

Slindon CofE Primary School

School Improvement Plan 2024-2025



***Unique child *Positive relationships *Learning and development *Enabling environments.**

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 50; 22-23

Let your light shine

Matthew 5: 14-16

Priority 1: To raise the progress and attainment of reading and phonics across the school.

- 1.1 Children in year 1, 2 and year 6 are more in line with county and national standard.
- 1.2 The teaching of reading and early reading is consistently good or better in all classes.
- 1.3 Interventions are put in place quickly.
- 1.4 Children have the opportunity to develop phonics across the school.
- 1.5 Children have the opportunity to reading skills across the school.

• **MEASURABLE MILESTONES**

- By the end of Autumn term 2024:
- Pupil voice monitoring of reading and phonics.
- Books monitored for expectations.
- Data analysis baseline completed.
- Pupil progress meetings held, with a focus on ensuring intervention is put in place.
- Staff skills audit.
- Learning walks baseline teacher confidence.
- Baseline arithmetic and problem solving using internal tests.

• By end of Spring term 2025:

- Books monitored for expectations and progress.
- Pupil progress meeting show at least 60% of each class on track for ARE.
- All reading and phonics lessons seen are good.
- Internal tests showed improved data in terms of attainment and progress.

• By the end of Summer term 2025:

- Pupil voice monitoring follow up.
- Pupil progress meeting shows at least 70% of each class on track for ARE.
- All reading and phonic lessons seen are good or better.
- Internal tests show that all of the children have made progress in reading and phonics.

Priority 2: Quality of teaching and learning is consistently good or better.

- 2.1 Learning in the class is linked to knowledge, with a carefully designed task to complement this.
- 2.2 Children are able to articulate the learning.
- 2.3 Gaps in learning are identified quickly and support put in place.
- 2.4 Teachers are able to use adaptive teaching to support all of the children in the classroom.

MEASURABLE MILESTONES

- By the end of Autumn Term 2024:
- Knowledge organisers are completed and evident on the school website.
- Teachers are able to identify the difference between learning and task orientated learning objectives.
- Book looks and learning walks can identify clear learning objectives.

By end of Spring Term 2025:

- Subject leaders can identify the knowledge in lessons.
- Governor monitoring shows clarity of what is being learnt.
- Triangulation shows a correlation between planning, observations and books.
- Data in core and foundation subjects is pinpointed and clear.

By the end of Summer Term 2025

- All knowledge organisers for the year have been completed.
- Books show high expectations for learning and a sequential journey across the year.
- Pupil voice shows a clear articulation of learning.
- Learning walk by governors and staff highlight clear articulation of learning.

Priority 3: Develop science, music, art and design technology in line with the school strategic plan.

- a. School to devote staff meetings to develop subjects.
- b. Curriculum has depth and breadth for each subject.
- c. Progression of knowledge and skills is clear for each subject.
- d. Assessment for each subject is precise.

MEASURABLE MILESTONES

- By the end of Autumn Term 2024:
- Science and art are the focus of staff meetings.
- Medium term plans are completed for each class.
- Progression of knowledge and skills is refined.
- Website is up to date.

By end of Spring Term 2025:

- Music and design technology are the focus of staff meetings.
- Medium term plans are completed for each class.
- Progression of knowledge and skills is refined.
- Website is up to date.

By the end of Summer Term 2025

- Monitoring of books completed.
- Pupil voice for subjects evidenced.
- Assessments moderated.
- Percentages of children meeting ARE increased.

Priority 4: To raise awareness of dyslexia and implement practical strategies.

- 4.1 Training to be disseminated across the school
- 4.2 All staff to be aware of the children in school with dyslexic tendencies.
- 4.3 Adaptation across the core and foundation subjects.
- 4.4 Inclusive technology used to support the children.

MEASURABLE MILESTONES

By the end of Autumn Term 2024:

- All staff to have received training in adaptation in the foundation subjects.
- Dyslexia checklists to be used by class teachers.
- Inclusive technology training implemented to staff.
- Progress meetings have a specific focus on children with dyslexic tendencies.

By end of Spring Term 2025:

- Inclusive technology being used within the classroom to support learners.
- Dyslexia friendly resources being used regularly to support learners.
- Teachers have a greater awareness of how to support children with dyslexic tendencies.

By the end of Summer Term 2025

- Inclusive technology being used within the classroom to support learners.
- Children are able to access dyslexia friendly resources independently.
- Pupil progress meetings show a specific focus on these children and their next steps in learning.
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