



Water Primary School School Improvement Plan 2024 – 2027

Happiness, Health and Opportunity

OBJECTIVES FOR 2024-2025

Objective 1 Quality of Education	Teachers and leaders use assessment well. This is timely and used effectively. Teachers have a good understanding of formative assessment and can use a variety of methods during their teaching.
Objective 2 Quality of Education	To raise the profile of oracy throughout the curriculum and to further improve the outcomes of writing, including children who require further challenge.
Objective 3 Personal Development	To provide active learning opportunities within learning and to launch and develop OPAL.
Objective 4 Behaviour and Attitudes	Restorative practice is used to enhance our behaviour policy and all staff use this consistently.
Objective 5 Leadership and Management	Further develop the role of subject leaders.
Objective 6 Effective EYFS	To narrow the attainment gap in Early Years, ensuring that our children achieve in line with their counterparts nationally.

QUALITY OF EDUCATION: Further improve teaching and learning across school using pedagogy to underpin teaching strategies.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORING
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.</p> <p>Teachers check pupils' understanding, identify misconceptions and provide clear, direct feedback.</p> <p>Teachers and leaders use assessment well. This is timely and used effectively. Teachers have a good understanding of formative assessment and can use a variety of methods during their teaching.</p> <p>Children show engagement in lessons, they develop skills in becoming independent learners.</p> <p>To raise the profile of oracy throughout the curriculum and to further improve the outcomes of writing, including children who require further challenge.</p> <p>To ensure the teaching of number/arithmetic is robust in order to raise attainment.</p>	<ul style="list-style-type: none"> • Long/medium term plans developed • Subject Policies up to date and published • Subject Action Plans reviewed and updated • Clear assessment procedures (learning journeys/balance) • CPD organised to upskill teachers • Staff meetings linked to SEND and challenging the more able. • Governor monitoring timetable in place • Subject leaders monitor and evaluation schedule • Teachers develop metacognition within lessons. • Subject leaders fully support staff in a bank of ideas to support class learning. • Staff meetings delivered to all staff which explores teaching and learning principles. • Learning environments are consistent across school. They reflect the learning and are tools to increase children's progression. 	<p>School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points</p> <p>Statutory assessment results have improved</p> <p>Children have made good or better progress throughout the curriculum.</p> <p>Teacher Voice-teachers feel confident in using a range of strategies to adapt their teaching to a range of needs.</p>	<p>HT SLT Subject leaders Teachers</p>	<p>Subject Leaders monitor Learning Zones on website, MTPs, books, planning, analyse assessments</p> <p>Subject Leads present to Governors on standards and progress</p> <p>Curriculum lead to review monitoring of Subject Leaders</p> <p>Subject Leads draw together findings (strengths / areas for development) / set next steps</p> <p>Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct next steps.</p> <p>Lesson observations evidence learners taking about skills and knowledge, showing pride in their learning and presentation, displaying learning behaviours and language.</p> <p>Pupil progress meetings take place regularly.</p>

PERSONAL DEVELOPMENT: To ensure the curriculum extends beyond the academic to offer children wider opportunities to develop their personal development.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>To provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.</p> <p>Extensive opportunity to learn about other cultures and faiths.</p> <p>Children have the opportunity to learn from a diverse range of role models.</p> <p>All children have equal access to clubs and enhancement opportunities regardless of home circumstance</p> <p>To provide active learning opportunities within learning and to launch and develop OPAL.</p> <p>The provision delivered develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy</p> <p>Children understand how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities</p>	<ul style="list-style-type: none"> • Assembly themes include SMSC links plus planned faith celebrations. • Robust PSHE and R.E. curriculum • After school clubs are varied and are inclusive to all children • Continue to secure platinum in our healthy and active schools' badge • OPAL to be launched-planned staff meetings/training to take place • Leadership opportunities for children developed • Work with the local community including Lumb Baptist Church and to create links with other places of worship • Planned trips which enhance PD and the curriculum • CPD organised to upskill teachers • Staff meetings linked to wellbeing/mental health/equality • Governors have a good understanding of SMSC/behaviour/personal development within school • Wellbeing is prioritised and evident in school for all children, staff and families. • Young leaders are rolled out across the school • Learners are actively involved in learning through planned higher order skill focus, questioning, debate • Learners are exposed to issues and experiences involving the local community and wider world • Online safety is embedded throughout the curriculum 	<p>Staff have a deeper understanding of behaviour management and the pedagogy around teaching and learning.</p> <p>Children are able to confidently talk about SMSC, wider issues and the world around them.</p> <p>Children leadership teams are able to plan and make a difference to the wider school.</p> <p>The is a strong culture of diversity and wellbeing throughout school.</p> <p>OPAL is embedded at playtimes and lunchtimes.</p>	<p>Whole school</p>	<p>Governors to be informed on standards and progress Curriculum leads to review monitoring of Subject Leaders Monitor the impact of actions through analysis of Questionnaires Keep records and photographs of initiatives carried out by each year group and feedback from the people this as involved, including external visitors etc Attitude Surveys carried out by PSHE Lead and Wider School Lead as well as records of involvement SMSC is evident around school Pupil interviews Regular meetings with children ambassadors and SLT Mental Health lead continues training</p>

BEHAVIOUR AND ATTITUDES: Pupils consistently demonstrate respect to themselves, their peers and all adults.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>Pupils' attitudes to their education are positive. They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>To embed the new school rules of Be Safe, Be Ready and Be Considerate. Pupil's are aware of these, what they mean and how they can positively influence their learning and development.</p> <p>Restorative practice is used to enhance our behaviour policy and all staff use this consistently.</p> <p>Consistent positive behaviour management systems in place</p> <p>Behaviour for learning is excellent across all classrooms with minimal low-level disruption.</p>	<ul style="list-style-type: none"> • SLT to review behaviour policy. • Clear links to SMSC/personal development within the whole curriculum-this is succinct and closely linked to the SIP. • Policies up to date and published • Assemblies planned with links to behaviour/school rules and values • CPD organised to upskill teachers • Staff meetings linked to behaviour management • Governors have a good understanding of behaviour within school • Wellbeing is prioritised and evident in school for all children, staff and families. • Learners are actively involved in learning through planned higher order skill focus, questioning, debate 	<p>Evidence of pupils taking their learning seriously, showing pride in their work, being motivated and able to show resilience</p> <p>Evidence of consistently good presentation, pride in their work and feedback from staff continuing to enable this</p> <p>Improvement of pupils' work and books</p> <p>Staff have a deeper understanding of behaviour management and the pedagogy around teaching and learning.</p> <p>Reduced behavioural incidents across school.</p> <p>Children are adept in knowing our school rules and are able to understand why these are important to help us learn</p>	<p>Whole school</p>	<p>Monitor the impact of the behaviour plan/school rules. Governors informed of progress and standards. SLT to monitor and analyse behaviour incidents. Lesson observations used to monitor behaviour for learning. Pupil voice/teacher voice</p>

LEADERSHIP AND MANAGEMENT: Strengthen leadership capacity at all levels and embed a culture of shared, collective and extended leadership in order to build sustained capacity for change and improvement.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>Further develop the role of subject leaders.</p> <p>Engage governors and ensure they are equipped in knowing their subject.</p> <p>Middle leaders are further developed.</p> <p>Senior leaders are able to offer CPD on quality teaching.</p> <p>Senior leaders are ambitious and determined to continue raising standards.</p> <p>Vision, values and ethos reflects our school community.</p> <p>Develop the role of assistant SENDCO within school.</p>	<ul style="list-style-type: none"> • Clear sequence of CPD to upskill teachers. • Subject leaders to have extra leadership time. • Planned subject staff meetings. • Robust monitoring and evaluating schedule. • Clear/robust curriculum planning. • Pupil voice used to enhance curriculum and next steps. • Engage with parents/wider community. 	<p>Impact on staff performance</p> <p>Monitoring is effective and identifies both strengths and areas for development</p> <p>Pro-active middle leaders ensure clear progression and skills coverage in their subjects</p>	<p>Headteacher</p> <p>Slt</p> <p>Middle Leaders/Subject leaders</p>	<p>Subject Leaders monitor Learning Zones on website, MTPs, books, planning, analyse assessments</p> <p>Subject Leads present to Governors on standards and progress</p> <p>Curriculum lead to review monitoring of Subject Leaders</p> <p>Subject Leads draw together findings (strengths / areas for development) / set next steps</p>

EYFS: Improve standards in Early Years - ensuring that our pupils get off to the best possible start regardless of their starting points.

TARGET	ACTIONS	SUCCESS CRITERIA	LEAD	MONITORED
<p>To provide an exciting EYFS curriculum that responds to pupils' needs, talents and interests.</p> <p>Ensure that our pupils have access to rich language from the earliest possible stage.</p> <p>To narrow the attainment gap in Early Years, ensuring that our children achieve in line with their counterparts nationally.</p> <p>To develop a suitable mixed R/1 curriculum.</p> <p>To develop the outdoor learning.</p> <p>To develop the classroom provision.</p> <p>Ensure all staff are trained in delivering high quality phonics lessons.</p>	<ul style="list-style-type: none"> • Work alongside EYFS consultant. • Visit other EYFS provisions. • Work with all subjects leads to ensure coverage of the curriculum. • Policies/action plans developed. • Robust assessment throughout the school year. • Audit current provision. • Phonics training for all staff. 	<p>School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points</p> <p>Statutory assessment results have improved (Phonics)</p> <p>Children have made good or better progress throughout early learning areas.</p> <p>Teacher Voice-teachers feel confident in using a range of strategies to adapt their teaching to a range of needs.</p>	<p>Headteacher/SLT EYFS Lead English Lead</p>	<p>Lesson observations evidence learners taking about skills and knowledge, showing pride in their learning</p> <p>Pupil progress meetings take place regularly.</p> <p>English Lead carries out in depth analysis and holds teachers to account for progress and attainment</p> <p>Learning walks monitor provision and impact of this for all groups of learners</p> <p>English lead to ensure that data secures improvements for all groups of learners.</p> <p>Clear assessment routines monitored by SLT</p>