All Saints Church of England Primary School

School Improvement Plan

2024-2025

Leadership & Management
Leaders to review and embed positive actions from the last three years to ensure standards continue to rise, particularly for the most vulnerable

Quality of Education

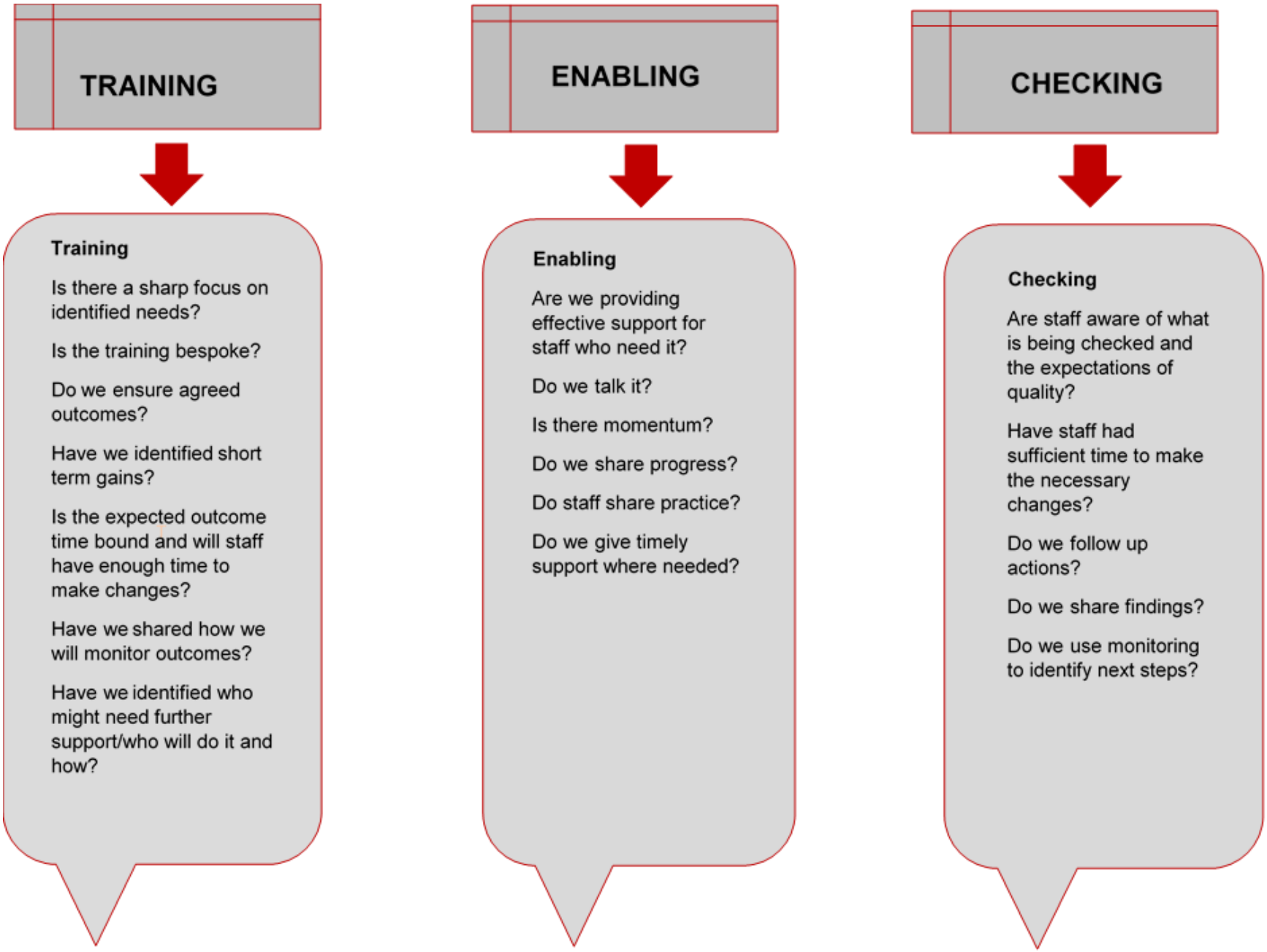
- ✓ To continue to develop solid number sense, including fluency and flexibility in number facts
- ✓ Revisit good practice in the teaching of writing including talk for writing, vocabulary, sentence structure, modelling writing and editing and feedback
- ✓ To further develop staff understanding of dyslexia and how we can support pupils in the classroom with specific strategies
- ✓ SEND: Refine task design for children with additional needs to ensure they are in line with identified small step assessment model
- ✓ Embed and secure the use of agreed transcription programmes Spelling Shed and Letter Join handwriting
- ✓ To develop agreed 'milestones' for each year group re: expectations
- ✓ Early Years – writing development to secure milestone progress

Outstanding Curriculum

- ✓ To implement the Hampshire Music Hub curriculum to ensure full coverage of knowledge, skills and understanding
- ✓ To implement the Teach Computing Curriculum to ensure full coverage of knowledge, skills and understanding
- ✓ To ensure assessment recording and expectations are clearly aligned across the curriculum
- ✓ Subject leaders to monitor task design across the curriculum to ensure coverage of knowledge, skills and understanding and vocabulary for all groups of learners
- ✓ To develop Forest School across the school so all children benefit from the enrichment of outdoor learning

Behaviour & Attitudes; Personal Development

- ✓ Raise attendance for vulnerable groups to ensure this is at 95% +
- ✓ Monitor, evaluate and develop ELSA support using new benchmarking procedures
- ✓ Continue to develop staff understanding and use of Attachment & Trauma informed practice to support vulnerable pupils
- ✓ Further develop the role of the EARA group to ensure the school environment is inclusive and reflects the diversity of different communities beyond the school community
- ✓ Development of lunchtime Calm Club to provide alternative opportunities for pupils


TRAINING
Training
Is there a sharp focus on identified needs?
Is the training bespoke?
Do we ensure agreed outcomes?
Have we identified short term gains?
Is the expected outcome time bound and will staff have enough time to make changes?
Have we shared how we will monitor outcomes?
Have we identified who might need further support/who will do it and how?
ENABLING
Enabling
Are we providing effective support for staff who need it?
Do we talk it?
Is there momentum?
Do we share progress?
Do staff share practice?
Do we give timely support where needed?
CHECKING
Checking
Are staff aware of what is being checked and the expectations of quality?
Have staff had sufficient time to make the necessary changes?
Do we follow up actions?
Do we share findings?
Do we use monitoring to identify next steps?