Quality of Education

Intent:	Implementation:	Impact
To refine and embed our ambitious enquiry-driven curriculum so that the progression of knowledge and skills are clear across the curriculum.	1. To create an in-depth curriculum map of all subjects over a two year cycle. (inset day – 30-10-2023) 2. Core knowledge and skills which <u>must be</u> planned and taught within each unit mapped out. 3. Key performance indicators created for each unit of learning to ensure that attainment and progress is measured for all subjects 4. Project planners (drivers) to be adapted to include enhancement subjects as well as focus subject with core knowledge and skills for all stipulated 5. Ensure lesson objective headers with knowledge and skills are used consistently by teachers and children 6. To further develop the ability to provide authentic hooks and outcomes through the use of external visitors and providers 7. Develop children's skills in assimilating and summarising through scaffolding towards the end outcomes. 8. Monitor the coverage of the curriculum and the implementation of the curriculum drivers in teaching and learning and task design 9. To continue to raise the profile of diverse experiences for the children	
To ensure all children are achieving learning outcomes through effective planning, teaching and task design. Linked to PP statement challenges, 1, 2, 3 & 6	1. Staff training around effective planning which is led by learning rather than activity. 2. Monitoring of planning and how it is impacting on teaching and learning of all pupils 3. Continue implementation of 'inclusive classroom' approach in teaching including variation and differentiation for children working above and below ARE 4. Staff training on supporting individual needs in the classroom 5. Class teacher support through SEND 'surgeries' with SENCo to agree strategies and provision for individual children 6. To develop a provision toolkit outlining generic strategies to support needs 7. To monitor use of retrieval practice to support children in making links between, and embedding, their learning	
To raise standards in spelling and grammar within writing for all pupils.	1. To introduce and train all staff in the 'Jane Considine' spelling program	

Linked to PP statement challenges 3 & 6 Linked to PP statement challenges, 1, 2, 3 & 5 (handwriting)	2. Monitor to ensure that all classrooms have the spelling program display materials and these are updated to continually support children's learning 3. Break down the spelling program into its key components, monitoring each of these in turn; identifying any further CPD needs and implement training in response. 4. Make sure that the Focus Five spellings are at the forefront of spelling in all areas of the curriculum when children are learning. Respond to review with any necessary training. 5. Through data analysis, book looks and pupil conferencing review the impact of the spelling program. 6. Use question level analysis of NFER and SATS data to identify individual and group needs	
To ensure that at all stages reading attainment is assessed and reading gaps are addressed quickly and effectively for all pupils, and in particular the lowest 20% of readers. Linked to PP statement challenges 1 &6	1. Train all support staff in delivering Little Wandle, identify any subsequent gaps in knowledge (of the program and phonics) and provide additional training for these 2. Class teachers to identify all those children for whom Rapid Catch-up Little Wandle will benefit and carry out baseline assessments 3. Implement program based on assessment results 4. Class teachers to monitor children's reading progress and move children through the programs appropriately 5. SLT to evaluate the effectiveness of the Little Wandle Rapid Catch up 6. Any child who is on Little Wandle will have a phonically matched 'Learn to Read' book 7. Gaps in phonic knowledge to be identified and intervention designed and delivered to address these 8. Undertake a full curriculum review of reading so that we can plan for implementation to enable children to bridge from phonics catch-up to confident fluent readers across the curriculum by the end of KS2. 9. All children who are not reading at age related expectations are to have a 'Learn to Read' book as well as a 'Love to Read' book and will regularly have reading books sent home.	
To ensure that mathematical planning develops opportunities for children to independently apply mathematical	1. Review and re-design planning in line with HIAS planning and supporting the needs of mixed age classes.	

| understanding within fluency and reasoning.

Linked to PP statement challenges, 2 & 6 | 2. To continue working with Solent Maths Hub, particularly on vocabulary and fluency
3. Subject leader to attend half-termly Maths Network meetings and to disseminate resources/knowledge/skills to staff through regular staff meetings
4. Continue to ensure use of stem sentences across the school to aid children in communicating their understanding with clarity and precision for reasoning
5. To develop the use of mathematical language across the school through use of display and maths skills books, to provide vocabulary needed for children to discuss and explain their understanding.
6. To monitor the use of skills books to ensure they are up-to-date, consistent in use of mathematical vocabulary and being used by children to encourage resilience and independence.
7. Improve interventions for children by ensuring that they are timely and reflect the child's starting point. | |

Behaviour and Attitudes		
Children and staff promote a culture of pride and responsibility for positive behaviour across the school. Linked to PP statement challenges, 1, 2, 3 & 6	1. Staff and wider community involved in the revision of the Positive Behaviour Policy. 2. Ensure that all new staff are clear about procedures to promote positive behaviour choices in line with the current positive behaviour policy 3. To adapt the reward system to more positive in visibility in class with the consequences being delivered on a personal level 4. To use Arbor to record behaviour points and incidents to be analysed and trends quickly identified at a school and individual level 5. To use Arbor to record STARS awards to analyse trends quickly identified at a school and individual level To use an evaluation of which behaviour systems are embedded in	

	school to inform next steps in CPD in support for individual and whole staff 6. SLT to gain knowledge and understanding of the 'Curious not Furious' empowerment behaviour management approach to build on established positive management system 7. SLT to create an action plan on the implementation on the 'Curious not Furious' approach to further develop the current behaviour approach especially the use of consistent language and imagery with adults and children. 8. Use of pupil voice groups to work alongside adults in promoting a positive culture	
To introduce and build strategies of metacognition to develop children as self-regulated learners.	1. To help children understand how the STARS values support them in their academic and social development 2. Train teachers to understand metacognition and the skills to apply this in the classroom (Summer Term 2024) 3. Incorporate the teaching of metacognition into the children's learning (2024-2025) 4. Provide opportunities to develop the children's metacognitive, cognitive skills and their ability to self-regulate their learning (2024-2025)	
To continue to reduce the number of persistent absences, particularly for those pupils who have specific needs. Linked to PP statement challenges, 1, 2, 3, 5 & 6	1. Inclusion Lead to continue fortnightly monitoring of attendance by analysing attendance data school patterns and comparisons to national trends 2. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. 3. Empower staff to take responsibility for attendance. 4. Ensure clearly assigned responsibilities are identified within the attendance policy as well as escalation of procedures. 5. Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.	

	6. Parent meetings and contracts set up with parents of pupils with, or at risk of persistent absents (PA), to prevent children falling into PA category. 7. Use of outside agencies and support networks for those families for whom attendance is 'stuck' families who are not engaging difficult and engagement with school has not had an impact.	
To empower children to become confident, safe and responsible users of technology and the internet.	1. Establish, train and develop a Cyber Ambassador team with representatives across the school to disseminate knowledge, skills and resources from the e-Safety program to all staff and children 2. Monitor foundation subject planning to ensure eSafety is regularly and continuously referred to in discrete computing lessons and when technology is used across the curriculum. 3. Involve children in creating and delivering assemblies and lessons on safe online behaviours. 4. Hold a parents meeting to disseminate the school's eSafety policy and values. 5. To raise the profile of esafety and respectful use of technology across the school. 6. To use the newly implemented 'securus' monitoring system to safeguard children in their school internet use	
To enhance the school community's understanding of bullying and the proactive approach to dealing with all accusations of bullying and harassment within our school community.	1. Within safeguarding training highlighting the significance of child on child abuse as well as boys / girls harassment 2. Utilise pupil voice groups to strengthen our approach to any accusations of bullying 3. Raise profile of anti-bullying around school through displays, leaflet campaign and assemblies 4. Use the school website to promote our pro-active approach to dealing with any bullying and harassment within the school 5. To promote understanding of awareness of bullying in the wider school community through a school video produced by children and disseminated.	

PERSONAL DEVELOPMENT		
To provide teaching and opportunities for every child to be a leader and prepared for life in modern Britain.	1. Finish introducing all 7 habits to the children 2. All staff to complete the Leader in Me training and any new staff to be trained so they understand the concepts behind the LinM program 3. Embed the language and behaviours of LinM into the curriculum with projects such as WIGS and Journals linking to empowerment program 4. Continue with fortnightly in-class sessions 5. Continue to promote British values through the curriculum and PSHE 6. To extend the range of pupil voice groups so children have the opportunity to contribute to meaningful project for school and the wider community	
Continuing to grow a culture of high quality pastoral support in the school community through the implementation of the school's wellbeing program.	1. SMHL to review and update mental health lead 2. To develop the wellbeing program in line with 'Back to Basics' through assemblies, awards and class activities 3. To use pupil voice group – wellbeing ambassadors – to promote wellbeing 4. Monitor and analyse the wellbeing of children and staff through surveys and respond to results 5. Support families through the 'Back to Basics' program 6. Engage with external providers such as Early Help and MHST group 7. SMHL to attend mental and wellbeing training and information sessions and feed into school actions 8. Identify and utilise tools, strategies and resources to engage staff to promote mental health and wellbeing including the 'Curious not Furious' empowerment program 9. Share simple, evidence-based strategies and exercises with staff and children to help them manage their mental health and develop their own coping strategies.	

To provide opportunities for children to develop a broad understanding of, and engage with, different views, beliefs and opinions. Linked to PP statement challenges, 4, 5 & 6	1. An annual assembly rota reflecting a diversity of beliefs and opinions as well as celebrating global focus days highlighting world events e.g. world ocean day 2. Use 'picture news' in phase assemblies to provide opportunities for children to learn from our world and develop respect for other's beliefs, feelings and faiths through exploration, discussion, challenge and inspire children to learn! 3. Continue to evaluate the breadth of experience delivered through the foundation and literacy curriculum 4. Audit books available and promoted to children through the library 5. Arrange visits out of school and visitors into school from diverse sectors of society 6. Use of CPD to ensure language and presentation of material is in line with cultural acceptance (e.g. in RE and PSHE)	
To strengthen links with local and global communities to instil a sense of belonging.	1. To explore establishing a global link school relationship 2. To develop links with UK based schools using 'Big Classroom' 3. Involve pupil voice groups in community projects and events in conjunction with Perins School. 4. Enable subject coordinators to embrace local and national subject specific opportunities – e.g. choral events or live celebrations	1. Alresford Eco Fair Nov' 23 2. Live National remembrance day assembly

LEADERSHIP AND MANAGEMENT		
Leaders will improve staff's subject and pedagogical knowledge to ensure all children make good progress.	1. Through monitoring and performance appraisal CPD needs to be identified and prioritised on an individual and whole school basis. 2. To use in-house and external providers to improve staff's subject and pedagogical knowledge 3. Impact of any training will be monitored and any further needs addressed	1.

	4. SLT to analyse data as part of monitoring and review 5. External advisors to work with SLT to review the impact of the school improvement to drive children's attainment and progress	
Continue to embed systems and procedures that lead to an effective safeguarding culture	1. Annual safeguarding audit completed and areas for development included in the SG action plan to be addressed 2. To ensure that all safeguarding training is up to date (including PREVENT) and that all members of the school community, including volunteers, feel equipped to keep our pupils safe. 3. Head and safeguarding Trustee to review annual audit, termly review meetings, report to LGB and Trustees. 4. Continual safeguarding awareness training throughout the year with monthly safeguarding scenarios discussed in staff meetings. 5. Develop vehicles for children to communicate safeguarding and wellbeing concerns via the website, classroom worry boxes and telephone. 6. Provide clear safeguarding materials for visitors and school helpers 7. Trustees kept informed via the SSC meeting where a section of the SG action plan will be shared 8. To continue to refine the use of CPOMS to be most effective and ensure that all staff understand how to use CPOMs to record all safeguarding concerns accurately. 9. To monitor the use of CPOMs to ensure that all staff's level of threshold is the same.	
Evaluate and revise the efficiency and accuracy of the school assessment systems for all subjects.	1. SLT to source and implement an effective assessment system that tracks children's attainment and progress without adding unnecessary workload to teachers. 2. Teacher, HT and SENCo to carry out termly data meetings to track pupil progress to identify those who are not making sufficient progress 3. Foundation assessment system to set up that enables tracking of key skills across the curriculum	1. Effectively identify pupils who are not on track to meet end of year pupil progress targets. 2. Use quality first teaching and targeted interventions to ensure these pupils make at least expected progress.

	4. Assessment system identified and implemented to track the progress of children with SEND and impact of interventions 5. Member of SLT to attend national assessment meetings to keep up with assessment guidance and advice	
To achieve an effective balance between a high-quality workforce and positive well-being across the staff.	1. To carry out wellbeing and workload surveys of all staff 2. To analyse data collected from surveys and to respond appropriately to any individual and school wide concerns. 3. To develop at least termly well-being check meetings with the SMHL 4. To utilise external support for staff; such as Hampshire Support Line and Occupational Health 5. To continue a culture of active listening, caring and support 6. To utilise My Sam to support work absence	
To ensure that trustees have the knowledge and information they need to challenge leaders and check for themselves that pupils are learning well	1. Trustees commit to monitoring visits with subject coordinators to evaluate the implementation and impact of the new curriculum 2. Trustees monitor School Improvement Plan at key points of the year. 3. Ensure that school-monitoring information is circulated to relevant governors. 4. Trustees have a clear understanding of the Intent and Implementation of the new SHJS curriculum.	