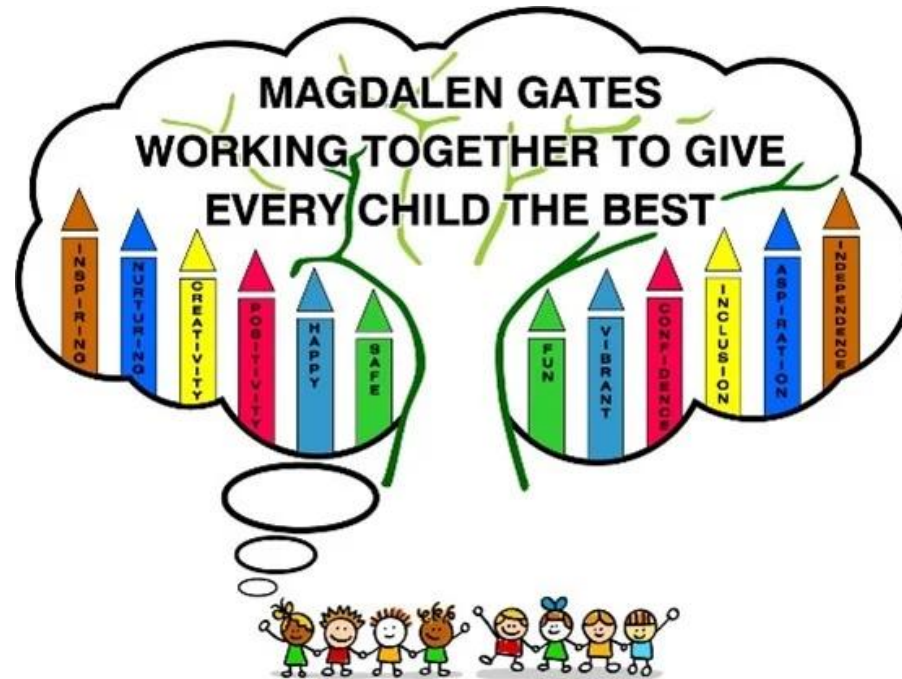


Magdalen Gates Primary School Improvement Plan 2024-2025



Executive Summary

School Overview: September 2024

Number of Pupils on Roll	205	Number of pupils eligible for pupil premium	56	Number of pupils with SEND. Support (K)	32
Most recent Ofsted grade	Good	Staff turnover for the previous year	New staff? / leavers?	EHCP	7
Overall attendance	94.43% (ytd @ 13.9.2024)	Persistent absence	1	Percentage of pupils with English as an additional language (EAL)	82
Budget information	2024/25 / in-year surplus		2025-2026 / Deficit		2026-2027 / Deficit

Any further information – e.g. growing / falling roll. Anything that would make a difference to the plans set or the reasons for them. Perhaps curriculum approach / schemes?

Vision and Mission Statement

'Working together to give every child the best' is at the heart of everything that we do at Magdalen Gates Primary School.

- **We believe that positive relationships are essential for learning and growth:** so, we all work together to keep children safe and to help them learn.
- **We believe in equality of opportunity:** so, we celebrate diversity and work to make inclusion a reality for all. Everyone belongs and everyone can flourish at Magdalen Gates.
- **We believe in giving children the best start in life:** so, we focus on learning, keeping children safe and provide opportunities to develop cultural capital every day.

Ofsted Areas for Development from Last Inspection (5&6 March 2024 – Good with concerns)

- There are inconsistencies in staff subject knowledge; this is particularly the case in the wider curriculum subjects. This means the curriculum is taught more effectively in the core subjects than foundation subjects of learning. Leaders, including the governing body, should implement focused subject-specific professional development for staff to ensure that they have the necessary subject knowledge to teach the whole curriculum effectively. This will mean pupils will learn the school's planned curriculum more successfully.
- Assessment systems across foundation subjects lack rigour and consistency. This means learning is not routinely checked across subjects in the foundation curriculum. The school should adopt a clear and consistent approach to assessment. Leaders need to ensure

that teachers receive training to be able to use the chosen assessment systems throughout the curriculum so it accurately informs teachers about how well pupils are achieving.

Data Overview

- Data Sources: Description of the data sources used (e.g., academic performance, attendance records, behavior reports).

2023	(National figures in brackets)	PP	GD	2024	(National figures in brackets)	PP	GD
KS2 RWM	28% (59%)	31%	0%	KS2 RWM	55% (61%)	27%	0%
KS2 Reading	52% (73%)	62%	21%	KS2 Reading	79% (74%)	73%	21% (29%)
KS2 Writing	45% (72%)	46%	0%	KS2 Writing	66% (72%)	46%	0% (13%)
KS2 GPS	52% (72%)	46%	7%	KS2 GPS	66% (72%)	24%	28% (30%)
KS2 Maths	59% (73%)	54%	14%	KS2 Maths	76% (73%)	64%	21% (24%)
Y1 Phonic screen	71% (79%)	67%	-	Y1 Phonic screen	77% (80%)	60%	-
KS1 Reading	67% (68%)	57%	23%	KS1 Reading	73%	62%	15%
KS1 Writing	63% (60%)	43%	7%	KS1 Writing	62%	53%	15%
KS1 Maths	63% (71%)	43%	10%	KS1 Maths	69%	73%	12%

EYFS	65% (68%)	56%	-	EYFS	74% (68%)	-
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- Key Findings: Summary of strengths, weaknesses, opportunities, and threats identified through data analysis.

<p>Strengths</p> <ul style="list-style-type: none"> -GLD above national (+6%) -83% YRec EAL chn achieved GLD -MTC % achieving 25/25 significantly higher than national (+11%) -disadvantaged children achieving a higher than average point score in the MTC (24/25 compared to 18/25 nationally) -KS1 and 2 reading results show that children are confident readers -Maths outcomes above national (+3%) 	<p>Weaknesses</p> <ul style="list-style-type: none"> -PSC below national (-3%) despite RWInc being well established -not enough coaching of RWInc teachers -over reliance on intervention to catch up, rather than Q1st teaching to keep up -writing outcomes in KS1 and 2 are lower than we would like (no national data for KS1 but below national -6% in KS2) -SPAG data below national (-6%) -RWM combined below national -no % of children achieving GDS for writing
<p>Opportunities</p> <ul style="list-style-type: none"> -very experienced and highly effective YRec teacher -robust internal tracking in EYFS -Times Table Rock Stars data shows significant progress data -use of Destination Reader (DR) proven to support children to achieve good end of KS outcomes -Norwich Writing Project to continue -Maths lead to have protected leadership time to cascade expertise to all year groups 	<p>Threats</p> <ul style="list-style-type: none"> -new team in YRec 2024/25. Supervision and coaching to be established. -new Y4 teacher, ensure understanding of importance of the MTCs and use of TTRS -new Y4 teacher not trained in DR -change in writing lead – ensure comprehensive hand over but also the opportunity to lead with some level of autonomy -SPAG not prioritised in curriculum time

Summary of Priorities

1. To improve outcomes in writing throughout the school.

2. To improve leadership at all levels so that subject leaders can demonstrate the progress the children are making in the subjects and can demonstrate that the children are moving forward in their learning.
3. To implement focused subject-specific professional development for staff to ensure that they have the necessary subject knowledge to teach the whole curriculum effectively.
4. To adopt a clear and consistent approach to assessment throughout the curriculum so it accurately informs teachers about how well pupils are achieving.
5. To plan a learning model for the school (using Walkthrus) which will embed effective pedagogical approaches and improve the impact of classroom practice.
6. To improve parental engagement to support the improvement in outcomes for the children and to develop a more cohesive community.

Quality of Education

Priority 1: To improve outcomes in writing across the school.

Target	Actions	Who	When it's to be achieved by	Resources	Monitoring	IMPACT SEEN			
						A	S	S	
1.1 Engage in the Norwich Writing Project, working collaboratively with other primary schools in Norwich to improve standards.	Attend writing project network meetings. Communicate key information from the project to all key stakeholders.	WT and LV	July 2025	Funding for release time allocated through project. (£5,376)	Fortnightly book scrutinies – LV and SLT Lesson visits (observations, team teaching, coaching) half termly	Sally Rundall visited the school on 18.10.24. RoV identified next steps as the need to validate EYFS judgements and planning and teaching in Y1 to be refined to match ARE. Also ensure TAFs are used in each year group TAFs used in whole school moderation for assessments. 7.11.2024 Sally Rundall visited 22.1.25 - slippage identified in Y3 and co-planning needed in Y2 &4. Regular book scrutiny recommended			

<p>1.2 Ensure the curriculum for writing enables each pupil to meet the end of year groups expectations</p> <p>Teach children to write independently, using what they have learnt from more scaffolded parts of the sequence.</p>	<p>English leaders and year group teams check through the curriculum to ensure there is a clear sequence of learning which will enable the TAFs for each year group to be met.</p>	<p>WT and LV</p>	<p>Oct 2024</p>	<p>Funding for release time from project.</p>	<p>SLT through feedback from English lead.</p>	<p>Writing expectations shared with teachers and as a consequence teachers understand how to present a clear sequence of learning.</p> <p>Seek evidence from book looks</p> <p>Learning walks and pupil book study planned by end of autumn term.</p> <p>Staff meeting 23.1.25 - staff meeting to discuss importance of planning and editing final outcomes</p>	
<p>1.3 Consolidate accuracy of summative assessment judgements across all year groups and use this to inform planning.</p>	<p>Use the TAFS for each year group to monitor progress for each child towards end of year group expectations.</p> <p>Use pupil progress meetings to share outcomes of assessment and plan for further input.</p>	<p>LV and class teachers</p>	<p>November 2024 February 2025 May 2025</p>	<p>Funding for release time from project. (1x supply day x3 for LV and class teachers covered internally) Pupil Progress - use directed time</p>	<p>LV to share outcomes at SLT (November, February and May)</p> <p>Pupil Progress notes</p>	<p>Sally Rundell identified possible inaccuracies in EYFS judgements.</p> <p>NMM results show a spikey profile across the school. Y5 results particularly disappointing (in</p>	

						comparison to cohorts Y4 results)		
1.4 Embed moderation practices in writing.	<p>Create opportunities for robust in-school moderation for writing.</p> <p>Continue to take part in the cross-Norwich writing moderation practices (add dates/months if you have them please).</p>	LV and SLT	<p>November 2024</p> <p>February 2025</p> <p>May 2025</p>	Use directed time for class teachers (LV time =1x day supply)	Moderation outcomes shared at Pupil Progress and in SLT meeting (Nov, March, June)	Whole school moderation took place 7.11.2024.		
<p>1.5 Plan, implement and maintain processes for monitoring of writing.</p> <p>Create a shared, explicit understanding of effective feedback and marking for writing.</p>	<p>Implement regular book looks (fortnightly).</p> <p>Feedback on outcomes of book looks to staff.</p> <p>Implement strategies for sustained improvement based upon outcomes.</p>	LV and SLT	Fortnightly throughout the year (on co-HTs 'shape of the fortnight')	Use of SLT and leadership time (TLR payment)	Feedback emailed on the day of Coaching conversations as appropriate	<p>Monitoring schedule developed and shared. Writing lead has observed writing. Sally Rundell has visited 18.10.24. Co-HTs have conducted two book looks.</p> <p>Writing learning walks and pupil book study planned in to take place by end of autumn term.</p> <p>Co-HTs have regularly monitored writing books in writing leads absence over Spring 1.</p>		

Quality of Education

Priority 2: To improve leadership at all levels so that subject leaders can demonstrate the progress the children are making in the subjects and can demonstrate that the children are moving forward in their learning.

Target	Actions	Who	When it's to be achieved by	Resources	Monitoring	IMPACT SEEN			
						A	S	S	
2.1 Leaders set clear expectations for the role of subject leader.	Job descriptions issued to all teachers and subject leads in September	WT & CD	October 2024	Meeting time to discuss roles and expectations 1xday supply/internal cover	JDs added to personnel files	JD written and compared with Emma Adcock version. To be shared wk beginning 16.9.24. JDs handed out as part of appraisal process			
2.2 Training in effective monitoring for all subject leaders.	Sally Rundell method of monitoring shared Book look training VNET – book 20.1.25 (who? TC? EK?) Leaders monitor for effectiveness and accuracy.	WT & CD EK	October 2024 January 2025 October, December, February, April, May and July	Staff meeting time Supply/ internal cover for training Leadership time/TLR	Notes/PPT Feedback in SLT meeting January 2025 EK to monitor half termly (saved on SharePoint)	Staff meeting 17.9.24 - how to conduct a book scrutiny ensures shared understanding of expectations 12.11.24 - Emma Adcock 'pupil book study' training booked 28.1.25 - staff meeting 'how to lead a learning walk'			

						12.2.25 - MR conducted SL interviews. SLs successful in talking about thier subjects and identifying impact of monitoring			
2.3 A monitoring timetable which gives appropriate release time to all leaders to fulfil their role adequately.	Use staffing grid and cover timetable to create release time for all subject leads Create monitoring grid using Norfolk Writing Project model to communicate expectation for robust monitoring across the school	CD & EK CD, WT & EK	September 2024 September 2024	Leadership time/internal cover/TLR Leadership time/internal cover/TLR	Timetable shared and on display in the staffroom Monitoring grid shared and on display in the staffroom	Monitoring schedule developed and shared with staff 17.9.24 Book scrutiny proforma (Emma Adcock) adopted by staff, this has resulted in consistent feedback being given. MR (LA) interviewed subject leads. Most positive about time given to complete role			
2.4 Subject leaders' monitoring outcomes are evaluated with the support of senior leaders and subsequent actions are planned for improvement.	Subject leader release time to include time to share monitoring with co-HTs and KS Leads (SLT) Subject Leader monitoring to be saved onto SharePoint and monitored by co-HTs	CD& EK Subj ect leads	September and weekly in W'on meetings Established by October half term	Leadership time/internal cover/TLR	Weekly What's On Subject leaders action logs/live action plans monitored at SLT meetings	Initial SLT monitoring has taken place, showing staff what to expect from monitoring feedback.			

	Next steps to be recorded and subsequently evaluated on the monitoring form and/or running record of actions (live action plan)	and SLT				Monitoring feedback actively followed up in next monitoring session. Action plans to be developed.			
2.5 Subject leaders to talk confidently about the progress children are making in their subject	Regular formal and informal monitoring by SLT. Subject leaders to participate in and lead discussions on progress, drawing on various evidence sources. Subject leaders to create a termly MERS report with a focus on progress, particularly highlighting and planning for areas where progress appears stalled.,	Subject leads and SLT	Established by October half term	Leadership time	SLT monitoring logs of discussion.	English, Maths, Science and Humanities leads have had the opportunity to discuss their subjects at the LA review 26.9.24 MR (LA) interview subject leads 12.2.25 re monitoring and impact (Humanities, MfL, Art, PE, Computing, English and Maths)			
2.6 NEW October To monitor the teaching of phonics	RWInc lead and assigned coach to monitor and coach phonics teaching 2/3 times a week in order to iron out inconsistencies	LV & AC	December 2024	English leader time and cover for AC	Notes on sessions coached and improvements sought	Coaching sessions led by LV weekly 25.3.25 - RWInc development day. Report shows positive			

						<p>impact of tutoring. Some lack of preparation exposed. This is to be the focus of the next round of coaching.</p>			
<p>2.7 NEW October</p> <p>To ensure that the EYFS is effectively monitored alongside the rest of the school</p>	<p>To include EYFS in any subject monitoring that is carried out</p> <p>To move the Reception classroom back up to the main part of the school</p>	<p>Co-HTs and subject leads</p>	<p>November 2024</p> <p>January 2025</p>		<p>Working party to plan classroom moves</p>	<p>Reception classroom move planned and in process (25.11.24)</p> <p>Move complete and EYFS included in all monitoring</p> <p>Co-HTs 'monitoring of the monitoring' exposed lack of inclusion of EYFS in SL monitoring.</p> <p>25.3.25 - an afternoon of observations in EYFS focusing on support staff. Some good practice in small group work. Next steps – carpet support.</p>			

						EYFS supervision started (2xsessions so far)			
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Quality of Education

Priority 3: To implement focused subject-specific professional development for staff to ensure that they have the necessary subject knowledge to teach the whole curriculum effectively.

Target	Actions	Who	When it's to be achieved by	Resources	Monitoring	IMPACT SEEN			
						A	S	S	
3.1 Audit staff confidence in the curriculum subjects.	Staff survey with confidence scaling 1-10 for all subjects Pass information on to subject leads to action	CD/ EK	October half term October half term	Leadership time	Discuss outcomes in SLT meeting Subject leader action log/live action plan	Staff confidence survey sent out October '24. Results show that staff are most confident with English and Maths. The subjects that staff are least confident with are Music, DT and Computing.			
3.2 Provide time and resources to improve subject specific knowledge	Kapow curriculum is provided to all teachers which provides subject knowledge inputs. Staff discussions on curriculum led by subject leaders (plan into development timetable).	CD/ TC CD/ WT	September 2024 Science – September History & Geography - December	PPA time Staff meeting time	Lesson observations and drop ins provide evidence of good teacher subject knowledge Staff meeting notes and ppts	INSET day 3.9.24 - training for all staff in how to navigate and utilise all features on Kapow Monitoring shows good implementation of Kapow across most classes 25.11.2024 Learning walk with Sonia Innes (VNET) -			

						<p>23.1.25 - helped identify some good subject knowledge and areas for improvement</p> <p>3.3.25 - follow up learning walk with Sonia Innes demonstrated improvements on action points (vocabulary, expectations of students)</p>			
<p>3.3 Teachers' subject knowledge enhances the quality of teaching.</p>	<p>Teachers use the curriculum resources provided along with their subject knowledge to provide high quality teaching.</p>	<p>CTs SLs</p>	<p>As shared in the monitoring grid</p>	<p>Subject Lead release time</p>	<p>Subject leader monitoring.</p>	<p>Initial monitoring (11.9.2024) shows good fidelity to plans; consequently, future monitoring will need to focus on eliciting teacher and pupil subject knowledge.</p> <p>Pupil book study to take place in all subjects by end of term.</p> <p>SL observations and book scrutiny (with Emma Adcock) show that we are ready to start adapting planning to</p>			

						meet the needs of the children. This ties in with plans made by the assessment action group.			
3.4 Evidence of high-quality outcomes with substantive knowledge demonstrated by the children (see also priority 4)	Children's books, lesson observations, and discussions with pupils explore children's outcomes.	SLT SLs CTs	As shared in the monitoring grid	Subject Lead release time	SLT monitoring	Agreement with EA (VNET) (10.9.24) to train in Pupil Book Study, which supports building rich understanding of pupil knowledge, skills and understanding. Training took place 12.11.2024 and was well-received. Monitoring of subjects by SLT is on track. Joint book scrutiny for RE – 7.2.25 - highlighted inconsistencies in outcomes, particularly in HLTA led sessions.			
3.5 Teachers and children to talk confidently about the	Daily use of "Ask us about" boards to revisit and consolidate knowledge.	SLs CTs	As shared in the monitoring grid	Subject Lead release time	SLT monitoring	Class assemblies started thus			

subjects they have taught and learnt	<p>Class assemblies to share learning fluently.</p> <p>Class teachers explain the units that they are teaching (including how they connect with prior and future learning) in discussions with subject leads.</p>					<p>maximising opportunities for children to talk about their learning.</p> <p>New 'ask me about...' feature rolled out in newsletter (spring 1)</p> <p>MR (LA) spoke to children about their learning. Y2 & Y5 may need more support with this.</p> <p>Pupil Book Study used by SLs (English, Science, Humanities) to talk to children about their learning. Books are proving useful as prompts.</p>			
3.6 NEW October Update RWInc training for relevant staff	<p>Storybook training to be run at INSET 25.10.24</p> <p>RWInc development day to be brought forward</p>	LV	October January	English lead time	Co-HTs to have overview	Coaching model becoming more effective with addition of new staff coach (AC Nov 24)			

Quality of Education

Priority 4: To adopt a clear and consistent approach to assessment throughout the curriculum so it accurately informs teachers about how well pupils are achieving.

Target	Actions	Who	When it's to be achieved by	Resources	Monitoring	IMPACT SEEN			
						A	S	S	
4.1 Assessment procedures are clearly articulated.	<p>Timetable for core subject assessments to be shared termly with the teaching team</p> <p>Expectation in relation to assessing the foundation subjects shared with staff</p>	<p>CD</p> <p>CD/ WT/ EK/ TC/ LV</p>	<p>September 2024</p> <p>October half term</p>	Leadership time	<p>Communicated and shared in staff room</p> <p>Shared with staff and governors and monitoring built into the schedule</p>	<p>INSET day 3.9.24 - expectations for assessing the FS shared with staff.</p> <p>Training on 'assessment in action' held with Emma Adcock for 14.1.25</p> <p>Co-heads planned new assessment model with Emma Adcock 14.1.25 to roll out in Spring 2</p> <p>11.2.25 staff meeting re assessment in the foundation subjects.</p> <p>Working party (assessment action group) established for phase 1 of implementation.</p>			

Quality of Education

Priority 4: To adopt a clear and consistent approach to assessment throughout the curriculum so it accurately informs teachers about how well pupils are achieving.

						Assessment Action group met regularly over the Spring term. A bank of retrieval activities is being gathered. A system for assessing the foundation subjects is being developed.		
4.2 Staff receive training on formative assessment strategies	WalkThrus project to be introduced and to run throughout the year Effective assessment project attended and then shared with staff with actions to be implemented	LV and CD TC and CD	September inset + 3x autumn staff meetings + training time September 26 th and then October half term	Staff inset and meeting time LV release time – supply or internal cover TC release time – supply or internal cover. Plus, the meeting time.	Coaching visits to classrooms 'Stick or twist' staff meeting Training notes/ ppt	INSET day 3.9.24 - Walk Thrus introduced to all staff advancing the teams understanding of the whole school priorities for improvement Effective Assessment project (VNET) attended by CD and TC (6.3.25)		
4.3 Assessment approaches for the	Phonics Reading	Core sub-	November 2024	Supply or internal cover	To be shared with governors in	Moved to Spring term		

Quality of Education

Priority 4: To adopt a clear and consistent approach to assessment throughout the curriculum so it accurately informs teachers about how well pupils are achieving.

core subjects are clearly articulated.	<p>Writing (refer to priority 1) Maths</p> <p>Assessment overview for the year with projected supply/ cover needs</p> <p>Each overview to describe the assessment methods and approaches used and the rationale</p>	ject leads and EK		<p>1xday reading 1xday writing 1x day maths 1x day TTs, dates and comms</p>	December meeting	<p>Staff meeting 11.2.25 - shared discussion with Emma Adcock and initial feelers for assessment action group</p> <p>Assessment Action group met regularly over the Spring term. A system for assessment has been thought through and is ready for articulation at a planned staff meeting – 13.5.25</p>		
4.4 Develop clear procedures for pupil progress meetings so they are effective in improving outcomes for children.	<p>Protocol Format How often Accountability</p>	WT and CD	November 2024	Leadership time (explore models in good/outstanding schools)	Governors - December	<p>MR invited for PP meetings</p> <p>PP meetings moved to beginning of whole terms. Core subject leads to be invited.</p>		

Quality of Education

Priority 4: To adopt a clear and consistent approach to assessment throughout the curriculum so it accurately informs teachers about how well pupils are achieving.

4.5 End of unit, summative assessments are collated for science & all foundation subjects.	Develop approach Subject leaders use outcomes to check whether the curriculum is working and is being implemented effectively. See also Priority 2.	WT, CD, EK, TC and LV	October	Leadership time	October governors meeting	Book scrutinies show that not all outcomes and assessment opportunities are complete. Staff surveyed re summative assessment recording. Pupil Asset was agreed as the place to record judgements		
4.6 Teachers to be able to articulate next steps for children in all subjects	Professional conversations between teachers		January	Subject leadership time		Pupil Progress meetings show that teachers have a good understanding of next steps children need to make progress (barrier – adapting learning within lesson time so that all needs are met)		

Quality of Education

Priority 5: To plan a learning model for the school (using WalkThrus) which will embed effective pedagogical approaches and improve the impact of classroom practice.

Target	Actions	Who	When it's to be achieved by	Resources	Monitoring	IMPACT SEEN			
						A	S	S	
5.1 Engage in the VNET Walkthru Project, working collaboratively with other primary schools in Norfolk to improve pedagogical approaches.	Buy a subscription to WalkThrus platform which gives access to all resources for training.	CD/ LV/ CA	September 2024	Walkthru subscription £600	Report to governors	Subscription to Walk Thrus purchased	A	S	S
	Nominate WalkThrus lead who will have appropriate release time to deliver the model effectively.	LV	September 2024	How much time??	Report to governors	Walk Thrus lead appointed (LV)			
	Attend WalkThrus training sessions.	LV (& CD x1)	October 1 st and November 8 th	1 day HT & WalkThrus Lead	Meeting notes and ppt	Walk Thru training attended by LV and CD 1.10.24			
	Attend twilight online sessions for the WalkThrus network.	LV		1-day WalkThrus lead	Meeting notes and ppt	LV has attended Walk Thru training over the Spring term			
5.2 Identify key areas for improvement over year 1.	Use WalkThrus diagnostic tool to identify the WalkThrus clusters for development over year 1.	LV & CD	September 2024	Leadership time		Cold calling chosen	A	S	S
						Moving on to 'think, pair, share' for Summer term.			
5.3 Plan the delivery method for the WalkThrus.	INSET sessions in staff meeting. Plan teacher coaching and review sessions for all WalkThrus.	LV & CD	September 2024	Leadership time	Report impact to governors.	Walk Thrus training planned into term one. Coaching	A	S	S

Quality of Education

Priority 5: To plan a learning model for the school (using WalkThrus) which will embed effective pedagogical approaches and improve the impact of classroom practice.

						sessions booked into school calendar			
5.4 Introduce first WalkThru	Introduce the first WalkThru at a teachers' meeting, then follow up with discussions, coaching visits and final 'stick or twist' meeting	LV&CD	September and throughout the autumn term (see staff meeting TT)	Staff meeting time Release time for coaching conversations	Coaching visits (LV&CD) Build into lesson observation feedback	Walk Thrus training on 'the learning model' shared with staff 15.10.24			
5.5 To update the Teaching and Learning policy to include WalkThru methods	Write a bespoke MGPS T&L policy which covers Walk Thrus, feedback, formative and summative assessment		July 2025						
5.6 NEW October To ensure EAs (Educational Assistants) are deployed effectively	Identify what strong EA support looks like in the school Empower teachers to direct EAs in the classroom Ensure EAs are actively supporting the children in their learning	CD and WT	February	Observations and feedback Staff meeting	•	EAs re-deployed according to needs of children and level of expertise. EA appraisals completed. Communication around SEND practice identified as area to be finessed			

Leadership and Management

Priority 6: To improve parental engagement to support the improvement outcomes for the children and to develop a more cohesive community.

Target	Actions	Who	When it's to be achieved by	Resources	Monitoring	IMPACT SEEN			
						A	S	S	
6.1 Identify key areas that parents would like to be involved in (learning, family events, fundraising)	Questionnaire/survey	WT/CD	Early September	Questionnaire, parents' time.	Survey results shared in "you said, we did" format.	Survey moved to late November to give parents a chance to reflect on new offer for this year.			
6.2 Establish clear and consistent methods of communication	Newsletter Calendar on the website Reports Attendance SEND meetings	WT/CD/ WH/ VA	Early September	Meeting times (planned into calendar) Staff time in writing/monitoring communication	Gather regular parent voice.	New weekly newsletter started 4.9.24. Positive parental comments so far. All methods in place and working successfully. Tapestry re-introduced			
6.3 Build on the Parent Teacher Association (PTA)	Appoint new members Create calendar of events Decide on aims and ambitions for fundraising	LF/PW	December	PTA members' time. School communication resources.	Membership of PTA SLT/gov presence of events and charts tracking pupil engagement.	Invitation to join PTA sent out in the newsletter PTA meeting to plan for succession - 27.2.25. Successful meeting where			

Leadership and Management

Priority 6: To improve parental engagement to support the improvement outcomes for the children and to develop a more cohesive community.

						roles were discussed.			
6.4 Involve parents in children's learning	Introduce regular curriculum book sharing events	WT/ CD CTs	Early October	Class time, School communication resources	Gather regular parent voice. Governor presence at events.	Book sharing events held on 15 th & 17 th October for KS1&2 Next book sharing events booked for 3 and 4 th November. 13.2.25 KS1 book sharing event 25.2.25 KS2 book sharing event 6.3.25 - World book day activities held in school for families			
6.5 Ensure parents feel confident to support their children at home	Organise and deliver workshops to support parents understanding of the curriculum -Phonics -Maths -Personal Development	CD, LV, TC	Early November	Class teacher and subject leader time. Parents' time	Attendance at meetings. Gather regular parent voice.	EYFS phonics session booked for 20.9.24 Early morning work well established in Reception –			

Leadership and Management

Priority 6: To improve parental engagement to support the improvement outcomes for the children and to develop a more cohesive community.

	-morning sessions in EYFS					30.10.24, resulting in increased parental confidence to support chn at home Second phonics workshop booked 28.11.2024 SATs parents meeting held 12.2.25 to help parents support their children. CGP books purchased using PP money			
6.5 Provide opportunities to connect within the community	Stay and chat after school sessions Regular coffee mornings Christmas Decoration Day	WT/ CD	Immediately on return	SLT time directly after school Planning time for events School communication resources. Consumables for coffee mornings.	Gather regular parent voice Opportunities for governor monitoring.	Message of after school welcome shared with parents. Christmas decoration day a success WBD family event successful			

Leadership and Management

Priority 6: To improve parental engagement to support the improvement outcomes for the children and to develop a more cohesive community.

<p>6.6 Showcase the children's outcomes and talent at special events</p>	<p>Nativity Christmas Carols Class assemblies Y6 show Y6 leavers assembly Sports day Art exhibition Music showcase</p>	<p>WT/ CD CTs</p>	<p>Throughout the year.</p>	<p>Class teacher time Class time Office time in resourcing and publicising events</p>	<p>Gather regular pupil and parent voice Opportunities for governor attendance and monitoring</p>	<p>First class assembly took place 10.9.24. Class assemblies established. Next step, collect pupil voice re impact –30.10.24</p>	
<p>6.7 Celebrate our diverse community</p>	<p>Multi Faith events English as an Additional Language (EAL) events Black History Month Pride and diversity day Refresh SoS award.</p>	<p>WT/ CB/E K/CD</p>	<p>Throughout the year.</p>	<p>Subject leaders' and other leaders' time in planning and sharing. School communication resources. Staff communication time.</p>	<p>Subject leader records – brief write up after event including pictures and pupil and parent voice.</p>	<p>Black History Month activities based on the book Hey You! By Dapo Adeula conducted by all classes. School Parliament created a display</p>	

Optional:

Professional Development Needs 2024-2025

List the training needs for the year and the approx. Costs.

Pupil Book Study – training for experienced subject leads x1 PM and staff meeting – Emma Adcock – VNET – cost?

Resource Allocation Summary

Which lines in the budget is the SIDP costing coming from?

Training

Premises Development Plan

School / grounds development / redecoration plans

Parents copy / children's copy