

Improve attainment and rates of progress in English and Mathematics

Rationale:

Despite improving results in individual subjects, the percentage achieving EXS+ in reading, writing and mathematics combined is not in-line with the national average.

Key Provision Changes:

- Use 'I do, we do, you do' approach consistently in all lessons.
- Use a range of strategies for scaffolding, adapting teaching and feedback.
- Teachers plan opportunities to periodically retrieve and revisit key knowledge and to activate prior knowledge.
- Teachers plan opportunities to teach and develop metacognition and growth mindset.
- Interventions are short, highly focussed and avoid children's favourite lessons.
- Children work in mixed attainment groups.
- Bypass strategies are used as scaffolding and tools for assessment for children with SEND.
- Comprehension skills / vocabulary are taught systematically in EYFS and Y1.
- KS2 staff build on and use children's phonics knowledge.
- Focus on teaching number bonds to 10 and 20, Times Tables and numerical fluency.
- Teachers plan opportunities for children to deliberately practise and apply their knowledge.
- Children know how to use and find concrete resources.
- Reasoning and problem-solving skills and strategies are taught frequently.

Evidence of Change:

1. Proportion of children achieving EXS+ in reading, writing, maths and RWM combined is better than in July 2024 in all years;
2. Overall in-year progress for reading, writing and maths is at least satisfactory in all years;
3. Results at the end of KS2 are improved and are in-line with the national average;
4. The percentage of children passing the Phonics Screening Check in Y1 and Y2 is improved;

Improve attitudes to learning by (a) reducing unacceptable behaviour and (b) increasing attendance

Rationale:

Current data shows that attendance for all children, and particularly disadvantaged children, is too low and there are too many incidents of challenging behaviour.

Key Provision Changes:

- PRIDE values are reviewed and relaunched.
- Values promoted through assemblies.
- Staff use language of the values when praising desired behaviours and attitudes.
- Teachers plan opportunities and experiences to help children to develop values.
- Staff use proactive strategies to build relationship and to set and maintain expectations and routines;
- Praise and positive reinforcement is used to promote desired behaviour;
- Consequences are consistently and fairly applied;
- Staff use scripts and co-regulation plans in place;
- Staff are Team Teach trained and use de-escalation techniques.
- Regular attendance is promoted and celebrated in assemblies and in newsletters.
- Parents are given guidance on how to support their children to attend regularly and when not to send them for medical reasons.
- Attendance Officer and EWO hold regular meetings with parents who need specific challenge and support.
- Children who are struggling with behaviour or attendance receive early support.

Evidence of Change:

1. Fewer incidents of unacceptable behaviour and fixed term suspensions compared to 2023-24;
2. Pupil voice shows that children feel safe in school and that behaviour is well managed by staff;
3. Increasing rates of attendance for all children and key groups compared to 2023-24;
4. Rates of persistent absence (PA) for all children and key groups are lower compared to 2023-24;

Improve attainment in Foundation Subjects

Rationale:

Our aim is to develop our curriculum so it is broad and balanced and meets the needs and interests of our children.

Key Provision Changes:

- New curriculums for history, geography and art are embedded. These clearly fit into the overall 'narrative' of the wider curriculum.
- All staff are clear on the intent, implementation and impact of the curriculum.
- Annual and medium-term planning is well sequenced, there is a clear progression of knowledge and skills and there are frequent opportunities for retrieval practice.
- Staff secure subject specific pedagogy and subject knowledge.
- Assessment is secure and teachers have a clear understanding of what EXS and GDS looks like for each subject.
- Subject leaders regularly monitor their subject and address underachievement and underperformance.
- Embed the 'I do, we do, you do' approach in all subjects.
- Children record their work in a variety of ways in foundation subjects.
- Children have opportunities to practise and apply their English and Maths skills.
- Curriculum themes are used as a stimulus for writing.
- Subject specific vocabulary is taught.
- Foundation subjects provide opportunities for children to develop and use oracy skills.
- Enrichment is linked to curriculum themes.

Evidence of Change:

1. Proportion of children achieving EXS+ in Foundation Subjects is better than in July 2024 in all years;
2. Proportion of Children achieving GDS in Foundation Subjects is better than in July 2024 in all years;
3. The gap between all children and key groups is narrow or narrowing compared to July 2024;
4. Pupil voice shows that children enjoy learning Foundation Subjects and feel challenged;

Improve communication and engagement with parents

Rationale:

Our aim is to develop a communications strategy and find ways of engaging with parents which benefit the children.

Key Provision Changes:

- Update the school website.
- Develop a communication strategy including the website, social media, MCAS and newsletters etc.
- Review the purpose, design and frequency of the newsletter.
- Run workshops to upskill parents to better support their children at home.
- Make planning and resources available on the school website and / or Google Classroom.
- Use Google Classroom and Britannica Schools as tools for home learning.
- Ensure SLT presence at the gates before and after school.
- Introduce regular SEND Coffee mornings.
- Opportunities for parents to watch their child perform and look at their child's work:
- Re-introduce curriculum showcase events.
- Introduce 'stop and look' opportunities for parents to see their children's work.
- Revamp class assemblies.
- Review when children perform (e.g. nativity, harvest, concert, plays).
- Develop and share a whole school 'event's calendar and publish on the school website.
- Work with the SLSA to develop a programme of high-quality events which raise money and promote the school.

Evidence of Change:

1. Proportion of parents satisfied with school communications and information shared with them is better than in 2023-24;
2. Fewer parental complaints compared to 2023-24;
3. Parent voice shows improved levels of satisfaction compared to 2023-24;
4. More parents attend and / or engage with school activities compared to 2023-24;

Improve outcomes in the Early Years / Foundation Stage (EYFS)

Rationale:

Although outcomes in EYFS were broadly in-line with the national average in 2023-24, there is an opportunity to make further gains by improving provision in both the Nursery and Reception.

Key Provision Changes:

- The outside environment supports all areas of learning.
- Assessment opportunities are consistently planned, or acted upon 'in the moment'.
- There is early identification and intervention for children needing additional support.
- Child initiated interactions meets individual needs and provide high levels of challenge.
- All adults use the SHREK approach in child-adult interactions.
- Teachers either model, explain or explore new learning to match children's developmental stage and needs.
- Clear links are made to previous learning and other learning experiences.
- All adults actively promote positive behaviour for learning and encourage and support children to work cooperatively.
- All areas of learning have continuous provision which is inviting, stimulating, well organised and enriches children's learning.
- Specific tracking of disadvantaged children and boys working below expectations.
- Phonics taught in the Summer Term in Nursery.
- Improved links and transition between the Nursery and Reception.

Evidence of Change:

1. The proportion of children achieving a Good Level of Development is better than in 2023-24 and in-line with the national average;
2. The proportion of children leaving our Nursery at age related expectations is better than in 2023-24;
3. The proportion of children achieving the Early Learning Goals in English is better than in 2023-24;

Sandy Lane Primary School

SUMMARY School Improvement Plan 2024-25

2024	EYFS	CL	PSE	PD			
	EXS	77%	79%	83%	79%	75%	81%
STAN	KS1	Re	Wr		PSC Y1		PSC Y2
	EXS	72%	57%	73%	67%	83%	
DAS	GDS	10%	5%	16%			
	KS2	Re	Wr		GPS		RWM
RD	EXS	73%	64%	61%	60%	52%	
	GDS	18%	2%	11%	18%	2%	

2025	EYFS	CL	PSE	PD			
	EXS	80%	82%	86%	80%	80%	80%
TA	KS1	Re	Wr		PSC Y1		PSC Y2
	EXS	74-77%	59-64%	74-78%	80%	91%	
RG	GDS	15%	10%	15%			
	KS2	Re	Wr		GPS		RWM
ETS	EXS	75-78%	64-67%	70-75%	71-75%	54-62%	
	GDS	20%	4%	20%	20%	4%	