

**School Development Plan- 2024 – 2025**

|  |
| --- |
| This School Improvement Development Plan (SIDP) is intended to give an overview of the school’s priorities for next year: 2024 - 2025  We aim to be an outstanding, values-based school at the heart of our culturally diverse community, striving for excellence, enabling our children to achieve their highest potential in all areas of the curriculum.  **“Everyone is a learner and every experience is a learning opportunity.”**  Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain. |

Headteacher: Mrs Sarah McHugh Chair of Governors: Mr. R. Boaler

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School Improvement Development Plan Summary** | | | | | | |
| **Key Priority 1**  **Quality of teaching, learning and assessment** | **Key Priority 2**  **Quality of teaching, learning and assessment** | **Key Priority 3**  **Quality of teaching, learning and assessment** | **Key Priority 4**  **Quality of teaching, learning and assessment** | **Key Priority 5**  **Behaviour and Attitudes** | **Key Priority 6**  **Leadership and Management** | **Key Priority 7**  **Leadership and Management** |
| **OBJECTIVE**:  To develop a precisely sequenced **curriculum** that enhances knowledge retention, ensures inclusive teaching practices, and fosters high standards of pupil achievement through continuous review and targeted interventions. | **OBJECTIVE:**  Maintain, and continue to develop and build on the outstanding practice from practitioners in **Early Years** to ensure that expected progress is made in terms of achieving a Good Level of Development with a particular focus on Communication, Language and Literacy. | **OBJECTIVE:**  Our goal is to raise awareness of diverse career paths among pupils by integrating career education into the existing curriculum. We will achieve this by enhancing partnerships with local businesses and professionals, providing practical experiences and tracking and evaluating the programme’s impact on pupil aspiration and outcomes. | **OBJECTIVE:**  To enhance educational outcomes, updating **assessment** systems and procedures aims to ensure accurate and timely feedback on pupil learning, drive instruction improvement and support personalised learning pathways. The goal is to create a cohesive approach that aligns with curriculum standards, enhances pupil engagement and enables data-driven decision-making for continuous improvement. Tailored assessment can also help identify and support pupils with diverse needs. | **OBJECTIVE:**  To continue fostering an inclusive and equitable learning environment for all pupils. This involves implementing policies and practices that address and dismantle systemic racism, providing professional development for staff on cultural competence and **anti-racist teaching**, and promoting a curriculum that reflects diverse perspectives and histories. It aims to create safe spaces for open dialogue about race and bias, engage families and communities in these efforts, and continuously monitor and evaluate the impact of these initiatives to ensure sustained progress and accountability. | **OBJECTIVE:**  To further conduct research on joining a **multi-academy trust** by looking into case studies of similar schools that have made the transition. This will involve speaking with staff and leadership team, examining academic performance data pre- and post-MAT, and looking into how governance and accountability structures may change. Understanding the support systems for SEND and how they are managed within the MAT will also be crucial. | **OBJECTIVE:**  Our objective is to enhance pupil **attendance** by fostering an engaging and supportive school environment. We aim to continue to strengthen communication with parents / carers to address attendance concerns early. Targeted support and interventions will be provided for pupils with frequent absences, while monitoring and tracking attendance data consistently to identify and address patterns. By fostering a positive school culture that values regular attendance and collaborating with local agencies to support families facing changes, we can ensure improved attendance rates and overall school performance. |
| **DESIRED OUTCOMES:**  To enhance pupil engagement and understanding through well-sequenced lessons, leading to improved vocabulary and knowledge across all subjects. We aim for higher standards of work and consistent academic progress, supported by effective assessment practices that guide teaching strategies. Our goal is to create inclusive classrooms where SEND pupils thrive alongside their peers, ensuring that all children benefit from an equitable and enriching educational experience. | **DESIRED OUTCOMES:**  Practitioners will focus on creating rich, language-enhancing environments, employing evidence-based teaching strategies, and regularly assessing and adapting instruction to meet individual needs. This targeted approach aims to foster children’s confidence and proficiency in communication, laying a robust foundation for their future academic success. | **DESIRED OUTCOMES:**  Through the career-related learning project, we aim for pupils to develop a deeper understanding of various career paths, enhancing their career aspirations and readiness. We expect them to acquire practical skills and experiences, leading to increased motivation and engagement in their studies. We anticipate stronger connections between the school and local businesses, fostering a supportive community network that benefits all stakeholders. | **DESIRED OUTCOMES:**  We aim to have improved accuracy in measuring student progress, along with providing timely feedback for both teachers and pupils. Aligning assessments with curriculum standards seeks to foster greater pupil engagement and motivation. Enhanced identification of individual learning needs will ensure targeted interventions and support, leading to higher overall academic achievement. | **DESIRED OUTCOMES:**  We aim to build on our inclusive and respectful school culture where all pupils feel valued and supported. It aims to reduce incidents of racial bias and discrimination, ensuring fair treatment and equal opportunities for pupils of all backgrounds. It seeks to improve academic outcomes and engagement among minority pupils, foster positive relationships among children and staff, and enhance overall school climate. The project aspires to prepare pupils to be socially conscious, empathetic and active participants in a diverse society. | **DESIRED OUTCOMES:**  By joining a multi-academy trust, the school aims to improve educational standards through shared best practices and resources, enhance professional development opportunities for staff and continue to establish a more robust support system for SEND children. Financial stability and operational efficiencies are also key objectives, all whilst fostering a collaborative environment that reflects the school’s values and vision. The goal is to enrich the learning experience of every child. | **DESIRED OUTCOMES:**  We aim to increase overall attendance rates and reduced chronic absenteeism, leading to improved pupil engagement and academic performance. Enhanced communication and relationships with parents / carers will foster a supportive environment, while early identification and support for at-risk pupils will address attendance issues promptly. Building a positive school culture that values attendance, alongside strengthened collaboration with local agencies, will offer comprehensive support to families facing challenges, thereby ensuring sustained improvements in attendance and overall school success. |

**Priority 1:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | **Rationale** | **Intent (Success Criteria)** | **Implementation** | **Evaluation / Impact: autumn / spring / summer** |
| Quality of teaching, learning and assessment  **Writing / spelling and handwriting** | To develop a precisely sequenced curriculum that enhances knowledge retention, ensures inclusive teaching practices, and fosters high standards of pupil achievement through continuous review and targeted interventions. | To enhance pupil engagement and understanding through well-sequenced lessons, leading to improved vocabulary and knowledge across all subjects. We aim for higher standards of work and consistent academic progress, supported by effective assessment practices that guide teaching strategies. Our goal is to create inclusive classrooms where SEND pupils thrive alongside their peers, ensuring that all children benefit from an equitable and enriching educational experience. | **Writing Scheme:**   * Develop a clear, structured writing curriculum * enhance pupil engagement through creative and diverse writing activities * implement consistent assessment strategies to monitor progress * provide professional development for staff in best practices for writing instructions * integrate writing across different subjects to reinforce skills   **Spelling Scheme**:   * Introduce a systematic, step-by-step spelling programme * Ensure regular, formative assessments to track pupil progress * Support differentiated learning for pupils with varying spelling abilities * Engage parents and carers in supporting spelling practice at home * Promote the importance of spelling through engaging activities and competitions   **Handwriting Scheme**:   * Establish consistent handwriting standards across all year groups * Provide training for staff on effective handwriting instruction techniques * Integrate regular handwriting practice into the daily timetable * Use a variety of resources and tools to support different learning styles * Monitor and evaluate handwriting progress through regular assessments | EYFS Progression planners in process of being updated aligned to whole school medium term plans format. Physical development completed and reviewed by EYFS staff. To be reviewed by leadership team Autumn 2. Includes gross and fine motor skill development for pre-writing. (Also, recommendation from last Ofsted and subject leader can use for monitoring.  New writing / spelling / handwriting scheme purchased. Training completed September 24 (Y1 - 6).  Writing curriculum updated. Year groups now implementing new units termly and review scheme and impact on raising attainment after each unit. Increased diversity in high-quality texts as writing stimuli. Feedback so far is there are more opportunities to assess short burst writing but final ‘hot writes may take up to 5-6 weeks with the new scheme.  Spelling Scheme  New scheme introduced. All children assessed and on appropriate level. Previous resources audited for use (Spelling Shed) and Plan streamlined - not being used so alternatives sought for homework.  Meet the teacher meetings shared strategies and expectations for learning spellings at home. Could increase engagement further workshops? Spelling Bee?  KS2 (KS1???) have 3 weekly dedicated spelling lessons now to build on phonics and spelling for writing.  Handwriting Scheme  Scheme now used. Reception - ULS Every day.  KS1 - different times in different ways - explore further (Matching classes and needs) \*\*\*\*\*  KS2 Weekly session / expectation in all books  Some children using Clicker / digital tools where deemed most appropriate. Being trained how to use these tools by staff. Others pencil grips / sloped boards.  Spring - monitor how many children have pen licences / expect consistency |
| Quality of teaching, learning and assessment  **Maths** | To raise the number of children achieving the expected level in maths in Year 6. To develop a strong foundation in maths enhancing problem-solving skills, logical thinking and confidence. In achieving the expected level, children will be well-prepared for high school and can access more advanced concepts. | A measurable increase in the % of Year 6 children achieving the expected level in maths. Children demonstrate higher levels of engagement and motivation in maths lessons, evident through participation and enthusiasm. Marked improvement in children’s problem-solving skills, logical thinking, and confidence in maths. | **Achievement Tracking:** Regularly assess and track children’s progress to identify those needing additional support.  **Engagement Strategies:** Use engaging and interactive teaching methods to foster enthusiasm in maths lessons.  **Skill Development:** Incorporate activities that enhance problem-solving, logical thinking and build confidence.  **High School Preparation**: Align curriculum goals with high school education requirements, ensuring smooth transition.  **Teacher training:** Provide ongoing professional development for staff on effective maths instruction and interventions.  **Parental Involvement:** Increase communication with parents through workshops and regular updates on their interventions.  **Regular Assessments:** Implement periodic assessments to monitor understanding and provide timely feedback.  **Positive Attitude:** Create a classroom environment that encourages a positive attitude towards maths addressing anxiety and building resilience. | Tracking:  Daily maths evaluation in lessons (children and staff together)  Planning has a degree of flexibility to revisit misconceptions / areas of fluency that need to be embedded. Weekly tutor groups feedback to NL who adjusts planning. Also used as an opportunity to revisit, revise, review, pre-process. Weekly x tables test to track, termly x table check, 3 x weekly dedicated x tables lesson  Engagement strategies: Mathematician of the day stickers. ‘Smash the Maths’, ‘Fast maths’, General increase in enthusiasm and engagement, some children’s attendance, streaming children, smaller group for LA / SEN with higher staff ratio. Tutoring (35 children in UKS2). White rose consistent resources. SEN increasingly concrete resources to support. Spring term - pupil voice. Children self-marking stations, peer support and review,  Skill development  All lessons build in sequence from fluency to reasoning / problem solving. All lessons ‘flashback’ to prior learning to embed and repeat skills,  High school Preparation  Parental involvement  Expectations and strategies shared at meet the teacher. Progress shared at consultation Autumn 1. Workshops Spring / Summer??  Assessment s- undertaken regularly (daily, at end of unit and end of term)  Noticeable positive ‘buzz’ and change in attitudes towards maths for many children. Seeing themselves as ‘mathematicians. IN on time -positive affect on attendance for some. |
| Quality of teaching, learning and assessment  **French** | To develop a precisely sequenced curriculum that enhances knowledge retention, develops cultural capital, ensures inclusive teaching practices, and fosters high standards of pupil achievement through continuous review and targeted interventions. | To enhance pupil engagement and understanding through well-sequenced lessons, leading to improved vocabulary and knowledge across all subjects. We aim for higher standards of work and consistent academic progress, supported by effective assessment practices that guide teaching strategies. Our goal is to create inclusive classrooms where SEND pupils thrive alongside their peers, ensuring that all children benefit from an equitable and enriching educational experience. | **French Language Scheme:**   * Develop a clear, age-appropriate French curriculum focused on language skills * Enhance pupil engagement through interactive and immersive French activities * Implement consistent assessment strategies to monitor language progress * Provide professional development for staff in French language instruction * Integrate French culture and customs to enrich learning experiences * Encourage speaking and listening practice through conversational activities * Support differentiated learning for pupils with varying language abilities * Engage parents and carers in supporting French learning at home * Monitor and evaluate progress through regular formative and summative assessment | Primary French Project scheme used throughout KS2(Also referred to as ‘Niveau Bleu/Blanc/Rouge). An updated 2 year rolling curriculum has been introduced to ensure the scheme is age-appropriate and focuses on building key language skills. More progression and challenge now evident in the module taught across Years 5 & 6.  Pupil engagement considered through the use of a range of different activities and games alongside the Primary French Project resources. Some teachers have created new, bespoke resources to bring greater engagement and relevance to the children within the context of the school.  Ongoing assessment opportunities through the interactive nature of the lessons. Additional assessment opportunities being considered.  Opportunities sought to integrate French culture and customs throughout school, for example celebrations in France.  Conversational activities embedded into the lessons and an emphasis on getting all pupils speaking within lessons to build fluency and confidence.  Next steps - to consider how to engage parents and carers with learning French at home (website links?) |
| Quality of teaching, learning and assessment  **Physical Education** | To develop a precisely sequenced curriculum that enhances knowledge retention, ensures inclusive teaching practices, and fosters high standards of pupil achievement through continuous review and targeted interventions. | To enhance pupil engagement and understanding through well-sequenced lessons, leading to improved vocabulary and knowledge across all subjects. We aim for higher standards of work and consistent academic progress, supported by effective assessment practices that guide teaching strategies. Our goal is to create inclusive classrooms where SEND pupils thrive alongside their peers, ensuring that all children benefit from an equitable and enriching educational experience. | **Physical Education Scheme:**   * Develop a well-structures inclusive PE curriculum promoting various sports and activities * Foster physical fitness and healthy lifestyles through regular PE sessions * Implement consistent assessment strategies to monitor physical skill development * Provide professional development for staff in effective PE instruction * Integrate health education to increase awareness of physical and mental well-being * Support differentiated learning for pupils with varying physical abilities * Engage parents and carers in promoting physical activity outside of school * Monitor and evaluate progress through regular formative and summative assessments | PE scheme introduced (CPD) Autumn. Feedback so far great scheme but feedback suggests too much lesson content with little opportunity to revisit skills learnt and build on. Staff adapting planning (1 lesson over 2 sessions / starters used to review prior learning). But IS a progressive scheme over time.  All classes timetabled and accessing PE lessons.  Ongoing CPD for staff supporting sports specialists in lessons.  Built in PSHE. Is this part of the PE scheme?  All lessons offer different levels of demand and challenge. Can be adapted for all pupils.  AA / NL attended LA training Autumn 2 with a view to implement moving the school from being a successful P school to a healthy and active school as well. AA to implement training and whole school activities over the year as part of her subject leader role. |
| Quality of teaching, learning and assessment  **STEAM focus** | To develop a precisely sequenced curriculum that enhances knowledge retention, ensures inclusive teaching practices, and fosters high standards of pupil achievement through continuous review and targeted interventions. | To enhance pupil engagement and understanding through well-sequenced lessons, leading to improved vocabulary and knowledge across all subjects. We aim for higher standards of work and consistent academic progress, supported by effective assessment practices that guide teaching strategies. Our goal is to create inclusive classrooms where SEND pupils thrive alongside their peers, ensuring that all children benefit from an equitable and enriching educational experience. | **STEAM Development:**   * Integrate cross-curricular STEAM projects into the curriculum * Provide targeted professional development for staff in STEAM pedagogy * Enhance resources and equipment for hands-on STEAM learning including digital technology * Foster partnerships with local STEAM organisations and industries and ambassadors * Implement regular assessments to monitor pupil progress in STEAM projects and curriculum attainment   **Science:**  Continue to develop a hands-on, enquiry-based science curriculum where children apply knowledge and scientific skills practically  Provide ongoing professional development in the latest scientific teaching and assessment methods  Improve lab opportunities and resources for experiments both internally and by extending opportunities for children to work wider (CHS school / MMU) with science facilities  Explicitly make cross-curricular links with other STEAM subjects  Implement effective assessment strategies to track scientific skills, knowledge and understanding  Revisit how EAL strategies can be deployed in science to raise attainment for a significant developing cohort  Provide CPDL for staff, including TAs assessment in science and developing pedagogy / questioning  Ensure significant scientists’ studies are diverse  **Design and Technology:**  Develop a robust and engaging curriculum incorporating real-world problem-solving  Enhance professional development for staff in modern D&T practices  Increase access to state-of-the-art tools and materials for pupils  Foster creativity and innovation through project-based learning  Strengthen assessment methods to track practical and theoretical progress  **Art and Design:**  Develop a diverse, inclusive and inspiring art curriculum  Provide professional development for staff in contemporary art technique  Increase access to a variety of art materials and resources  Foster creativity and self-expression through pupil-led projects  Implement assessment strategies that recognise both process and product  **Maths (in STEAM):**  Integrate maths further with science, technology, engineering, and for art for cross-disciplinary learning  Promote problem-solving and critical thinking skills  Use real-world applications to make maths relatable  Provide professional development for staff in STEAM integration  Implement engaging projects that combine maths with other STEAM projects | STEAM  No specific action yet. DT focus has been on assessment and rolling out POAP and new assessment booklets devised by LA (subject lead)    New subject leader (HB) alongside NL. Attended subject leader course/  ROM revisited how to support EAL / able pupils in science. Shared at subject leader sharing meeting / event.  Spring - NL / EB to look at EEF recommendations for science with staff (CPD) and consider how to support wider adults and assessment in the science classroom.  Design and Technology  Curriculum in place reviewed Summer 24. Progression checked and additional units added for some year groups to ensure skills progression was in place. Subject leader training with staff  All staff signed up to the DT association with access to resources and training. Subject lead to audit who has accessed training so far this year.  Staff receive weekly e-mail updates from STEM with best practice and key engineer / designers to reflect upon.  DT focus has been on assessment and rolling out POAP and new assessment booklets devised by LA (subject lead)  Subject leader meeting focused on the progression of skills. EB reviewed this progression in school and discussed how certain strands e.g. sculpture was achieved if not explicitly taught as an art project. UKS2 fed back that Weaver Hall trip includes sculpture work. KS1 discussed exploration of digital art.  Range of diverse artists provided and shared with staff. This area is intended to be a working document and any new artists can be added. Projects have been reviewed and historic artists are only mentioned once throughout school to avoid repetition and leave room for a wider range of artists e.g. Van Gogh only referenced in KS1.  Sketchbooks are used by children more freely to record ideas and experiment.  Peer assessments and self-reflection throughout projects. |
| Quality of teaching, learning and assessment  **Subject Leader Development** | To develop a precisely sequenced curriculum that enhances knowledge retention, ensures inclusive teaching practices, and fosters high standards of pupil achievement through continuous review and targeted interventions. | To enhance pupil engagement and understanding through well-sequenced lessons, leading to improved vocabulary and knowledge across all subjects. We aim for higher standards of work and consistent academic progress, supported by effective assessment practices that guide teaching strategies. Our goal is to create inclusive classrooms where SEND pupils thrive alongside their peers, ensuring that all children benefit from an equitable and enriching educational experience. | **Update policies:** review and revise current subject policies to ensure alignment with anti-racism principles, best practices and statutory requirements  **Website content:** Ensure online content is accurate, current and highlights the school’s commitment to that subject  **CPD offer**: Develop a comprehensive professional development programme  **Robust Monitoring**: Implement a systematic approach for tracking and evaluating teaching practices and pupil outcomes  **Review Assessment**: Research and update assessment strategies and refine strategies to ensure progress is accurately measured across all curriculum areas (whole school subject leader focus)  **Evidence-Based research**: Incorporate relevant evidence-based research to enhance long and medium-term plans  **Anti-Racism Integration**: Embed an anti-racism focus into each subject area  **Progression Document**: Create and implement a progression document from Early year to Key Stage 2  **Understand Early Years Curriculum**: Subject leaders will aim to gain a comprehensive understanding of what their subject looks like in the Early Years Foundation Stage (EYFS), ensuring alignment with the wider school curriculum and supporting development appropriateness | Curriculum overviews added to website / signposted to families at Meet the Teacher sessions (September)  All staff have been asked to book on subject leader training (new subject leaders now accessing Learning Leads and booked on).  Monitoring timetable in place for the year. All subject leaders have had meeting with senior leaders to go through data / action planning points  EYFS progression document started by LA - ongoing over the year and added into whole school medium term plans)  Spring term - add to monitoring timetable / staff meeting planner once EYFS progression documents completed. |

**Priority 2:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | **Rationale** | **Intent (Success Criteria)** | **Implementation** | **Evaluation / Impact: autumn / spring / summer** |
| Quality of Education  Maintain, and continue to develop and build on the outstanding practice from practitioners in Early Years to ensure that expected progress is made in terms of achieving a Good Level of Development with a particular focus on Communication, Language and Literacy. | EYFS summary data and analysis  Continue to focus on pedagogy and approaches (supported by evidence) to ensure that leadership, staff deployment and development, and resources provide children with a high quality and well-rounded grounding in early literacy, language and communication  *EEF - Improving CLL in Early Years 7 recommendations*  PP Strategy identified challenges 2 and 3  % chn EAL  % chn SEND | Increase the numbers of children achieving a Good Level of Development (GLD) at the end of Reception.  Increase the numbers of children with EAL achieving ELG’s in Reading and Writing  Close gaps between disadvantaged and non-disadvantaged cohorts. Year-on - year gap in achieving GLD exists  To maintain attendance rates of pupils across EYFS with a particular focus on those whose attendance falls below 95%. | To employ the 7 Recommendations in PREPARING FOR LITERACY Improving communication, language and literacy in the early years  To use Approaches and practices to support communication and language development in the early years (EEF EY Evidence Store) as a basis for ensuring the best practice in EY.  To ensure staff are suitably trained and access up-to-date CPD to support the needs of the children in their care.  To continue to refine and embed the use of NCTEM Mastering Number resources into daily Maths lessons.  To assess all children using the WELLCOMM Language Screen Assessments, to identify children most in need of C&L/Lit support and to carry out interventions as soon as is practicable.  To ensure summative assessment materials and tracking is concise, meaningful and effective, and is shared with all those working directly with the children.  Sustain partnerships with parents / carers to actively involve them in supporting their children’s learning and development. | New literacy scheme implemented in Reception.  Wellcomm interventions in Nursery.  NELI intervention Reception  Tales Toolkit ongoing - remains a powerful tool  Handwriting will improve as a result of ULS and teaching is becoming more embedded.  Bilingual TA 3 x weekly  S and L support 1 x weekly  Early identification of need robust systems in place  Adult / child interactions and modelling integral to practice across EYFS  Key vocabulary identified on planning and deliberately taught  Challenge curriculum introduces new vocab  Training  Asked to signed up to 8 DfE modules (general child development / SEND). Time offered in school day. Leaders to follow up in performance management meetings.  Speechwise training 20.11.24 for any staff working with children across the school  Social stories training 27.11.21  Staff have access to Training Speechwise Hub  Difficult for staff to get time out of day due to high level of need of individual pupils each day.  EYFS team completing NCETM project. All staff audited own knowledge and provision. 6 children for being tracked for progress and impact of learning.  Workshops during Animoto sessions have covered maths. Next time phonics. |

**Priority 3:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | **Rationale** | **Intent (Success Criteria)** | **Implementation** | **Evaluation / Impact: autumn / spring / summer** |
| Quality of Education  **Career-related Learning** | Our goal is to raise awareness of diverse career paths among pupils by integrating career education into the existing curriculum. We will achieve this by enhancing partnerships with local businesses and professionals, providing practical experiences and tracking and evaluating the programme’s impact on pupil aspiration and outcomes. | Through the career-related learning project, we aim for pupils to develop a deeper understanding of various career paths, enhancing their career aspirations and readiness. We expect them to acquire practical skills and experiences, leading to increased motivation and engagement in their studies. We anticipate stronger connections between the school and local businesses, fostering a supportive community network that benefits all stakeholders. | * Develop deeper understanding of various career paths * Enhance pupils’ career aspirations and readiness * Acquire practical skills and experiences * Increase motivation and engagement in studies * Strengthen connections between the school and local business * Foster a supportive community network benefitting all stakeholders   **Career talks and workshops**: invite professionals from various fields to speak  **Visits to local businesses**: organise field trips for pupils to experience different work environments  **Project-based learning**: incorporate real-world projects within the curriculum  **Parent and community involvement**: engage parents and local businesses in career event  **Career role-play**: let children act out different professions  **Storytime with professionals**: invite guest speakers to read stories about their careers  **Interactive career fairs**: set up booths with hands-on activities related to different jobs  **Curriculum:** teachers to specifically interweave learning about how skills lead to different careers in all curriculum areas within lesson sequences. | Increased parental involvement in volunteers (UKS2) readers (LKS2) readers / general support  Cheadle Hulme School partnership meeting Nov 24 attended by SMcH / CH  Music concert organised Spring 2025 / Residential CHS Summer 25 |

**Priority 4:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | **Rationale** | **Intent** | **Implementation** | **Evaluation / Impact: autumn / spring / summer** |
| Quality of Education  **Assessment** | To enhance educational outcomes, updating assessment systems and procedures aims to ensure accurate and timely feedback on pupil learning, drive instruction improvement and support personalised learning pathways. The goal is to create a cohesive approach that aligns with curriculum standards, enhances pupil engagement and enables data-driven decision-making for continuous improvement. Tailored assessment can also help identify and support pupils with divers needs. | We aim to have improved accuracy in measuring student progress, along with providing timely feedback for both teachers and pupils. Aligning assessments with curriculum standards seeks to foster greater pupil engagement and motivation. Enhanced identification of individual learning needs will ensure targeted interventions and support, leading to higher overall academic achievement. | **Update assessment systems and procedures**: Introduce modern tools for tracking and evaluating pupil performance. Regularly review and refine assessment methods.  **Ensure accurate and timely feedback on pupil learning**: provide instant feedback. Schedule regular formative assessment to gauge understanding.  **Drive instruction improvement**: use assessment data to inform and adjust teaching strategies. Offer professional development on data analysis for teachers.  **Support personalised learning pathways**: tailor lesson plans based on individual pupil assessment results. Create personalised learning goals and track progress.  **Align with curriculum standards**: ensure assessments match curriculum objectives and benchmarks. Regularly consult curriculum guides when designing assessments.  **Enhance pupil engagement**: Design interactive and varied assessment formats to maintain interest. Involve pupils in self-assessments and goal-setting.  **Enable data-driven decision-making for continuous improvement**: utilise digital tools for compiling and analysing assessment data. Make informed decisions about curriculum adjustments and resource allocation.  **Identify and support pupils with diverse needs**: use assessments to spot learning gaps and provide targeted interventions. Collaborate with SENDCo to support pupils requiring additional aid. | DHT / HT working on developing assessment processes in all subjects including foundation subjects.   * Nicki White School Improvement Partner has supported in this process, providing contact details for other schools who have developed this area.   Subject Leaders task – ‘What does assessment look like in my subject?’ |

**Priority 5:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | **Rationale** | **Intent** | **Implementation** | **Evaluation / Impact: autumn / spring / summer** |
| Behaviour and Attitudes  **Anti-Racism Project** | To continue fostering an inclusive and equitable learning environment for all pupils. This involves implementing policies and practices that address and dismantle systemic racism, providing professional development for staff on cultural competence and anti-racist teaching, and promoting a curriculum that reflects diverse perspectives and histories. It aims to create safe spaces for open dialogue about race and bias, engage families and communities in these efforts, and continuously monitor and evaluate the impact of these initiatives to ensure sustained progress and accountability. | We aim to build on our inclusive and respectful school culture where all pupils feel valued and supported. It aims to reduce incidents of racial bias and discrimination, ensuring fair treatment and equal opportunities for pupils of all backgrounds. It seeks to improve academic outcomes and engagement among minority pupils, foster positive relationships among children and staff, and enhance overall school climate. The project aspires to prepare pupils to be socially conscious, empathetic and active participants in a diverse society. | **Professional Development:** Provide training for staff on cultural competency, unconscious bias and inclusive teaching practices.  **Curriculum Review:** Integrate diverse perspectives and histories into lessons to ensure representation.  ‘Culturally Inclusive Curriculum’ training for minimum 2 staff to review the whole school curriculum and ensure continuous representation throughout.  **Parental Involvement:** Engage with parents from all backgrounds to foster a community approach  **Clear Policies:** Ensure our anti-discrimination policies are clear, well-communicated and enforced.  **Celebrate Diversity:** Hold events and assemblies that celebrate various cultures and backgrounds.  **Monitor and Evaluate:** Continuously assess the impact of initiatives and adapt as needed. | NL attended PP training. Hoping to link up with school in London who are further down the line with this to research.  Spring - subject leaders to be more aware of sharing culturally inclusive ideas with the wider staff  Teaching staff training EDS - Anti racism training |

**Priority 6:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect | Rationale | Intent | Implementation | Evaluation / Impact: **autumn** / **spring** / **summer** |
| Leadership and Management | To further conduct research on joining a multi-academy trust by looking into case studies of similar schools that have made the transition. This will involve speaking with staff and leadership team, examining academic performance data pre- and post-MAT, and looking into how governance and accountability structures may change. Understanding the support systems for SEND and how they are managed within the MAT will also be crucial. | By joining a multi-academy trust, the school aims to improve educational standards through shared best practices and resources, enhance professional development opportunities for staff and continue to establish a more robust support system for SEND children. Financial stability and operational efficiencies are also key objectives, all whilst fostering a collaborative environment that reflects the school’s values and vision. The goal is to enrich the learning experience of every child. | **Evaluate Current Partnerships**: Explore other schools’ experiences. Assess the impact on educational standards.  **Professional Development Opportunities**: Check for available training programmes. Speak with staff about their development needs.  **SEND Support System**: Investigate potential enhancements. Evaluate current versus proposed SEND provisions.  **Financial and Operational Analysis**: Compare budgets and financial stability pre- and post-joining. Look into case studies highlighting operational efficiencies.  **Collaborative Culture**: Identify schools with a similar ethos and visit. Observe their collaborative projects.  **Learning Enrichments**: Review curriculum improvements. Speak to pupils and staff for feedback | Agenda item at governor’s meeting  Joint governor’s meeting with x3 local primary schools – December 24  SMT meetings arranged with Discovery Academy in Hattersley (Victorious Trust) – February 25 |

**Priority 7:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect | Rationale | Intent | Implementation | Evaluation / Impact: **autumn** / **spring** / **summer** |
| Leadership and Management | Our objective is to enhance pupil attendance by fostering an engaging and supportive school environment. We aim to continue to strengthen communication with parents / carers to address attendance concerns early. Targeted support and interventions will be provided for pupils with frequent absences, while monitoring and tracking attendance data consistently to identify and address patterns. By fostering a positive school culture that values regular attendance and collaborating with local agencies to support families facing changes, we can ensure improved attendance rates and overall school performance. | Our aim is to create a holistic and supportive approach to improvising pupil attendance. By fostering an engaging school environment, we aim to motivate pupils to attend regularly. Introducing positive incentives and recognition programmes will reinforce the importance of consistent attendance, while strengthened communication with parents / carers will enable early intervention. Providing targeted support for pupils with frequent absences and closely monitoring attendance data will help identify and address any issues promptly. Collaborating with local agencies will offer additional resources to families facing challenges, ultimately leading to improved attendance rates and enhanced overall school performance. | **Curriculum Integration:** Embed engaging and interactive activities within the curriculum to continue to make learning more appealing.  **Parental Engagement**: Implement regular, proactive communication strategies with parents / carers, including meetings, newsletters and digital messages.  **Early Intervention**: Establish a system for early identification and support for pupils exhibiting attendance issues, with tailored intervention plans.  **Data-Driven Decision Making**: Utilise attendance tracking software to monitor patters, enabling data-drive interventions.  **School Culture Development**: Initiate campaigns and programmes that promote the value of regular attendance through positive reinforcement and role modelling.  **Community Partnerships**: Forge partnerships with local agencies to provide holistic support for families addressing barriers to regular attendance. | Daily first day calls  SMT on the playground every morning before the start of school  Child and Family Support worker / Bilingual Learning Mentor develops positive relationships with poor attending families    Half-termly attendance meetings (including attending theme meetings) – SMcH / GR  Termly attendance meeting with EWO – GR / SMcH  School follow and adopt the local authority guidance and policy – staged processes |