaps and continually revisit learning. This is so that pupils learn more and remember more of the important content they are taught.

Leaders' planning of an effective programme for pupils' personal development is at an early stage. As a result, pupils' understanding of some key concepts, such as democracy and diversity, is superficial. Older pupils have few opportunities to enhance their character and leadership skills. Leaders should accelerate their work in this area so that pupils' wider development is of a consistently high quality.