



DRAFT SCHOOL IMPROVEMENT OBJECTIVES 2024-2025

1. OVERALL EFFECTIVENESS

Objective: Data to show continued improvement in standards.

- EYFS: Maintain % of children gaining GLD is at least in line with the National average
- Year 1: Increase % passing Yr1 phonics to be at least in line with National average
- Year 2: Increase % of EXS attainment in reading and writing to be more in line with maths. Increase % of pupils attaining GDS in writing to be more in line with reading and maths. Increase % of boys attainment in RWM to help close the gender gap.
- Year 3: Increase % of boys attainment in RWM to help close the gender gap.
- Year 3, 4 and 5: Increase % of pupils achieving EXS and GDS in writing to close the attainment gap with Reading and Maths.
- Year 6: Maintain solid EXS and GDS attainment in RWM to at least meet, and possibly, exceed, National Standards.
- SEND: Increase % of school support pupils making better than expected progress

2. QUALITY OF EDUCATION

Objective: Raise standards through a skills based purposeful curriculum that develops the whole child

- Creativity Collaboratives: Improve standard of writing across the school by fully embedding Imagination Firefighters(ongoing)
- Skills Builder Programme: Introduce and develop the skills builder programme to support the development of a skills-based curriculum. Whole staff training to provide a strong basis for embedding the skills-based curriculum approach in the 2nd year.
- Phonics: Work with the English Hub to introduce Little Wandle Phonics scheme. Staff to receive intensive training and ongoing support to ensure phonics teaching across KS1 shows greater impact (base line to be used to measure impact)
- Spelling: Review approach to teaching spelling across the school to support cohorts where spelling is a cause for concern.
- Go Cornish: Achieve Go Cornish Bronze Award. Manage the transfer of role to another member of staff.

3. BEHAVIOUR AND ATTITUDES

Objective: Maintain standards throughout a period of change

- Change: Support pupils and staff through a period of significant change including managing any temporary reduction in playground and teaching space
- Attendance and Parental Engagement: Parents are supported to become more engaged in their child's learning and actively support school attendance (baseline attendance figures to be used to measure impact)

- Paul Dix Approach to self-management of feelings and behaviours to be introduced with additional staff training based on the book 'When the Adult Changes, Everything Changes'.

4. PERSONAL DEVELOPMENT

Objective: Raise Standards through developing confidence and purpose for individual learning

- Skills Builder Programme: to ensure a greater awareness amongst pupils, staff and parents of how to support the development of the whole person through a well-structured and carefully managed programme of personal development.
- Governor Monitoring Visits: Governors to have an opportunity to do pupil conferencing during their visits. Review questions to support governors when they talk to the pupils.
- New Build: incorporate opportunities for pupils to be involved in the development and growth of the school
- Primary Careers Hub: Develop a Careers and Enterprise Area on the school website
- Equality and Diversity: Ensure the curriculum clearly shows how it helps to reinforce pupil awareness and understanding of being a respectful and respected citizen.

5. LEADERSHIP AND MANAGEMENT

Objective: Manage change effectively

- Physical School Growth: New EYFS outdoor space, new toilet facilities, new storage and new classroom is managed safely and clearly enhances the school's current provision. Pupils within our existing classes, as well as the new pupils joining, to be well supported as numbers on roll increase.
- Financial School Growth: Budget management to promote and support school growth towards a financially stable 7 class structure.
- Use of existing building: improve additional teaching space and storage for greater availability and easy access.
- SEND and Inclusion Lead: Develop role and improve management of time and accessibility to staff and pupils. All governors to have a greater understanding of the growing SEND need and financial implications. Families to be given more guidance to independently access external support where needed.
- New staffing structure: Ensure new roles within leadership are effectively supported and developed across the school.
- ECT: Ensure appropriate support is managed effectively.

6. THE QUALITY OF EARLY YEARS FOUNDATION IN SCHOOLS

Objective: Raise standards through effective single year group delivery of the EYFS curriculum

- Dedicated EYFS teaching space: improve internal as well as external teaching space to enhance learning for a dedicated EYFS class.
- Develop new outside learning space to include a programme of highly effective and challenging EYFS activities throughout the year.
- Develop an EYFS forest school area to support and improve personal, social and emotional development (compare outcomes with baseline assessment)

- Phonics: Improve early phonics delivery through greater parental engagement and enhanced staff training.