

Christ Church CE (c) Primary School
School Improvement Plan 2024-2025

Governor strategic overview

Priority 1: To develop and begin to implement an effective ICT strategy (handheld devices) which support and enhances learning across the school.	
IMPACT	MEASURED BY
<ul style="list-style-type: none"> ➤ A clear 4-year, long-term plan will be underway. ➤ Financial implications will be accounted for (for both school and parents). ➤ Staff will have a clearer understanding of how to use iPads to enhance learning. ➤ The use of iPads to enhance teaching and learning in the trial year group, will be evident. ➤ A specific year group/s will use iPads within lessons to enhance learning opportunities. ➤ Trialled strategies within classrooms will be used to support the use of iPads in further year groups. ➤ Parents/carers will have a clear understanding of the benefits of using technology to support and enhance learning opportunities. ➤ Children will have a clear understanding of the expectations in using technology within the classroom. ➤ iPad technology will work effectively WiFi/network system. <p>This is evident through:</p> <ul style="list-style-type: none"> - Pupil voice used to gain an understanding of how children use iPads within lessons and how they support their learning. - Specific training for staff. - Staff's confidence in using technology within the classroom. - Parent voice. - Learning walks and lesson observations. - Creatively and variety of teaching strategies used in lessons to enhance the learning – 'buzz of learning'. 	<ul style="list-style-type: none"> - Feedback provided to governors from staff, pupils and parents - Learning walks - Pupil Voice - Lesson drop-ins/observations
Priority 2: To effectively use up to date research, CPD opportunities and a reflective practice to develop the curriculum offer within the EYFS setting.	
IMPACT	MEASURED BY
<ul style="list-style-type: none"> ➤ Staff working in Reception and the leadership team will have a shared understanding of the reasoning behind our curriculum offer. ➤ The EYFS environment will be designed to ensure that it is child-centred with children independently accessing resources to support their learning. ➤ There will be an effective 'free-flow' provision for children to access indoor and outdoor learning. ➤ There will be a high-level of engagement within the provision. ➤ The children will access the continuous and enhanced provision more effectively to enhance their learning. ➤ The children will be making more independent choices e.g. coming back to some work to complete it. ➤ The curriculum offer will reflect research and the training staff have received. ➤ Children in EYFS will make at least good progress from their starting points on entry. ➤ At least 80% of the children in the cohort will achieve a Good Level of Development at the end of Reception. ➤ Staff will engage in up-to-date research and reflect upon practice. <p>This is evident through:</p> <ul style="list-style-type: none"> - At least 80% of the children in EYFS will achieve a Good Level of Development by the end of Reception. - Pupil Voice. 	<ul style="list-style-type: none"> - Pupil Progress meetings - Learning reviews/Learning walks - specifically focused on EYFS (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

<ul style="list-style-type: none"> - Monitoring of Reception provision and book. - Working alongside external advisors. - Provision provided in the EYFS environment. - Pupil engagement and independence. - Evidence of continuous and enhance provision set up in the environment. - Communication and language-based interactions between adults and children. - Use of the SHREc approach in the provision. 	
<p>Priority 3: To develop the teaching practice of staff through: self-reflection of themselves as practitioners and leaders, and through the development of our curriculum offer.</p>	
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<ul style="list-style-type: none"> ➤ Individual staff will be supported in reflecting and developing their own teaching. ➤ Staff will be able to identify areas they may need additional support in. ➤ Individual staff will develop their practice in the area/s identified, impacting on the quality of teaching and learning. ➤ Staff will feel supported in the development of their practice. ➤ All staff will take responsibility in ensuring that the quality of teaching and learning remains high across school. ➤ Leaders will reflect on their own practice to support the development of the curriculum and in modelling reflective practice to others. ➤ New staff will be supported in developing their understanding of Christ Church and the curriculum offer. ➤ Clear plans of support will be in place to drive standards of teaching forwards. ➤ ECTs will have clear support and guidance across the year so that they are successful. ➤ End of Year data, including external assessments, being significantly above National. <p>This will be done by:</p> <ul style="list-style-type: none"> - High quality CPD, focusing on specific areas of development for individual staff/whole staff. - Regular reflection meetings with individual staff, where staff openly discuss strengths and areas of development to identify further support needed. - The Leadership Team having a clear understanding of strengths and areas of development for every member of staff. - The Leadership Team providing opportunities to address areas of need proactively and effectively. - Frequent monitoring across school to ensure progress is being made. - Targeted support being provided where needed. - Performance Management target/s which reflect the development of individual staff members. - Whole-school observations which focus on individual and whole school areas of development. - Pupil progress meetings - At least 85% of children achieving WA by the end of Year 6 with 30% achieving Greater Depth in Reading, writing and maths. - At least 80% of the children in EYFS achieving a Good Level of Development by the end of Reception. - At least 90% of the children in Year 1 passing their phonics screening. - Children being able to talk confidently about how learning opportunities have been enhanced over the year. 	<ul style="list-style-type: none"> - Staff reflection meetings - Performance management - End of year data - Pupil progress meetings - Book monitoring - Learning walks - Staff discussions - ECT ECPD program - Core SLT meetings - Whole SLT meetings

Priority 4: To use a variety of strategies to enhance teacher assessment and pupil voice across school.

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<ul style="list-style-type: none"> ➤ A clear newly developed marking and feedback policy will be in place. ➤ The new marking and feedback policy will be used effectively in the classroom. ➤ Reactive marking will be evident in books so that the children will have been provided with high-quality feedback in lessons. ➤ Pupils will be more active learning in lessons and this will impact on their progress. ➤ Leaders and teachers will engage in research supporting high-quality feedback and marking. ➤ Marking will be more in depth and will clearly link to the learning. ➤ Pupil conferences will be scheduled regularly across the academic year. ➤ Pupils conferences will be used effectively to gather all pupils' views and experiences. ➤ Feedback from pupil conferences will be used effectively to drive teaching and learning standards forwards across school. ➤ Pupils will have a greater say in their learning and all their voices will be heard. ➤ Knowledge and skills for non-core subjects will be used effectively across school to provide engaging learning opportunities for all children. ➤ Knowledge and skills for non-core subjects will be used to ensure full curriculum coverage. <p>This is evident through:</p> <ul style="list-style-type: none"> - Pupil conferences being carried out by subject leaders, the leadership team and governors. - Subject leaders using pupil voice in a more purposeful way. - Subject leaders identifying changes needed and implementing these. - Staff meetings dedicated to reflecting on the new marking and feedback systems. - Staff meetings dedicated to pupil voice and actions to be taken from this. - Regular, robust book monitoring by SLT and in curriculum groups. - Frequent discussions with pupils, work in books and the learning taking place. - Frequent lesson drop-ins by SLT and subject leaders to monitor the teaching and learning taking place and talk to pupils. - The children having a greater understanding about knowledge and skills. - The children being able to recall knowledge and skills from prior learning. 	<ul style="list-style-type: none"> - Data - Book monitoring - Pupil progress meetings - Staff discussions - Pupil conferences - Lesson drop-ins - Staff meetings - Subject leader action plans

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