METHERINGHAM PRIMARY SCHOOL										
School Improvement Plan	2023-24									
Priority	Objectives		Quantified targets (including milestones where appropriate)							
1. CURRICULUM To ensure there is a robust core curriculum for all children in both pure and mixed aged groups.	1.1 ENGLISH To ensure the English curriculum is purposeful, broad and balanced and sequential	1.1.1- To establish a system for the teaching, assessment and monitoring of spelling across the school.	Spelling data will show positive progress in end of Key Stage assessents. Teaching and learning drop ins show consistency in the delivery of spelling.							
		1.1.2- To embed stratergies that strengthen the quality of writing across the school.	End of year data for KS1 and KS2 will be in-line or better than the national average Teacher assessment data for non-test year groups will show positive progress Moderation evidence for writing will show an increase in end of year skills							
		1.1.3- To continue to raise the profile of reading comprehension across the school.	Reading data will show positive progress in end of Key Stage assessments. End of year data for KS1 and KS2 will be in-line or better than the national average							
		1.1.4- To enchance pupils oracy skills.	Writing moderation will highlight improved vocabulary and coherence Narrative assessments for focus children will show an increase score for vocabulary use							
	1.2 MATHS To improve standards	1.2.1- Enhance fluency and arithmatic skills	Weekly arithmetic testing will show an increase in arithmetic fluency End of Key Stage assessments in KS1 and KS2 will show positive progress in arithmetic Non-test year groups will show positive progress in arithmetic skills through in-house assessments							
		1.2.2- To utilise retreval stratergies to strengthen knowledge	End of year data for KS1 and KS2 will be in-line or better than the national average Teacher assessment data for non-test year groups will show positive progress							
		1.2.3- To embed problem solving and reasoning in mathematics and across the curriculum	Teaching and learning drop ins will evidence that children are knowing and remembering through mathematical application							
			Reasoning end of Key Stage assessmentsare in-line with national data.							
	1.3 SCIENCE To raise the profile of science as a core subject	1.3.1- To integrate scientific enquiry in the science curriculum	Teaching and learning drop ins will evidence that scientific enquiry is being taught throughout the science curriculum End of Key Stage data for science will be in-line or better than national data							
		1.3.2- Place higher focus on the teaching of scientific vocabulary	Scicntific vocabulary will be evidenced in teaching and learning drop ins							
		1.3.3- To integrate STEM activities into the science curriculum and inspire a love of science	STEM activities will be observed during teaching and learning drop ins Pupil voice will demonstare an increased knowedlge of STEM based professions							
		1.3.4 To enhance teachers knowledge and skills through CPD	Teaching of scientific enquiry is secure							
2.ASSESSMENT To ensure there is a robust assessment processes	2.1-To ensure data collection and analysis is robust, purposeful, shared and understood by all stakeholders		Pupil progress meetings and moderation shows accuracy in judgements. Trends show positive progress for all Staff confidently use class and subject data to inform next steps							
	2.2- To secure the writing moderation process		Writing assessments will be consistent and accurate in all year groups Attainment in writing, at the end of KS1 and KS2, will be in-line with, or better than the national average Progress in writing from the end of KS1 to the end of KS2 will be positive							
	2.3-To ensure assessment processes are adapted to suit all children in significant groups, including SEND		All children who receive support through SEND, will make progress from their starting point							
3.SEND To embed a strategic SEND plan to ensure provision is effective.	2.1 To ensure systems and process are robust and effective		Staff will be using an online SEND systems to identify, monitor and ??? SEND children Paperwork will be reduced and there will be an increase in the time staff are spending with children							
	2.2 To build relationships to ensure all children are supported by a wider team of people		Communication will be effective, staff will be flexible and all relevant staff will know the child							
	2.3 To provide appropriate research-based CPD to provide high quality support for children with SEND		Staff will have received SEND CPD Staff survey will show an increase in confidence in supporting SEND children							

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CURRICULUM To ensure there is a robust core curriculum for all children in both pure and mixed aged groups.	1.1.1 To establish a system for the teaching, assessment and monitoring of spelling across the school	1.1.1a	Review the current system for teaching and assessing spelling across the school	English lead	September	October		Subject leader			
		1.1.1b	Provide training on the features and functions of Spelling Shed and ELS when teaching spelling	SLT	October	January	Spelling Shed training and ELS spelling	staff voice			
		1.1.1c	Communicate expectations for showing fidelity to the Spelling Shed scheme and ELS when teaching spelling in KS2	English and Phonics Lead	January	April	Release Time				
		1.1.1d	Use regular testing of spelling to inform future planning and identify gaps in knowledge	Class Teachers	September	July		Data			
		1.1.1e	Ensure a clear progression of skills and a seamless transition from ELS (in EYFS/KS1) to Spelling Shed (in KS2)	English/ phonics lead	September	July		Subject leader			
		1.1.1f	Map out spelling and grammar for KS1 to ensure full coverage, sequenced objectives and clear progression across the years	English/ phonics lead	October	July	Release Time	Gov meeting- English Lead to attend			
	1.1.2- To embed strategies that strengthen the quality of writing across the school.	1.1.2a	Review the current English Curriculum to ensure poetry is embedded	English lead	January	April	Release Time	Subject leader			
		1.1.2b	Select and purchase high quality resources to support the teaching of writing	SLT	October	December	Talk for writing/CPD?	Gov Resources-CPD impact (spelling shed, ELS, talk for writing)			
		1.1.2c	Design writing tasks that allow pupils to write at length, increase their stamina and develop their imagination	Planning teams	October	July					
		1.1.2d	Develop a clear progression and sequence for handwriting	English lead	September	December	Nelson training?				
		1.1.2e	Integrate regular handwriting practice into the daily or weekly timetable	SLT	September	December					
		1.1.2f	Introduce 'exciting writing' books across the school as a reference and tool for writing moderation and assessment	SLT	September	December		SLT			
		1.1.2g	Provide adaptations and scaffolds for pupils who require additional support with extended pieces of writing as a way of building their independence, confidence and stamina	SENDCo	September	December		SENDCO			
	1.1.3- To continue to raise the profile of reading comprehension across the school.	1.1.3a	Encourage reading at home	All staff	September	July		SLT			
		1.1.3b	Establish routines and expectations that increase stamina for reading independently	Class Teachers	September	July					
		1.1.3c	Opportunities to read at length and on a one-to-one basis	Class Teachers	September	July		SLT			
		1.1.3d	Incorporate phonics and fluency into LKS2	Phonics Lead	Sepetmber	July					
		1.1.3e	Evalute the progression of reading skills across the English curriculum	English Lead	January	July					
	1.1.4- To enchance pupils oracy skills.	1.1.4a	Incorporate opportunities to develop oral language skills through talk for writing, as a foundation for strengthening writing ability	English Lead	January	July		VCS-Learning walk			
		1.1.4b	Integrate opportunities for performance (to support speaking and listening) into the English curriculum	English Lead	January	July					
		1.1.4c	Develop pupils understanding of tier 2 and 3 vocabulary, promote precision and clarity of word choices in writing	Phonics Lead	Sepetmber	July					
	1.2.1- Enhance fluency and arithmetic skills	1.2.1a	Enhance pupils fluency and arithmetic skills with explicit teaching and modelling and guided practice during dedicated arithmetic lessons	Maths Lead	September	July		Subject leader			
		1.2.1b	Set homeworks tasks that support arithmetic skills	SLT	September	July					
	1.2.2- To utilise retrieval strategies to	1.2.2a	Consolidate previous learning with effective learning reviews at the start of all lessons	Class Teachers	Sepetmber	July		subject leader			
		1.2.2b	Weekly testing in arithmetic	Class Teachers	September	July					

retrieval strategies to strengthen knowledge	1.2.2c	Set clear end of year expectations for mental recall and arithmetic skills	Maths Lead	October	April					
	1.2.2d	Provide targeted intervention through a 'surgery' approach for pupils who need additional support to secure knowledge and skills	Class Teachers	September	July		Teaching and Learning drop ins SLT			
1.2.3- To embed problem solving and reasoning in mathematics and across the curriculum	1.2.3a	Incorporate problem-solving and reasoning lessons in to weekly/termly timetable	Class Teachers	September	July					
	1.2.3b	Develop problem solving and reasoning skills by a series of carefully planned tasks, some which are open-ended	Class Teachers	September	July					
	1.2.3c	Enhance the maths curriculum with a range of manipulatives and hands-on materials that will secure pupils abstract thinking	Classs Teachers	September	July		Teaching and Learning drop ins SLT			
1.3.1- To integrate scientific enquiry in the science curriculum	1.3.1a	Review the current curriculum and highlight opportunities to teach scientific equiry explicitly	Science Leader	October	January		Subject leader			
	1.3.1b	Integrate scientific enquiry skills throughout the curriculum	Science Leader	January	April					
	1.3.1c	Increase pupils engagement and interest in science through a sequence of carefully planned lessons that focus on scientific enquiry	Science Leader	January	July					
	1.3.1d	Enhance pupils understanding and application of the scientific enquiry skills through inqiry-based activities, at least one per unit	Class Teachers	January	September					
1.3.2- Place higher focus on the teaching of scientific vocabulary	1.3.2a	Explicitly teach scientific vocabulary, scientific terms and concepts as part of a science lesson	all staff	September	July					
	1.3.2b	Promote the use of scientific vocabulary through displays and topic covers to deepen understanding of scientific concepts	all staff	September	July					
1.3.3- To integrate STEM activities into the science curriculum and inspire a love of science	1.3.3a	Integrate STEM activities into the curriculum	Science lead	September	July					
	1.3.3b	Collaborate with local organisations to offer a range of STEM activities and experiences	Science lead	September	July					
1.3.4 To enhance teachers knowledge and skills through CPD	1.3.4a	Review current teacher knowledge and exertise, engage in CPD opportunities and collaboration with other schools	Science lead	September	December					
	1.3.4b	Identify coaching opportunities		September	July		SLT			

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ASSESSMENT To ensure there is a robust assessment process	2.1 to ensure data collection and analysis is robust, purposeful, shared and understood by all stakeholders	2.1a	Review current assessment data collection methods, including the progression of testing in different year groups	Assessment lead	Sept	Dec		Assessment lead			
		2.1b	Implement a consistent way of collecting and recording data	Assessment lead	Sept	Dec		Assessment lead			
		2.1c	Create a timetable for assessments, data collection, pupil progress meetings and presentation of data	Assessment lead/SLT	Sept	Dec		SLT			
		2.1d	Complete gap analysis activities following formal assessments to inform future planning	English/maths lead	Nov	Dec	release time	Teaching and Learning Leaders			
		2.1e	Create intervention groups following analysis of assesment data	Teachers	Dec	July		SLT			
		2.1f	Use assessment data to establish maths 'sets' from Y2	Teachers/maths lead	Dec	July		SLT			
		2.1g	Establish a clear expectations for assessing science as a core subject	Science lead	Sept	July		VCS-assessments/teacher knowledge			
		2.1h	Use a rubric or checklist to assess pupils' knowledge in science	Science lead	Sept	July					
		2.1i	Complete data analysis and share with class teachers, middle leaders and governors	Assessment lead/SLT	Dec	July					
		2.1j	Schedule regular meetings to discuss data, progress and the needs to the pupils with teachers, middle leaders and senior leaders	SLT	Dec	July					
		2.1k	Train staff on data analysis techniques	Assessment lead/SLT	Sept	July					
		2.1l	Train staff on Assessment for Learning techniques	Assessment lead/SLT	Sept	July		Resources-Impact of CPD in Term 5			
		2.1m	Review current methods of assessment for non-core subjects (including Science) and refine as necessary	Assessment lead	Sept	Dec		VCSnon-core assessment update with curriculum and assessment leader			
		2.1n	Participate in CPD for assessing non-core subjects in primary schools	Assessment lead	Sept	Dec	training?				
	2.2 To secure the writing moderation process	2.2a	Review the current moderation policy, processes and guidelines	English lead	Sept	Dec					
		2.2b	Establish clear guidelines and criteria for assessing writing	English lead	Sept	Dec					
		2.2c	Conduct regular writing moderation meetings within school, across phases and across schools where professional discussions can take place	English lead/SLT	Dec	July					
		2.2d	Provide writing moderation training for staff who are new to year group, or new to school/teaching	SLT	Oct	July	training?				
		2.2e	Ensure consistency by using writing 'check lists' linked to the end of year expectations to gather evidence for writing moderation meetings	All teachers	Sept	July					
		2.2f	Formalise moderation meeting outcomes and provide feedback for teachers to improve their assessment processes	SLT	Dec	July					
	2.3 To ensure assessment processes are adapted to suit all children in significant groups, including SEND	2.3a	Identify pupils with SEND through initial assessments and on-going monitoring	Assessment lead/SENDCo	Sept	July					
		2.3b	Use curriculum objectives as 'small steps' assessment to track progress for SEND pupils	SENDCo	Sept	July					
		2.3c	Use 'small step' assessments to identify next steps for pupils with an IEP	Teachers	Sept	July					
		2.3d	Track the reading and spelling age of pupils with SEND to measure progress	SENDCo	Sept	July					
		2.3e	Use IDL as an intervention tool for pupils with SEND	SENDCo	Sept	July	IDL? cost?				
		2.3f	Schedule regular meetings between the assessment lead and the SENDCo to analyse data for SEND pupils	Assessment lead/SENDCo	Sept	July					

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SEND To embed a strategic SEND plan to ensure provision is effective.	2.1 To ensure systems and process are robust and effective	2.1a	Provide whole school staff training on online IEP format	SENDCo	September	May	CPD training	SEND Gov			
		2.1b	Staff to create online IEP for SEND children	Teaching staff	October	November					
		2.1c	Staff to create online ANP for AN children	Teaching staff	October	November					
		2.1d	Annual caldendar of IEP reviews, annual reviews and SEND meetings created	SENDCo	October	December	Release time	SLT			
		2.1d	Strategic map of the SEND year to be created	SENDCo	November	December	Release time				
		2.1e	Review dates and reminders to be set up for key SEND dates	SENDCo	November	December	Release time	SENDCO			
		2.1f	EHCP provision to be mapped out for each child	SENDCo	December	March	Release time	SENDCO			
		2.1g	Adult support to be mapped out for SEND children	SENDCo	December	March	Release time	SEND GOV			
		2.1h	Communication with parents to be recorded online	All Staff	September	October					
		2.1i	SEND reviews to be online and information shared with relevant staff	All Staff	October	November					
		2.1j	Review the information staff have access to and how it is informing support	SLT	September	October		SEND GOV			
		2.1k	Guidelines for timeframes to be agreed for information sharing and reporting	SLT	November	December					
		2.1l	Regular monitoring by SENCo team of class adaptations	SENDCo	November	June	Release time	SENDCO			
	2.2 To build relationships to ensure all children are supported by a wider team of people	2.2a	All staff to have online access to key SEND information and record keeping	SENDCo	September	October					
		2.2b	All staff to have online access to key SEND information and record keeping	Teaching team	October	November		SENDCO			
		2.2c	Staff to have access to One Page Profiles	SENDCo	October	November					
		2.2d	Weekly SEND updates sent to all staff	SENDCo	September	July		SLT			
		2.2e	Weekly pastoral updates to all staff	Pastoral team	September	July		SENDCO			
		2.2f	Staff CPD delivered on the importance of relationships	SENDCo	December	March	Training costs				
		2.2g	Review of behaviour policy and its implementation	SLT	December	March		SLT/Gov SAW and R			
		2.2h	Regular TA meetings created with agenda	SLT	December	March					
		2.2i	Intervention maps created and monitored	SLT	December	January					
		2.2j	Intervention timetables created, shared and monitored	SLT	November	January					
		2.2k	Transition policy to be written including starting school, changing school and movig classes/key stages	SLT & SENDCo	January	March		SLT			
	2.3 To provide appropriate research-based CPD to provide high quality support for children with SEND	2.3a	Audit of staff CPD	SENDCo	October	November					
		2.3b	Questionnaire regarding SEND CPD requirements	SENDCo	October	November					
		2.3c	Cycle of CPD created	SENDCo	January	March					
		2.3d	SEND team to attend graduated approach training and feedback to staff	SENDCo	October	January	Release time				
		2.3e	SEND cluster meetings attended	SENDCo	December	March	Release time				
		2.3f	SEND updates during staff meetings	SENDCo	September	July					
		2.3g	Training sourced to meet staffing needs	SLT & SENDCo	December	March	Training costs				