



SCHOOL CONTEXT					
Number of pupils on roll	422	Percentage PP	14%	Number of pupils with an education, health and care (EHC) plan	6
Percentage of pupils on track to meet expected standard/attainment targets in reading	68%	Percentage of pupils on track to meet expected standard/attainment targets in writing	64%	Percentage of pupils on track to meet expected standard/attainment targets in maths	70%
EYFS Baseline – children at age related	TBC	Most recent Ofsted grade (2023)	Good	Staff turnover for the previous year	3
Percentage of pupils with English as an additional language (EAL)	35%	Overall attendance	95.6%	Persistent Absence	7.9%
Key areas to improve from last Ofsted (2023 Inspection)	Accelerate pupil's progress by ensuring that: <ol style="list-style-type: none"><li>1. Leaders to ensure that ALL staff know how to adapt their teaching effectively and follow the agreed processes consistently, ensuring that parents are involved in the process</li><li>2. Ensure that there is a systematic process in place to support pupils to retain learning in the longer term.</li></ol>				



<b>OBJECTIVES FOR 2024/25</b>	
Objective 1 QoE	To ensure that a clear writing process is place across the school to raise attainment in writing for all.
Objective 2 B&A	Continue to improve attendance and punctuality of Disadvantaged/SEND Pupils by narrowing the gap with other pupils.
Objective 3 PD	Improve outcomes disadvantaged children and children with SEND against National/County and in-school gap
Objective 4 L&M	Leaders to ensure that ALL staff know how to adapt their teaching effectively and follow the agreed processes consistently. That this leads to greater retention and recall of learning.
Objective 5 EYFS	To improve and enhance the quality of provision within Early Years



QUALITY OF EDUCATION: To ensure that a clear writing process is in place across the school to raise attainment in writing for all.

TARGET	ACTIONS	Success Criteria	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	EVALUATION
Improve children’s writing in all year groups	Ensure that there is a systematic process in place to support pupils learning the skills and knowledge	<p>Research based program of CPD is revised</p> <p>Lesson observations show good progress for all</p> <p>Progress in books and pupil voice within the lessons</p> <p>Data shows improvements in writing attainment and progress across the school</p>	<p>SLT/ LW</p> <p>Writing Leader/Lead AHT</p>	Summer 1	
All children, including those with SEND, are engaged, challenged and make progress from baselines	Leaders to ensure that ALL staff know how to <b>adapt</b> their teaching effectively and follow the agreed processes consistently, ensuring that parents are involved in the process	<p>ILPs in place with smart targets</p> <p>Children with EHCPs have clear targets and personalized provision</p> <p>Leaders are monitoring provision effectively</p>	<p>SLT/Curriculum Leaders</p> <p>LW/FD</p>	Summer 1	



BEHAVIOURS AND ATTITUDES: Continue to improve attendance and punctuality of Disadvantaged/SEND Pupils by narrowing the gap with other pupils.					
TARGET	ACTIONS	Success Criteria	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	EVALUATION
Continue to Improve attendance and punctuality with particular focus on SEND/vulnerable pupils	SLT, teachers, parents, EWO work together to improve. Letters to parents/carers EWO School to continue with initiatives to raise attendance	Initial letters have an impact on attendance  Persistent absence decreases	SLT	Summer 2	
Embed awareness of mental health	Wellbeing Ambassadors to lead initiatives SLT to review wellbeing of all Collect pupil voice and parent voice Staff wellbeing committee	Surveys show improving data Pupil voice/staff voice highlight things that are working well and ways to improve	SENDCo and Learning Mentor SLT/wellbeing ambassadors/Wellbeing Committee/staff team	Summer 2	



PERSONAL DEVELOPMENT: Improve outcomes for disadvantaged children and children with SEND against National/County and in-school gap					
TARGET	ACTIONS	Success Criteria	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	EVALUATION
Embed culture of shared wellbeing within the school community	Children’s mental health to be prioritized and supported through curriculum, Wellbeing Ambassadors, Learning Mentor and other stakeholders	Children respond positively to therapies and Thoughtful support  Children supported by learning mentor make progress	SLT School staff	June 2024	
Ensure there is a wide range of extra-curricular and enrichment activities for all pupils to access	Science days to support Cultural Capital  Music from specialist teacher including events  Specialised clubs targeting disadvantaged and vulnerable children	Events planned for KS1 and KS2  Children can join choir, play instruments and be involved in music  PP Lead to review opportunities for disadvantaged children	TJ/FD/JT  MS  FD	July 2024	



LEADERSHIP AND MANAGEMENT: Leaders to ensure that ALL staff know how to adapt their teaching effectively and follow the agreed processes consistentl. That this leads to greater retention and recall of learning.

TARGET	ACTIONS	Success Criteria	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	EVALUATION
Children with SEND have appropriate provision that supports them in fulfilling their potential.	Structured CPD and support from SENDCo and SLT to deliver QFT	SEND children making steps of progress Co-production with parents and carers	CS/SLT/Staff	Summer 2	
Improvements are made in whole school writing attainment. Starting from EYFS	CPD led by English Leaders Regular monitoring by leaders	Attainment and progress of children including those in receipt on PPG are in line with national figures	FD/LW/JT	Summer 2	



EYFS: To improve and enhance the quality of provision within Early Years					
TARGET	ACTIONS	Success Criteria	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	EVALUATION
Improved GLD	<p>Provision inside and outside to be ambitious and challenging</p> <p>Sharp focus on vocabulary and communication</p> <p>Parental sessions to support learning</p> <p>NELi (speech and language intervention) is implemented swiftly when needed</p>	<p>Inviting parents in gains more engagement</p> <p>Exciting themes improves learning outcomes</p> <p>Children are able to communicate to adults and peers</p> <p>Both inside and outside provision is refreshed regularly and planned carefully</p>	JT/MD/SLT/RR	Summer 2	
Early Phonics provision is good leading to better outcomes in Year 1	<p>Phonics is monitored and lead with assessments informing future teaching</p> <p>Audit of current provision and practice</p>	<p>Regular assessments show progress</p> <p>Interventions in place for key children improve progress for them</p> <p>Parents are encouraged to support children’s phonics to improve attainment and progress in phonics</p>	JT/SLT	Summer 2	