

Slindon CofE Primary School

School Improvement Plan 2023-2024



***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 mathematics across the school.

- 1.1 Children in year 2 and year 6 are more in line with county and national standard.
- 1.2 The teaching of mathematics is consistently good or better in all classes.
- 1.3 Interventions are put in place quickly.
- 1.4 Children have the opportunity to develop mental methods.
- 1.5 Children have the opportunity to develop reasoning and problem solving.

- **MEASURABLE MILESTONES**

- By the end of Autumn term 2023:
- Pupil voice monitoring of maths.
- 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 STAR tests.

- By end of Spring term 2024:

- Books monitored for expectations and progress.
- Pupil progress meeting show at least 50% of each class on track for ARE.
- All maths lessons seen are good.
- STAR tests showed improved data in terms of attainment and progress.

- By the end of Summer term 2024:

- Pupil voice monitoring follow up.
- Pupil progress meeting shows at least 60% of each class on track for ARE.
- All maths lessons seen are good or better.
- STAR tests show that all of the children have made progress in

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 2023:
- 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 2024:
- 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 2024
- 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: To ensure the school has strategies to support children with SEMH.

- 3.1 School to appoint a senior mental health lead, to complete training.
 3.2 ELSA support to be investigated.
 3.3 Children with SEMH to have baseline and progress checks.
 3.4 EBSA and therapy to be incorporated into the school day.

<ul style="list-style-type: none"> ● MEASURABLE MILESTONES ● By the end of Autumn Term 2023: ● SMHL working through the programme of training. ● ELSA training has begun for designate member of staff. ● Baselines carried out on SEMH children. ● EBSA children identified. ● SEMH children to be included in pupil progress meetings. 	<ul style="list-style-type: none"> ● By end of Spring Term 2024: ● SMHL to be half way through the course and have taken part in supervisions. ● ELSA training ongoing and working with identified children. ● EBSA intervention monitored for effectiveness, links to attendance. ● 100% of SEMH children identified as making progress from their starting point. 	<ul style="list-style-type: none"> ● By the end of Summer Term 2024 ● SMHL to have completed training. ● EBSA intervention has supported the children with their anxiety around coming into school. ● Data shows that SEMH children are making progress academically. ● ELSA to have completed training and be in attendance at supervision.
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Priority 4: To ensure that the school is ready for the SIAMS inspection

- 4.1 Training to be disseminated across the school
 4.2 SIAMS document to be completed.
 4.3 Summary document to reflect the Christian distinctiveness of the school.

<p>MEASURABLE MILESTONES</p> <p>By the end of Autumn Term 2023:</p> <ul style="list-style-type: none"> ● Staff meeting with a focus on the school vision. ● Document to be updated regularly. ● Christian distinctiveness to be included at Governor meetings. ● Diocese visit to focus on Christian distinctiveness in the school. ● SIAMs inspection. 	<p>By end of Spring Term 2024:</p> <ul style="list-style-type: none"> ● Staff meeting with a focus on prayer week. ● Prayer week to have taken place. ● Diocese visit to look at documentation and Christian distinctiveness. ● Documents to be updated. ● Governor monitoring of Christian distinctiveness. ● SIAMs inspection. 	<p>By the end of Summer Term 2024</p> <ul style="list-style-type: none"> ● Staff meeting. ● Diocese visit to look at end of year results. ● Governor monitoring of collective worship. ● SIAMs inspection.
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Priority 5: To ensure Governors have a specific and timely monitoring schedule.

- 5.1 Governors to be assigned to areas of responsibility.
- 5.2 Governors to monitor key areas of the SIP.
- 5.3 Challenge to be evident through monitoring and actions.
- 5.4 Governors to be part of the school community.