



Wath Victoria Primary School Improvement Plan – 2022-2024



Area	Repair	Actions	Lead Person	Revisit	Actions	Lead Person	Refine	Actions	Lead person	Resources and Costings	Success Criteria	Monitoring	RAG review
1 The Quality of Education To continue to develop the curriculum offer to best meet the needs of our children.	History Geography Art	Create a revised curriculum for 2 years. Targeted CPD for leadership roles in school. Disseminate curricular updates to all staff Review implementation at each block.	J Parker J Leech L Pearson	DT Outdoor learning Science PE	Explore the curriculum offer and investigate improvements Ensure educational visits have strong curricular links and expand cultural capital Offer opportunities for unique visits to extend children's experiences Review entitlements offer	L Bisatt N Maddison T Kaskiewicz J Parker Phase leaders	Modern foreign languages Computing PSHE Music RE	Continue to ensure curriculum is implemented effectively and updated as necessary. Develop parent workshops to share curriculum expectations Review the use of picture news and promote the use for home learning	J Adams M Simpson M Steele M Wake Z Wilson	Coaching time with K Smith Cover costs CPD/leadership Time RoSIS credit use Subsidised trips Art support – M Crawford Support for NPQ	<ul style="list-style-type: none"> Clear subject leadership action plans for all areas are in place Completed scheme of work, indicates key knowledge for all subjects. Progression of learning is clear for all year groups Progression of vocabulary is clear across all subjects Retrieval practice will be evident in all subjects. Assessment of key knowledge demonstrates deep understanding at the end of a 2 year cycle. 	Documents Learning Walks Work Scrutiny Pupil Voice SLT coaching Pupil voice	Autumn Spring Summer
	Writing Vocabulary	Review the teaching and learning of writing Create a whole school vocabulary spine.	E Nutley N Maddison	Reading Phonics	Develop alternative reading strategies for SEND pupils. To revise the readiness for Y1 programme to embed Little Wandle expectations. Implement new foundation for phonics in pre-school	E Nutley / J Adams T Kaskiewicz L Naylor M Simpson K Burgin K Dawson	Oracy Phonics	Continue to focus on early language improvements. Ensure that KS2 pupils access appropriate phonics provision.	L Naylor / K Burgin T Kaskiewicz	Cover cost CPD/leadership Time TLR payment Subscription: Spelling Shed Bedrock vocab / grammar Nessy Nelli programme SALT buyback Little Wandle 2's in school programme Language lead network	<ul style="list-style-type: none"> A strategic plan, do review action plan is in place for English Clear writing curriculum and approaches used by all staff Reading attainment has increased across school A whole school vocabulary spine is in place and evident in children's writing Children demonstrate increased attainment levels on Little Wandle assessment There is a clear phonics plan for the teaching of all pupils Increased attainment in writing across school Evidence of targeted reading provision is evident in PSP's Foundation for phonics is implemented in pre-school Sustained phonics results above 80% All staff will be using The WV Way classroom handbook All staff feel confident in assessment for learning strategies 	Learning Walks Work Scrutiny Pupil Voice SLT review Data Parent Voice	Autumn Spring Summer

		Mathematics	Develop the school scheme to include fraction, SSM.	D Hawkins	Assessment for learning Retrieval practice	Plan and deliver assessment for learning sessions Support the planning and delivery of retrieval sessions	J Parker	Resources	Ensure that every classroom is equipped with appropriate resources to support SEND children	D Hawkins All staff	Cover Leadership Time TLR payment White Rose Subscription CPD time	<ul style="list-style-type: none"> Completed scheme of work Staff will have a stronger understanding of how to use retrieval practice fractions, shape, space and measure All staff feel confident in assessment for learning strategies Improved outcomes for fractions, SSM 	Documents Pupil Voice SLT review Data	Autumn Spring Summer
2	Behaviour and Attitudes Embed and maintain consistently high levels of behaviour	JMAT Policy and procedure	Share and implement the revised Behaviour and Relationship Policy with all stakeholders Repair the understanding of online bullying / staying safe online Use social media platforms to promote e-safety	E Booth J Leech M Simpson L Naylor Admin team	Training and development	Implementation and ensure consistent use of the positive regard strategies given in the policy by all staff Revisit appropriate levelled autism CPD for all staff	E Booth J Frame / D Mackinnon	Classroom practice	Roll out of Zones of regulation to whole school Review the Dojo rewards system Implement new SEND provision for individual pupils Continue to adapt e-safety leaning through JIGSAW	E Booth J Frame L Naylor J Frame / Inclusion team M Steele	Ann Foxley – Johnson – RoSIS credit Time our for ARC / SEMH staff Employment - ARC co-ordinator HLTA PPA time NPQ time	<ul style="list-style-type: none"> All stakeholders will have a clear understanding of the policy The policy will be implemented consistently by all staff All stakeholders will have a clear understanding of bullying All staff will use Team Teach strategies appropriately Reduced number of online bullying incidents 	Behaviour Walks Recordmy Pupil Voice Feedback from training sessions	Autumn Spring Summer
		Raise levels of attendance across all pupil groups.	Share and implement the revised attendance Policy with all stakeholders Participate in JMAT attendance leads group	D Mackinnon S Bailey K Canetti S Oldroyd	To ensure mental health and well-being awareness is promoted across all stakeholders	Continue to work with the Carnegie mental health award framework Introduce a coaching model to develop self-efficacy. Roll out mental health training.	L Naylor K Smith J Fenton	To reduce persistent absence	Follow the Early help attendance pathway consistently to target persistent absence and latness.	D Mackinnon S Bailey K Canetti S Oldroyd	Coaching time - K Smith NPQ time Additional admin time	<ul style="list-style-type: none"> There is a clear attendance monitoring structure evident in school Increased attendance for PP and SEND is evident Reduction of persistent absence Engagement of Early help services for families is evident in plans Consistent use of the early help attendance pathway is implemented. Staff feel empowered to manage their own developments Progress is made on the mental health and well-being action plan 	Monthly Data – year on year Recordmy Early help plans Staff voice	Autumn Spring Summer

			management / appraisal					Share opportunities for professional development with all staff	SLT		<ul style="list-style-type: none"> The governing body is able to effectively support the school SIP. Mental health and wellbeing issues have been sought, analysed and actioned. 		Spring
	Impact positively on staff mental health and wellbeing	Consider the impact on mental health and wellbeing when planning any significant changes to curriculum or operations in school. Consider staff's financial situations when planning themed events. Create a positive workplace by: <ul style="list-style-type: none"> Friendly staff communication Coaching available for staff needing support Use of a mental health first-aider Being considerate about staff's personal situations and choices Staff questionnaires to assess staff perception and act on feedback Signposting resources 	Head teacher / SLT	To ensure mental health and well-being awareness is promoted across all stakeholders	Continue to work with the Carnegie mental health award framework Introduce a coaching model to develop self-efficacy. Roll out mental health training. Implement Mental health and wellbeing policy	L Naylor K Smith J Fenton J Fenton						Summer	

