

St Swithun's Church of England Primary Academy Improvement Plan - 2024/2025

Quality of Education								Behaviour, Attitudes and Personal Development				Leadership and Management				SEND				EYFS							
Key priority 1a: Quality of Education: Further develop the curriculum so that it is ambitious yet accessible for all.			Who	Key Priority 1b: Quality of Education: Ensure the teaching of reading and writing is effective and leads to increased pupil attainment across school.			Who	Key Priority 1c: Quality of Education: AFL is used effectively to assess current understanding, inform next steps and accelerate pupil progress			Who	Key priority 2: Behaviour, attitudes and Personal Development: Ensure our school is a calm, happy and safe place where all are valued and are able to flourish.			Who	Key Priority 3: Leadership and Management: Leaders at all levels ensure the curriculum is delivered effectively so pupils are able to know and remember more.			Who	Key priority 4: SEND: Pupils with SEND rapidly receive high-quality support so they can access the curriculum and make progress alongside their peers.			Who	Key priority 5: Ensure the provision in EYFS promotes successful transition to KS1.			Who
1a.1	Detailed Progression maps are in place and show precisely how to make progress through each subject			1b.1	Ensure reading lessons, have a sharp focus on developing vocabulary, fluency, expression and comprehension.			1c.1	Assessments are effective in identifying gaps in knowledge and skills, including in phonics, and are used to implement early support and interventions.			2.1	Further develop strategies to promote diversity, British values, and children's understanding of protected characteristics.			3.1	Ensure our school values are embedded across all areas of the school and enhance children's spiritual, moral, social and cultural development.			4.1	Review the curriculum through the Lens of SEND so that it is both ambitious yet accessible for all.				Review and address barriers to achieving GLD for key identified groups - SEN, FSM and Boys		
1a.2	Ensure planning is effective and includes adaptive teaching strategies to support all children			1b.2	Develop a consistent approach to reading across the curriculum that supports and embeds key strategies learnt in reading lessons.			1c.2	Develop use of assessments to track pupil progress and inform future planning in foundation subjects.			2.2	Ensure our behaviour and rewards policy is applied fairly and consistently, and that data is used to spot trends and intervene early.			3.2	Develop the role of Governing Body, to support and challenge leaders and ensure all statutory duties are fulfilled			4.2	Embed adaptive teaching across the curriculum so that all SEND students are able to access the curriculum alongside their peers.				To ensure children acquire a wide vocabulary to communicate effectively		
1a.3	Deliver CPD that supports all staff to effectively use adaptive and responsive teaching strategies.			1b.3	Increase the frequency with which children are heard to read, including at home.			1c.3	Develop how pupil voice is used to assess the effectiveness of the curriculum			2.3	Continue to address barriers to attendance and punctuality of all, with a focus on reducing persistent absenteeism			3.3	Ensure that clear plans are in place to make effective use of pupil premium, SEND funding, to meet the needs of vulnerable groups.			4.3	Ensure individual learning plans are personalised, precise, and are useful to inform staff on how to support children to make progress towards individual targets.				Review and develop the assessment and tracking of children to ensure gaps are identified early and strategies to support progress and early interventions are in place		
1a.4	Ensure regular QA is used to evaluate the curriculum, inform planning, adapt teaching and plan support.			1b.4	Ensure oral rehearsal is routinely and consistently embedded within the teaching sequence for writing.			1c.4	Raise attainment at all key stages so they are ready for the next phase of learning.			2.4	Develop a playtime curriculum that is engaging and encourages friendship and positive behaviours			3.4	Develop a coaching programme to support staff development.			4.4	Develop individual case studies for children with complex needs to support progress and transition.				Review the curriculum in line with new Maths scheme, supporting those children with SEND and ensuring children have the foundations to build on in KS1 and KS2		
				1b.5	Ensure oral composition is recognised as an outcome in it's own right with clear opportunities for delivery identified on all LTPs							2.5	Ensure the character curriculum is embedded in all aspects of school life.			3.5	Develop subject leadership so that the curriculum is understood and implemented effectively for all.			4.5	Review SEND funding to ensure all available funding has been accessed for children with additional needs.						
				1b.6	To adopt a consistent approach to the teaching of spelling across the school							2.6	Develop the range of pastoral support so that all children are able to engage fully in all aspects of school life.			3.6	To ensure that information is provided to parents on what their children are learning so they can support their child's learning at home.										
				1b.7	Embed the use of reading and writing progression and knowledge statements to support progress.											3.7	Raise the profile and reputation of the school in the local community, engaging with all local stakeholders.										