

Christ Church CE (c) Primary School **School Improvement Plan 2023-2024**

Our School Improvement Plan has been created following consultations with all members of staff, governors, parents/carers and children. It was also informed by data analysis of pupil progress and attainment, monitoring of the teaching and learning provision and performance management procedures.

Christ Church CE (c) Primary School is a high attaining Church of England school. We have strong links with our local church, Christ Church and work closely with the Diocese. We are proud of our strong leadership team along with an outstanding staffing team, who strive to ensure that the school is the best it can be. We also ensure that the leaders of the school and school governors work closely together to guarantee that children enjoy school life; are happy and safe as they strive to achieve academic excellence. During our Section 8 Ofsted Inspection in June 2022, we were judged as being a Good school, with Ofsted saying that they saw enough evidence of improved performance to suggest that our school could be judged Outstanding if the inspector were to carry out a Section 5 inspection. We are extremely proud of this achievement and we are committed to driving our school forward so that the children within our school receive an outstanding education and thrive in our care. As a forward-thinking school, we will always be objective as we evaluate all aspects of school life in order to ensure that we are outstanding in all areas.

At Christ Church we ensure that our children acquire a secure grasp of basic skills and are able to demonstrate this through success in tests, teacher assessments and independent tasks. However, we strongly believe that they will also need to develop strong values, skills and knowledge which are not reflected in the results of statutory assessments. We nurture and care about every child in our school; we are growing and fostering successful young adults whom we want to live alongside in the future.

We need to allow our children to grow and develop; continuing to drive forward our standards but using current and new initiatives to ensure that we provide a memorable, exciting and rich curriculum which continues to be adapted to meet our children's needs and interests. We pride ourselves on being a Church school and this underpins our beliefs, values and ethos; our Christian and British values are fundamental to the ethos of the school. British values are central to these. Our children are capable of high levels of attainment and achievement. We need to ensure that we provide them with opportunities - academically, personally and socially - which allow them to meet their full potential. This is seen in our values statement:

At Christ Church we value ourselves, each other and the environment through caring, respecting and taking responsibility. Alongside this, we strive to:

- Form strong **relationships** with both our peers and adults in school, looking after one another.
 - Be **reflective** and take responsibility for our learning.
 - Show **resilience** towards any challenges that we face.
- **Take risks** so that we can aspire to be the very best learners, workers and members of society.
 - Be **resourceful** in challenging situations by using our problem-solving skills.

It is through our beliefs and values that we ensure enjoyment, happiness and academic excellence.

To increase capacity and subsidiarity, there is a leadership team which consists of 4 senior leaders and 4 middle leaders, with the roles and responsibilities for each leadership team member clearly defined to drive the school forward. Each member of the leadership team is an outstanding teacher, highly skilled in their leadership responsibility, with passion, determination and dedication to all aspects of school life. It is of our highest priority to ensure that our standards in teaching and learning remain at a high level and that the school continues to be successful. This will be achieved through: robust training, frequent monitoring and observations, moderation, modelling and sharing good practice, and a structured support system.

This plan covers the period September 2023 to September 2024.

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Governor strategic overview

IMPACT		MEASURED BY
Priority 1: To further embed reasoning and problem solving to deepen mathematical understanding.		
IMPACT		MEASURED BY
<ul style="list-style-type: none"> ➤ Children have robust knowledge of maths basic skills in order for them to feel confident applying these to reasoning and problem solving. ➤ Children have developed skills to break down reasoning questions so that they know how to tackle reasoning and problem-solving questions. ➤ Children’s confidence has grown and they will embrace problem solving and reasoning questions. ➤ All children will make at least good progress in maths over the year. ➤ Children can demonstrate a deeper mathematical understanding which will impact on their progress <p>This is evident through:</p> <ul style="list-style-type: none"> - Pupil voice used to gain an understanding of children’s confidence reasoning and problem solving. - Clear opportunities for reasoning and problem solving in at least 3/5 lessons a week. - Reasoning and problem-solving opportunities will become embed in T&L across the school - At least 85% of children will achieve WA by the end of Year 6 with 30% achieving Greater Depth - At least 80% of the children in EYFS will achieve a Good Level of Development by the end of Reception. - Governor visits to carry out pupil voice. 		<ul style="list-style-type: none"> - Maths Data - Pupil Progress meetings - Learning reviews/Learning walks - specifically focused on maths (conducted by internal SLT/external leaders/school advisor) - Pupil voice (conducted by SLT/Governors) - Book reviews (conducted by SLT/Governors) - Discussions with internal and external teachers/tutors
Priority 2: To further embed our strong culture of reading throughout the school.		
IMPACT		MEASURED BY
<ul style="list-style-type: none"> ➤ Reading areas in classrooms are engaging, inspiring and ‘owned’ by the children. ➤ Class texts are shared every day in class and children can talk about these with clarity. ➤ Every class’s book club is effective in engaging the children to talk about books they enjoy reading and recommending books to others ➤ Children understand the value of our Spotlight Authors and are beginning to develop knowledge of at least 3 of our authors. ➤ Children value the wide variety of books available to them in school and can talk about different genres of books with confidence. ➤ Mini ‘book-shops’ are evident and used in classrooms to promote a love of books and sharing recommendations. ➤ Books form the basis of English lessons to link and engage learning. <p>This will be evidenced through:</p> <ul style="list-style-type: none"> - Pupil voice demonstrating a love of books - Pupil’s being able to talk confidently about their class text and book club within their classrooms - Spotlight author work in books and being spoken about by the pupils. - Classrooms promoting reading through a child-led, stimulating reading area and class texts evident on classroom doors. - Governor visits to carry out pupil voice 		<ul style="list-style-type: none"> - Robust PM targets (monitored by the HT) - Governor visits - Learning reviews (conducted by internal SLT and external leaders –school advisor) - Book reviews - English Team and SLT monitoring (talking to pupils about their work in books/visiting lessons) - English Team presentations at governors’ meetings - HT reports to governors
Priority 3: To ensure that all staff in new roles are effectively supported so that T&L remains strong throughout the school.		
IMPACT		MEASURED BY
<ul style="list-style-type: none"> ➤ The robust and detailed plan of support, ensures the quality of teaching and learning across school remains high with all children, including SEN and PP children, making at least good progress from their starting points. ➤ Staff in new roles feel supported and understand their roles thoroughly. 		<ul style="list-style-type: none"> - Standards in teaching and learning - Book reviews and learning walks - Lesson observations

<ul style="list-style-type: none"> ➤ Staff in new roles have an effective impact across school in their specific role and this will impact on whole school improvement. ➤ ECTs have clear support and guidance across the year so that they are successful in their early years in education. ➤ Leaders new to role feel supported and enabled to be successful. <p>This will be done by:</p> <ul style="list-style-type: none"> - Frequent and effective communication to all staff. - Focused staff meetings and INSET days addressing whole school priorities and areas of development. - High quality CPD, focusing on specific areas of development for individual staff/whole staff. - The Leadership Team having a clear understanding of strengths and areas of development for every member of staff and providing opportunities to address areas of need proactively and effectively. - Having a clear understanding of the of the whole school areas of strength in teaching and learning along with the areas which need further support and development. - Frequent monitoring across school to ensure progress is being made and support is provided where identified. - Frequent moderation across school to ensure progress is being made and support is provided where identified. - Frequent discussions with pupils, work in books and the learning taking place. - Robust Pupil Progress meetings looking at progress and attainment of all pupils. - Effective use of additional adults to allow members of SLT opportunities to support staff where needed within their classrooms. - End of year data which is above National in all areas and all year groups. 	<ul style="list-style-type: none"> - Discussions with staff - Standards in external data - ECT programmes - Robust PM targets - Robust Monitoring - Core SLT meetings - Full SLT meetings
<p>Priority 4: To ensure that all non-core subjects are taught consistently across all year groups and throughout school to ensure depth of knowledge and retention of skills</p>	
<p>IMPACT</p>	<p>MEASURED BY</p>
<ul style="list-style-type: none"> ➤ The teaching of all non-core subjects is robust and because of this, children make at least good progress from their individual starting points. ➤ Teaching and learning in a year group classroom mirrors the teaching and learning taking place other year group classroom to give consistent learning opportunities for all. ➤ Adaption of learning is evident in every lesson so that all children can access the learning taking place. ➤ A variety of scaffolding strategies are used to support children in accessing the learning. ➤ Children have a depth of knowledge in all non-core subjects and can recall skills previously taught. ➤ Children retain skills taught and can apply these to support future learning. <p>This will be evident through:</p> <ul style="list-style-type: none"> - Frequent monitoring across school to ensure consistency of practice across year groups and across school. - Support provided where identified. - Frequent discussions with pupils, work in books and the learning taking place. - Frequent visits to lessons by SLT and subject leaders to monitor the T&L taking place and talk to pupils. - Governor visits to carry out pupil voice. 	<ul style="list-style-type: none"> - Book reviews and learning walks - Robust PM targets - Robust Monitoring

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