

School Improvement Plan and Self Evaluation Form

Priorities for 2024-2025

Living our Vision and Values



St Day and Carharrack Community School

*We are the **CHANGE-MAKERS** of OUR WORLD!*

OUR VISION

ENJOYING, ENGAGING, EXCELLING

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

OUR SCHOOL AIMS:

to live our vision and values through our behaviours It starts with every one of us!

People – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

Place - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

Purpose - living our values of **ENJOYMENT, ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to **be brilliant**.

LIVING OUR VALUES:

ENJOYMENT

*Laughing
Loving
Learning*

ENGAGEMENT

*Communicating
Collaborating
Contributing*

EXCELLENCE

*Be your best
Be even better
Be brilliant*

School Improvement Plan- Priorities for 2024-2025

1. Quality of Education: Our Right to Write - Every Child, Every Day - a Reader and a Writer

Building on the secure foundations of being able to read competently and confidently, our children will enjoy becoming ambitious, expert writers. They will recognise that writing is an essential skill to develop, equipping themselves to communicate effectively for a wide range of purposes and audiences. Real experiences and high quality texts will be used to inspire our children to write creatively and passionately, understanding the power the written word can have to bring about positive change.

2. Behaviour and Attitudes: Lifelong Learners - Enjoying, Engaging, Excelling

As a Rights respecting School and in purposeful partnerships with parents, our children are supported to understand their 'Rights' and know the value of learning and attending school daily. They are encouraged to dream big – growing aspirations for their futures. Our children are motivated and skilled to navigate different scenarios as self-regulated learners, overcoming set-backs and taking pride in their accomplishments – skills needed for life. The high expectations for all children to take responsibility to be their best at all times unites our school community and creates the energy and culture necessary for excellence.

3. Personal Development: Difference and Diversity - United Together

Through respectful relationships and understanding the 'Articles', our children are supported to develop all aspects of their character whilst celebrating that of others – embracing and celebrating difference and diversity. Our children are encouraged to use their voice as a power for good as 'Rights Respecting' citizens. They will listen and be curious, question and strive to bring about positive change for all, making a lasting contribution to their community as 'Change-Makers'. Our children experience a variety of opportunities to build their repertoire of skills and talents including how to stay physically and mentally healthy.

4. Leadership and Management: Enabling Experts - Excellence for All

Leaders across school continue to unite to drive the school's vision - delivering a carefully constructed, vibrant curriculum - to secure the best outcomes for all our children. Leadership is focussed on developing not only our children as experts, but our staff also, recognising that learning doesn't stop for anyone. We will actively seek best practice through EEF research and 'Challenge Partners' and share our successes beyond our School setting - as we continue to strengthen our team of skilled practitioners. The wellbeing of staff is a priority for the school's leadership team and governing body - reflected in all decision making.

5. Early Years Education: Ambitious Ambassadors

Children in our setting experience a Foundation Stage, which is meaningful, motivating, playful, safe and creative. Our youngest children are encouraged to use their voice and become Ambitious 'Rights Respecting' Ambassadors from day one, developing effective communication skills to interact kindly and begin to make a positive difference in role as our 'Change-Makers'. A relentless focus on the development of early maths and literacy skills, including a love of books, builds strong foundations in preparation for the journey into Key Stage One. Our children will be equipped to self-regulate – to enjoy, engage and excel in their learning.

Headline Data Summary - end 2024

Early Years Foundation Stage (EYFS – Reception) – Good Level of Development (GLD)

	2018	2019	2020	2021	2022	2023	2024
St Day and Carharrack	64%	62.5	COVID	(48%)	70%	58%	82%
National	72%	72%	COVID	COVID	65%	67%	67.7%

Phonics Screening Check (PSC) – Year 1

	2018	2019	2020	2021	2022	2023	2024
St Day and Carharrack	68%	70%	COVID	(33%)	65%	70%	79%
National	82%	82%	COVID	COVID	76%	79%	80.3%

End of Key Stage 1 – Expected Standard

**To note, from 2024, there is no longer a statutory collection of Key Stage 1 data. For 2024, school submitted their KS1 attainment data to the Local Authority optionally. The data is now compared to a 'comparator'; this data is comprised of all the Cornish schools who also submitted optional data.*

	2019		2020		2021		2022		2023		2024	
	School	National	School	National	School	National	School	National	School	National	School	Comparator
Reading	73%	75%	COVID		(36%)	COVID	60%	67%	27%	68%	63%	71%
Writing	65.4%	69%			(28%)		20%	58%	18%	60%	58%	63%
Maths	77%	76%			(17%)		66.7%	68%	59%	70%	69%	72%

End of Key Stage 1 – Greater Depth Standard

	2019		2020		2021		2022		2023		2024	
	School	National	School	National	School	National	School	National	School	National	School	Comparator
Reading	12%	25%	COVID		COVID		20%	18%	9%	19%	21%	19%
Writing	8%	15%					0%	8%	0%	8%	10%	10%
Maths	4%	22%					20%	15%	6%	16%	10%	17%

End of Key Stage 2 – Expected Standard

	2019		2020		2021		2022		2023		2024	
	School	National	School	National	School	National	School	National	School	National	School	National
Reading	79%	74%	COVID		(55%)	COVID	79%	74%	72%	73%	88%	74%
Writing	75%	79%			(66%)		62.5%	69%	72%	71%	74%	72%
SPaG	92%	79%			-		66.7%	72%	72%	72%	85%	72%
Maths	92%	79%			(61%)		62.9%	71%	72%	73%	82%	73%

End of Key Stage 2 – Greater Depth Standard

	2019		2020		2021		2022		2023		2024	
	School	National	School	National	School	National	School	National	School	National	School	National
Reading	46%	27%	COVID		COVID		33.3%	28%	21%	29%	33%	28%
Writing	4%	20%					12.5%	13%	7%	13%	14.5%	13%
SPaG	42%	36%					16.7%	28%	34%	30%	55%	32%
Maths	46%	27%					29.2%	22%	14%	24%	26%	24%

1. Quality of Education: Our Right to Write - Every Child, Every Day a Reader and a Writer

Building on the secure foundations of being able to read competently and confidently, our children will enjoy becoming ambitious, expert writers. They will recognise that writing is an essential skill to develop, equipping themselves to communicate effectively for a wide range of purposes and audiences. Real experiences and high quality texts will be used to inspire our children to write creatively and passionately, understanding the power the written word can have to bring about positive change.

STRENGTHS include:

- End of year outcomes for Year 6 2024 for writing were above local and national results – 74% compared to 72% for local and national
- End of year outcomes for Year 6 2024 for SPaG were above local and national results – 85% compared to 69% locally and 72% nationally
- A reading rich environment and culture is now embedded within and across the school. This lays strong foundations to support children's writing
- The Rights Respecting Schools approach is making writing real for our children, giving writing meaning, purpose and relevance to local and global issues
- Our Year 6 teacher and SLT member is a writing moderator for the County. She is fully trained and undertaking moderation across different schools
- The school's curriculum is now embedded with all foundation subjects securely in place
- Year 6 2024 won the 'Kingfisher Project'. This was an all-encompassing project that aided the development of many cross-curricular skills including inspirational writing opportunities. School will develop this format to deliver learning across other year groups.

Continued BARRIERS include:

- End of year writing outcomes for Year 6 (2024) children who are disadvantaged were slightly lower than local and national outcomes – 50% compared to 58% local and national. School will continue to provide evidence based interventions for this vulnerable group who are disadvantaged and have identified SEND
- End of year writing outcomes across school at the end of Year (2024) were lower than those of reading and maths. This will be an intervention focus for current Year 5
- School have awareness of a number of families who self-declare difficulties with literacy. The impact of this on our children is not fully known

INTENT Target	IMPLEMENTATION Specific Actions	IMPACT Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation + Timescale *see MONITORING CALENDAR
1.1 Children write competently and confidently with purpose through consistent effective teaching.	<ul style="list-style-type: none">• Writing INSET evidence informed training– 3.9.24 – SLT led• All leaders promote and celebrate writing, embedding it within our literacy rich culture across school (newsletter, displays, website and assemblies)• 'Dazzle write' baseline assessments for all children completed September 2024. All children to have their writing from the previous summer term stuck in their current writing books to keep standards and expectations high	<ul style="list-style-type: none">• All children in all year groups can write to an age-expected level and GDS (Yr6 National 2024 = 72%, St D + C 2024 = 74%)• Children develop an enjoyment and love of writing across the curriculum.• Children can see the difference and impact the written word can have to effect change	<ul style="list-style-type: none">• Pupil Voice• Learning books• On-going Mappix data	SLT Writing Lead BP All teachers	

	<ul style="list-style-type: none"> Teachers to embed research based effective practices and training from 2023-2024 to inform writing opportunities across the whole curriculum. 'Every child, Every day – a Reader and a Writer' Teachers to develop and promote 'writing stations' within their classrooms offering a safe space for all children to experiment with writing uninhibited. Teachers to implement updated long term writing planning, linked explicitly to the progression document and delivering through the CHANGE model of learning - subject leader to monitor this Teachers to have clear ambitious outcomes for writing - planned for each unit of learning; book-making to be incorporated into this as a motivator Regular scheduled time within staff training available to share children's writing, evaluating strengths and areas for development Subject Leader to explore and trial effective ways of engaging parents in our journey to raise writing standards, considering how including their children within this process may support + encourage engagement (book making workshop? Themed workshops e.g. make a logo Christmas card) 	<ul style="list-style-type: none"> Teachers teach a quality first writing curriculum to ensure core principles are embedded consistently 			
1.2 The children most disadvantaged attain age-related expectations in reading, writing and maths alongside their peers.	<ul style="list-style-type: none"> Parent Partnership – working with parents to support in and out of school – continuing to identify and remove barriers to learning including persistent absence (see Pupil Premium document strategies+ Parent Engagement project actions) Implementation of PP Strategy with additional support in Yr2 and 6. Early reading and maths tracking and intervention support remains a priority for the lowest 20% in KS1. RWI development day with trainer to support staff - coaching model implemented to ensure fluency and fidelity to the scheme. Implementation of 'Fresh Start' intervention to support reading and writing progress, targeting specific children in year 4, 5 and 6 (fluency in reading as a continued priority) led by BP 	<ul style="list-style-type: none"> Our children considered to be the most disadvantaged are afforded the same access to the curriculum as their peers. Our children feel equipped to meet the demands of the curriculum and will be ready to undertake the next step in their education. Our children will achieve the same outcomes as their peers – closing the disadvantage gap. Children will know more, remember more and can do more – key knowledge sticks. 	<ul style="list-style-type: none"> Mappix data Interventions data Half termly test data Pupil Progress information Pupil voice Teacher's planning Motional data 	SLT All teachers Intervention teacher LSAs Nurture Lead	<ul style="list-style-type: none">

	<ul style="list-style-type: none"> • Implementation of 'Fast track tutoring' to secure reading fluency in year 3 and 4 • Intervention teacher targeting key disadvantaged children in year 4, 5 and 6 in-class – accessing pre-teach and consolidation teaching with all learning linked to the classroom. • LSAs in partnership with teachers are proactive in seeking to understand and remove barriers to learning. • Wider interventions are in place to support the personal development of targeted disadvantaged children, particularly those who also have SEND • All Year 3 children to be screened for literacy difficulties to ensure early intervention where needed • School implement an enriching curriculum affording all children opportunities to develop character via the Personal Development Programme updated for 2024-2025 • Further training to build on teacher implementation of meta-cognition skills to support self-regulated learning and knowledge sticking 				
Progress made: Autumn term					
Progress made: Spring Term					
Progress made: Summer Term					

2. Behaviour and Attitudes: Lifelong Learners - Enjoying, Engaging, Excelling

As a Rights respecting School and in purposeful partnerships with parents, our children are supported to understand their 'Rights' and know the value of learning and attending school daily. They are encouraged to dream big – growing aspirations for their futures. Our children are motivated and skilled to navigate different scenarios as self-regulated learners, overcoming set-backs and taking pride in their accomplishments – skills needed for life. The high expectations for all children to take responsibility to be their best at all times unites our school community and creates the energy and culture necessary for excellence.

STRENGTHS include:

- The Nurture provision continues to positively evolve in how it best supports children who require additional provision including meeting SEMH needs. A third of the school are accessing bespoke Nurture support over a week, preventing suspensions. The nurture provision is having a significant impact on behaviour and attitudes across the school and is now being used by other schools as an example provision model.
- The 'Zones of Regulation' is used consistently in Nurture and across the school supporting children to develop independent and bespoke toolkits for self-regulation
- Restorative Justice and Rights Respecting Schools are embedded approaches to support the development of positive behaviours for learning and respectful relationships – school now have the Silver RRS Award in place and are working towards Gold.
- The Rights Respecting Schools approach is now under-pinning and driving all decisions made around children's behaviour, attitudes and contributes to local and global issues. Valuing learning and the right to come to school has improved attendance.
- There continues to be a reduction in the number of suspensions issued for behaviours which sit outside of the school's Golden Rules.
- The leadership team work pro-actively to secure the right provision for children who require 'additional to' or 'different from' that of their peers. The leadership team implement 'best endeavours' to do this – including working creatively with external agencies despite available provision and financial barriers
- Staff have positive, meaningful relationships with the children and hold high expectations for conduct and engagement in learning
- The leadership continue to be both proactive and responsive in securing the support and training needed by staff to meet the sometimes complex needs of individual children
- School are participating in the PINS (Partnership for the Inclusion of Neurodiversity in Schools) programme, aiming to better support and celebrate neuro-divergence within school and the community
- Paul Hodson, SEC, noted in his visit to school in March 2024 that 'The behaviour and engagement of pupils has been excellent in all visited classes and in pupil discussion groups.'
- Published research – strategies for successful 'Parent Partnerships'.
- Careers and high aspirations form part of our assembly offer – with inspiring visitors to our school and pupil involvement in activities beyond the school day eg. Lego League

Continued BARRIERS include:

- 2023-2024 saw an emerging pattern of upper KS2 girls presenting with indicators of EBSA. Work was due to be undertaken with the EMHP to address this for girls coming through the school but the EMHP has since left her role (July 2024)
- School have had their allocation of EP time reduced due to restrictions implemented by the EP team
- School have had their allocation of AS Team reduced due to restrictions implemented by the AS team
- Due to budget constraints, school have had to restructure LSA support across the school. There has been a reduction in LSA hours by 50%.
- Delays within the statutory SEN system have resulted in delays in children being assessed or receiving a final EHC Plan

<u>INTENT</u> Target	<u>IMPLEMENTATION</u> Specific Actions	<u>IMPACT</u> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation + Timescale *see MONITORING CALENDAR
2.1 High expectations of children's conduct are in place driven by the Rights Respecting School approach	<ul style="list-style-type: none"> • Staff to implement RRS charters, moving away from the language around the Golden Rules to a consistent language around Rights – link to Personal Development target 3.1. • Class Charters co-constructed together – everyone communicating, contributing and collaborating. • Yr 6 Changemakers developed the Hall and Playtime Charter 	<ul style="list-style-type: none"> • Children present with positive, can-do attitudes and talk about their learning with pride. • Children value learning, want to come to school, attendance improves • Children present as self-regulated learners, taking responsibility and overcoming setbacks. They understand that mistakes help them to learn. • Behaviour across school is respectful and does not interrupt the day-to-day smooth running of the school • Continued reduction in suspensions 	<ul style="list-style-type: none"> • CPOMS data analysis • Pupil Voice • Parent Surveys 	SLT RRS Lead All staff	
2.2 School are swift in implementing effective action to ensure pupils have high attendance and arrive on time	<ul style="list-style-type: none"> • Implement new attendance policy and procedures around penalty notices– increased expectations and understanding about 'why' – shared with our families. • Weekly newsletter updates and celebrations alongside increased communication to families about individual attendance concerns – catching all absence before it escalates. • Teachers follow up all absence from the first day – share missed learning with family. • Teachers to adopt a pastoral supportive role with families – attendance discussed informally • SLT daily 'meet and greet' • Children are attendance HEROs – Here Every day Ready and On time – incentives to support attendance of 96% and above • Weekly monitoring of attendance data to identify individuals and groups of children to be targeted for early intervention where attendance indicates a cause for concern • On-going engagement with the EWO – termly. 	<ul style="list-style-type: none"> • Improved attendance leading to improved outcomes for individuals. • Parents understand the impact of not being in school. Children do not take term time holidays. Children are in school on time. • Reduction in families requesting term time absence • Timely support offered to at risk families • Understanding of procedures by all stakeholders • Children understand the importance of being an attendance HERO and want to be in school to learn, EEE. 	<ul style="list-style-type: none"> • Weekly attendance data– office and HT • Attendance letters sent termly to parents • Newsletter updates on attendance • Termly meeting for families at risk of reaching PA. 	Headteacher Office Staff All class teachers	

	<ul style="list-style-type: none"> • School staff are knowledgeable of the indicators of child poor mental health and the links to EBSA ensuring prevention and early intervention where these present. • External support to be sought for PA, SA when school systems are having no impact. 				
Progress made: Autumn Term					
Progress made: Spring Term					
Progress made: Summer Term					

3. PERSONAL DEVELOPMENT: Difference and Diversity – United Together

Through respectful relationships and understanding the 'Articles', our children are supported to develop all aspects of their character whilst celebrating that of others – embracing and celebrating difference and diversity. Our children are encouraged to use their voice as a power for good as 'Rights Respecting' citizens. They will listen and be curious, question and strive to bring about positive change for all, making a lasting contribution to their community as 'Change-Makers'. Our children experience a variety of opportunities to build their repertoire of skills and talents including how to stay physically and mentally healthy.

STRENGTHS include:

- Children hold a range of key roles of responsibility within school which support the school's vision and values – sports leaders, computing leaders, reading and writing champions, rights respecting change-makers. Children now talk in terms of their rights, understanding how their behaviour impacts on the rights of others. Children across school talk confidently and knowledgeably about their rights and those of others. School now has the Silver Award in place and are focused on going for Gold.
- The PSHE curriculum has been reviewed and evaluated and a new provider is now in place – SCARF PSHE
- A robust Personal Development programme is in place and ensures children are exposed to a wide range of experiences to enhance their development, uncover hidden skills and talents and prepare them for life – career talks and future aspirations and opportunities with guest visitors. Adventure Learning Week remains a key part of our PD programme (with a key focus on water confidence and safety) alongside wider community based opportunities such as Songfest, Lego League, environmental friendly groups including 'Made in St Day Fayre' and yearly theatre visits (to name a few). See PD document. Paul Hodson, SEC, in March 2024 – 'The document is of a very high-quality and an example of best practice currently' and 'All of the personal development elements are covered in the programme and the document is testimony to the strong emphasis placed on personal development by school leaders and staff.'
- Pupil voice continues as a strength – we empower children to be active, respectful participants contributing ideas to bring about change
- New bespoke Art and DT curriculum is diverse and inclusive
- School is confident in applying for a Challenge Partners 'Area of Excellence' for Personal Development

Continued BARRIERS include:

- Children's knowledge and understanding of the opportunities available to them beyond St Day as they grow older
- Transport and costs to pursue new interests beyond school eg. surfing
- Wider opportunities to participate in and access local clubs, events and activities

INTENT Target	IMPLEMENTATION Specific Actions	IMPACT Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation + Timescale *see MONITORING CALENDAR
3.1 School to achieve Gold 'Rights Respecting' status by the end of the academic year.	<ul style="list-style-type: none"> • Development and implementation of charters to be used to support behaviour and attitudes around school – moving away from the language of the Golden Rules. • Shift in focus to widen children's awareness of local and global themes and issues, promoting rights at these levels. The steering group to lead on school making a difference to identified local and global causes. • RRS Lead to develop and implement the 'Action Plan for Gold'. A focus will need to include children supporting to make decisions about their learning – having a voice. • All staff to support RRS Lead to implement actions required for the Gold award 	<ul style="list-style-type: none"> • Intrinsic behaviour choices. • Gold award is achieved indicating that children's rights are fully embedded throughout the school in policies, practices and ethos. • Children have a thorough understanding of rights, and rights respecting articles and language are embedded across the school. • RRS award has had a positive impact on children and young people's learning and wellbeing – as indicated by themselves and those around them • Children see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and globally. 	<ul style="list-style-type: none"> • Outcomes of wider causes addressed by steering group • Award outcome + evidence gathered to achieve this • Pupil Voice • Community Voice • CPOMS data 	RRS Lead SLT All staff	
3.2 Children have an understanding of the protected characteristics and appreciate the diversity they bring.	<ul style="list-style-type: none"> • Intervention and PPA Cover teacher CAC to lead on implementation of Art/DT curriculum which raises awareness of and positively promotes diversity within our local and wider communities. • Community based art exhibition sharing skills and talents developed by the children and celebrating diversity. • LV to lead on the PINs project supporting understanding of neuro-divergence within our school community • AH to lead on development and implementation of an LGBTQ+ education to interweave with the PSHE curriculum • VH to lead on securing RRS Gold Award (see 3.1) • BP/CAC to lead on the 'MADE project – Feeling Good'. • All staff to make conscious decisions around where diversity can meaningfully become embedded within children's experiences – literature, assemblies, music, displays etc. 	<ul style="list-style-type: none"> • Children have a respect and appreciation for how diversity can enrich all of our experiences and lives. • Children understand and can explain article 2 – no discrimination to 'call out' discrimination • Children know their rights and those of others. • Children will be curious and question respectfully – inquisitive to know more. • Our children are confident and proud – showing kindness and tolerance to all. 	<ul style="list-style-type: none"> • School environment – diversity is displayed, promoted and celebrated • Pupil Voice • Outcomes of projects 	SLT Middle leaders – AH, VH, CAC All staff	

Progress made: Autumn Term	
Progress made: Spring Term	
Progress made: Summer Term	

4. LEADERSHIP AND MANAGEMENT – Enabling Experts – Excellence for all

Leaders across school continue to unite to drive the school's vision - delivering a carefully constructed, vibrant curriculum - to secure the best outcomes for all our children. Leadership is focussed on developing not only our children as experts, but our staff also, recognising that learning doesn't stop for anyone. We will actively seek best practice through EEF research and 'Challenge Partners' and share our successes beyond our School setting - as we continue to strengthen our team of skilled practitioners. The wellbeing of staff is a priority for the school's leadership team and governing body - reflected in all decision making.

STRENGTHS include:

- Leaders at all levels are resolute in their ambition to fulfil the school's vision and values, acknowledging the challenges of the community and context served. Personal Development continues to be a strength of the school. At the end of 2024, the school experienced their best end of year statutory data outcomes to date across EYFS, PSC and KS2.
- Curriculum and assessment development is on track- with enriching and memorable opportunities built in to actively advantage all of our children.
- Subject Leaders are a competent team of proactive and dedicated middle leaders who take ownership for the ongoing development of their curriculum areas. They take responsibility for ensuring well-sequenced curriculums are implemented effectively with up-to-date evidence based strategies and latest research. 100% attendance at termly subject leader meetings across county. Professional subscriptions for all subject leaders.
- Opportunities seized – MADE project, Kingfisher project, Lego League, Opera and Shakespeare in a day, RRS fundraising, environmental and climate action projects – provide our children with real and memorable experiences.
- High quality, timely interventions are led by a qualified teacher.
- Belling funding for computing secured – a £40,000 investment puts our school in a leading position especially for coding resources and development.
- The Parental Engagement project has ended successfully with a published case study. Elements of the case study have since been used in a 'best practice' article in 'Headteacher Update' - <https://www.headteacher-update.com/content/best-practice/a-whole-school-approach-to-parental-engagement-two-case-studies>. Parental engagement is a thread which runs through all strategic decision-making.
- Leaders continue to ensure the staff team are united by purpose and with drive while taking wellbeing and workload into careful consideration for all decision making
- CPD opportunities are evidence based, targeted to meet the needs of the school. Gaps in knowledge and skills are quickly filled where needed.
- All staff are committed to providing the best for the children in their care, based on ongoing assessments and securing additional external support where needed.

Continued BARRIERS include:

- Whole school profile has the potential to impact on staff wellbeing; high levels of complex need requires staff stamina and resilience
- A relatively small staff have responsibility for all National Curriculum Subjects
- Timely access to wider SEN provision beyond school. The statutory SEN team are delayed and this is leading to a backlog of funding not received by school via EHC Plans
- Budget constraints have impacted the structure of the staff team for 24/25. LSA support is reduced by 50%

<u>INTENT</u> Target	<u>IMPLEMENTATION</u> Specific Actions	<u>IMPACT</u> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation + Timescale *see MONITORING CALENDAR
4.1 Leaders at all levels strive for excellence by embedding evidence informed practices and continually reflecting on their own practice.	<ul style="list-style-type: none"> • SLT training with SEC - to lead on the implementation of a structured mentoring, coaching and recognition framework to build on systems already in place for on-going Professional Development. • Bespoke subject leader curriculum subscriptions and whole school – Edusuite, National College and Chartered College membership for all to access latest research. • SLT will roll this coaching model out to all staff – teachers and LSAs to build on 'DDI' and RWI coaching – as a way of providing a bespoke development focus for each person. • Teachers are encouraged to trial evidence based strategies eg. WalkThrus – to continually reflect and improve practice to compliment our CHANGE model of learning. 	<ul style="list-style-type: none"> • A supportive learning environment for all to experiment with new ideas. • A structured coaching and mentoring system supports staff to experiment with the latest research, hone specific and individual practice. • Pedagogical improvements across the school – teachers grow, learning opportunities for children are maximised. • A coaching model engages staff, supports wellbeing and workload. • The Professional Development motivates teachers and LSAs to improve and hone their practice to make a positive difference to pupil outcomes • Teaching staff are self-reflective practitioners who are encouraged to trial the latest research based strategies in class. • Teaching staff feel confident to support the professional development of others both within and beyond the school. 	<ul style="list-style-type: none"> • Pupil outcomes • Teacher voice • CPD log • DDI records • External feedback 	SLT Subject Leaders	
4.2 Staff report feeling valued and cared for, supported to manage their workload and wellbeing.	<ul style="list-style-type: none"> • SLT continue to make strategic and logistical decisions - balancing needs of children with work pressures staff can feel • CPD and staff training programme supports staff wellbeing – variety of optional drop in mental health opportunities (eg. Mindfit/ meditation/ exercise) or gift of 'time' can be taken. • Opportunities to voice WWW/EBI and surveys are planned in order that staff can share their views and opinions - with those responsible responding accordingly. • HT – open door – staff can drop in anytime rather than letting concerns build. • On-going access to support services for all staff 	<ul style="list-style-type: none"> • Staff are able to fulfil their expected duties without it impacting on their overall wellbeing • Staff living our co-constructed Vision and Values. • Staff team – all support each other. • Staff manage their wellbeing; they prioritise workload and communicate concerns seeking support when needed • Staff report enjoying coming to work • Staff confidence as a leader in their curriculum specialism. Staff supporting colleagues and leading meetings in other schools. • Staff absence is low. • Staff enjoy coming to work. 	<ul style="list-style-type: none"> • Staff voice • Staff attendance rates • 	SLT Governors	

	<ul style="list-style-type: none"> • In consultation with staff, Fridays extended to 14:00 finish. Weekly, dedicated subject leadership time allocation in addition to PPA. • Teachers welcomed to take PPA at home should they choose. • Staffing decisions and small class sizes support workload eg. Intervention teacher plans and leads groups; Nurture provision to support SEMH needs; SEND release time for provision maps and meeting families. • Subject Leader cluster meetings attended by all staff. 	<ul style="list-style-type: none"> • Children's learning is maximised – outcomes and opportunities. 			
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Progress made: Autumn Term	
Progress made: Spring Term	
Progress made: Summer Term	

5. EARLY YEARS EDUCATION – Ambitious Ambassadors

Children in our setting experience a Foundation Stage, which is meaningful, motivating, playful, safe and creative. Our youngest children are encouraged to use their voice and become Ambitious 'Rights Respecting' Ambassadors from day one, developing effective communication skills to interact kindly and begin to make a positive difference in role as our 'Change-Makers'. A relentless focus on the development of early maths and literacy skills, including a love of books, builds strong foundations in preparation for the journey into Key Stage One. Our children will be equipped to self-regulate – to enjoy, engage and excel in their learning.

Strengths include:

- As noted in Paul Hodson's (SEC) report March 2024, 'Children make a strong start in their early number and mathematics learning in Reception. The classroom has been effectively set up to build children's knowledge and understanding.'
- Children are immersed in an environment which is of extremely high quality; it's been carefully consider to maximise the learning opportunities on offer to the children
- Our youngest children are encouraged and supported to develop their voice; they are made aware of their rights very early on and can articulate these
- End of year outcomes for Year R were the best the school has seen with 82% achieving a GLD compared to 67% nationally

Continued barriers include:

- Children joining school with limited language and literacy skills with which to communicate effectively.
- Children joining with below age-expected behaviours e.g. toileting habits + reduced ability to self-regulate effectively
- Falling numbers on roll into EYFS

<u>INTENT</u> Target	<u>IMPLEMENTATION</u> Specific Actions	<u>IMPACT</u> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation + Timescale *see MONITORING CALENDAR
5.1 All children make sufficient progress across the year in order to meet the 'Literacy' and Maths Early Learning Goals – with writing a priority	<ul style="list-style-type: none"> • Reading platforms used to support daily child and parent engagement – Boom Reader • Weekly class email for Parental engagement support including short video clips linked to RWI • Children read and write every day (to a teacher/intervention/library books shared together) – 'Every Child, Every Day- a Reader and a Writer' • The environment is continually updated to immerse children in 'book talk' • The environment is continually updated to immerse children in number and pattern making learning opportunities • Continuous provision plans are adapted and enhanced on a weekly basis to provide stimulating experiences in line with core text 	<ul style="list-style-type: none"> • Children are able to read and write to an age-expected level • Children can verbally count beyond 20, recognising the pattern of the counting system. • Children foster positive attitudes to reading and are secure within their early reading skills in preparation for the expectations of Year 1 	<ul style="list-style-type: none"> • RWInc tracking data • Termly ELG tracking data • Pupil voice 	EYFS Lead + Teacher Reading Lead Writing Lead SENCO	

	and children's interests – motivating children to write.				
5.2 All children make expected or better than expected progress including disadvantaged pupils and those with additional needs	<ul style="list-style-type: none"> • Early identification of need and continued liaison with LV SENDCO – adaptation of need • On-going work with outside agencies to support identified needs • A review of evidence and practitioners on-going observations and knowledge of the individual child inform written next steps • The learning environment to offer rich varied, imaginative and appropriately demanding experiences organised to promote independence especially designed around the <u>context of the child</u> • Subject Leaders to collaborate with the EYFS teacher in the identification of best early years practice within their subject areas 	<ul style="list-style-type: none"> • Children will feel valued, safe and secure in the school environment • Children follow established routines and are motivated, excited to learn • All children make expected or better than expected progress across EYFS. • Home/School partnership is strengthened and parents know how to support their child effectively eg. RWI, reading, number games 	<ul style="list-style-type: none"> • RWInc tracking data • Assessment data – tracking of ELG • Parent voice 	EYFS Lead + Teacher Subject Leaders	

Progress made: Autumn Term	
Progress made: Spring Term	
Progress made: Summer Term	