



## St Michael's CE Primary School, Sandhurst School Improvement Plan – 2024/25



### School Vision

*As a school community, we aspire to develop life-long learners who have the confidence to explore the world around them and grow as unique individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each enables the flourishing of all.*

*'This little light of mine, I'm going to let it shine!'*

*'Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' Matthew 5:15*

### School Context

2024/25	No. Pupils	Boys	Girls	SEN	Pupil Premium
Ducklings	26	12	14	2 (1 EHCP)	TBC
Year 1	30	17	13	1 (1 EHCP)	1
Year 2	30	18	12	4 (1 EHCP)	1
Year 3	26	11	15	4 (1 EHCP)	2
Year 4	32	21	11	6 (4 EHCP)	2
Year 5	32	11	21	2	0
Year 6	28	15	13	5 (1 EHCP)	1
<b>Total</b>	<b>204</b>	<b>106</b>	<b>98</b>	<b>25 (9)</b>	<b>7*</b>

### SIP Statement

Our School Vision and Values, ensuring that all children at St Michael's flourish, underpins everything we do at school. Therefore, our School Improvement Plan is created in partnership with all stakeholders. The Governing Body supports the aims of the SDP through monitoring, reviewing and developing each target in partnership with staff.

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*Community*

*Compassion*

*Creativity*

*Courage*



### Three Year Vision

	Year 1 – 2024-25	Year 2 – 2025-26	Year 3 – 2026-27
<b>Priority 1</b>	<b>Improve Greater Depth Writing outcomes at the end of KS1 and KS2</b>	<i>Not a focus this year (as embedded)</i>	<i>Not a focus this year (as embedded)</i>
<b>Priority 2</b>	<b>Conduct a comprehensive review of our current curriculum provision against the National Curriculum requirements for all subjects</b>		<i>Not a focus this year (as embedded)</i>
<b>Priority 3</b>	<b>To improve outcomes at the end of Key Stage 1</b>		
<b>Priority 4</b>	<i>Not a focus this year</i>		
<b>Priority 5</b>	<i>Not a focus this year</i>	<i>Not a focus this year</i>	

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**Key Priorities for the current year**

Priority as overall success criteria	Evidence for making this a priority	SLT Lead for Action Planning	Governor(s)
<p><b>1. Improve Greater Depth Writing outcomes at the end of KS1 and KS2</b></p> <ul style="list-style-type: none"> <li>- Increased confidence and motivation among pupils targeted for GDS in writing</li> <li>- Enhanced teaching strategies and professional development opportunities for staff</li> <li>- Revised and refined English Curriculum Overview and Progression across KS1 and KS2</li> <li>- Tracking coverage of key writing objectives using new assessment system (Sonar)</li> <li>- Increased opportunity for SPaG to be taught explicitly across KS1 and KS2</li> <li>- Clear progress monitoring and feedback leading to targeted support for pupils</li> <li>- Broader range of exemplar and moderation materials to support targeted teaching of potential GDS writers</li> <li>- Moderation opportunities through the year with TKAT schools</li> <li>- A culture of celebration and recognition of exemplary writing achievements across the school</li> </ul>	<p>Outcomes at GDS in writing have been below local and national in KS1 for the past two years and in line or just above national at the end of KS2.</p> <p>GDS writing across all years is also an area for development.</p>	<p>Headteacher Deputy Head English Lead Class Teachers</p>	<p>LGB English link governor</p>

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<p><b>2. Conduct a comprehensive review of our current curriculum provision against the National Curriculum requirements for all subjects</b></p> <ul style="list-style-type: none"> <li>- Improved alignment of curriculum with National Curriculum requirements</li> <li>- Enhanced delivery of essential skills and knowledge across all subjects</li> <li>- Implementation of new assessment system to use for termly assessments and tracking coverage of objectives</li> <li>- Increased student engagement and understanding in lessons</li> <li>- Higher academic achievement and progress for all pupils</li> <li>- Delivery of an ambitious curriculum</li> <li>- Better preparation for future stages of education and life beyond school</li> </ul>	<p>During the Peer Review, it became clear that we needed more robust tracking system to ensure we know we have coverage all of the key NC objectives across each year group/KS in each subject. All staff will therefore know when, where and why each objective is being taught which will provide more effective progression and streamlined overviews (ensuring curriculum is not overloaded).</p>	<p>Headteacher Deputy Head Subject Leaders</p>	<p>LGB Subject link governors</p>
<p><b>3. To improve outcomes at the end of KS1</b></p> <ul style="list-style-type: none"> <li>- Teachers will have a clear understanding of effective curriculum design and delivery, leading to improved outcomes</li> <li>- Refined English Overviews and progressions</li> <li>- Structured SPaG teaching embedded within daily English lessons</li> <li>- Structured phonics intervention programme embedded</li> </ul>	<p>Our end of KS1 data was lower than target for ARE+ in Reading, writing, Maths as well as combined. In addition, GDS outcomes were also lower than target for Writing and Maths as well as combined.</p> <p>If we can ensure outcomes are higher at the end of KS1, this gives the children greater chances of achieving higher outcomes at the end of KS2.</p>	<p>Headteacher Deputy Head KS1 Teachers Subject Leaders</p>	<p>LGB Subject link governors</p>

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<ul style="list-style-type: none"> <li>- Effective use of test QLA and Sonar objective tracking to quickly and effectively identify gaps in learning</li> <li>- Regular monitoring and book looks will ensure a cohesive approach and consistent expectations are embedded</li> <li>- Evidence in books consistently of a higher standard and progress through the year</li> <li>- Moderation opportunities with other TKAT schools</li> <li>- Evidence of effective task design in lessons and in books</li> <li>- Improved accuracy and consistency in teacher assessment</li> <li>- Ensuring best outcomes for disadvantaged pupils</li> </ul>			
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**Other Priorities**

In addition to the priorities listed above, we identify the other areas in which we aim to make significant progress this year. These will be reported to Governors as part of our wider drive for excellence.

Area	Objective	Lead Staff	Governor
1. Quality of Education	1.1 To ensure there is evidence of high-quality written work across the curriculum 1.2 To further develop all staff and provide effective CPD opportunities for middle and senior leaders. 1.3 To review subject overviews and progression maps upon completing national curriculum cross-referencing. 1.4 To embed effective approaches across other parts of the curriculum (e.g. 'fluent in 5' for grammar)	HT/SLT Subject Leads Subject Leads English Lead	Curriculum Governors

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**School Improvement Plan – 2024/25**



	<p>1.5 To continue to work on effective task design across the school (particularly in KS1) to avoid cognitive overload.</p> <p>1.6 Complete a SEND Review to refine and improve provisions for SEND pupils.</p>	<p>SLT</p> <p>SENDCo</p>	<p>SEND Governor</p>
2. Behaviour and Attitudes	<p>2.1 Regular CPD to ensure consistent and effective reporting of behaviour incidents.</p> <p>2.2 Playground leader programme to be introduced in Year 5. Play leaders to enable pupils to actively support the wellbeing of other pupils.</p> <p>2.3 To further improve parental engagement with parent workshop (e.g. online safety).</p>	<p>HT/SLT</p> <p>PE Lead</p> <p>Subject Leads</p>	<p>Safeguarding Governor</p> <p>All Governors</p>
3. Personal Development	<p>3.1 Continue to develop global citizenship through further collaborative work with our partner school in Zimbabwe.</p> <p>3.2 Continue to improve disadvantaged participation in wider opportunities and enrichment activities.</p> <p>3.3 To provide further opportunities for pupils to develop their talents across the curriculum.</p>	<p>School Eco Council</p> <p>Subject Leads</p> <p>Subject Leads</p>	<p>PP Governor</p> <p>Curriculum Governors</p>
4. Leadership and Management	<p>4.1 Further develop leaders at all levels and provide effective CPD for all staff.</p> <p>4.2 To ensure the school is financially secure and provide long-term stability.</p> <p>4.3 To provide effective CPD opportunities for SENDCo and train support staff for effective delivery of interventions.</p> <p>4.4 To explore opportunities to build capacity to support and work collaboratively with other schools within TKAT.</p>	<p>HT / SLT</p> <p>HT/Govs</p> <p>SENDco</p> <p>HT/SLT</p>	<p>Finance Governor</p> <p>SEND Governor</p>
5. Quality of EYFS	<p>5.1 Continue to develop EYFS staff and provide effective CPD opportunities.</p> <p>5.2 Continue to work collaboratively with other TKAT schools to share examples of good practice (opportunities to visit her settings) and moderation.</p> <p>5.3 Build upon current relationships with local feeder schools/nurseries and their parent community.</p>	<p>EY Lead</p> <p>EY Lead</p> <p>EY Lead</p>	<p>EY Governor</p>

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### Appendix 1: Whole School Attainment and Targets

End of Year Data – 2023/24								
	Reading		Writing		Maths		RWM	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
<b>Ducklings</b>	90%	10%	80%	7%	93%	13%	80%	0%
<b>Year 1</b>	77%	23%	77%	13%	87%	33%	73%	13%
<b>Year 2</b>	77%	23%	69%	12%	73%	19%	65%	12%
<b>Year 3</b>	75%	28%	63%	3%	75%	28%	56%	3%
<b>Year 4</b>	94%	52%	81%	16%	90%	52%	81%	16%
<b>Year 5</b>	96%	50%	92%	19%	92%	58%	92%	19%
<b>Year 6</b>	88%	50%	100%	21%	92%	38%	83%	17%

2024-25 Targets								
	Reading		Writing		Maths		RWM	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
<b>Ducklings</b>	90%	20%	80%	20%	90%	20%	80%	20%
<b>Year 1</b>	90%	20%	80%	20%	93%	27%	80%	10%
<b>Year 2</b>	77%	23%	77%	13%	87%	33%	73%	13%
<b>Year 3</b>	81%	23%	73%	12%	73%	23%	69%	12%
<b>Year 4</b>	81%	28%	72%	13%	81%	28%	66%	13%
<b>Year 5</b>	91%	41%	91%	16%	91%	41%	88%	13%
<b>Year 6</b>	92%	42%	92%	23%	92%	42%	88%	23%

GLD Target = 80%  
Y1 Phonics Target – 90%

2023/24 Reported Data										
	Reading		Writing		Maths		GPS		RWM	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
<b>End of KS2</b>	79%	42%	100%	21%	92%	38%	79%	42%	79%	8%
<b>End of KS1</b>	77%	23%	69%	12%	73%	19%			65%	12%
<b>Phonics Y1</b>	90%		27/30							
<b>Phonics Y2</b> <small>(cumulative)</small>	81%		21/26							
<b>Y4 MTC</b>	24.8 Ave		81% (25/25)							
<b>EYFS GLD</b>	80%		24/30							

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## Appendix 2: Working together in TKAT – Strengths and Training Needs

### Key Strengths of the school which could bring expertise/capacity/support to other schools in the Keys

Outline in this table any key strengths in the school and if you have expertise and/or capacity to share with other schools in the Trust

- Ducklings Drawing Club – scheme of work implemented which has successfully improved outcomes in writing and quality of transcription in Reception (EY Lead)
- Outcomes at ARE+ in Writing at the end of KS2 (English Lead)
- Outcomes in Year 4 MTC in the top 1% in the country (Maths Lead)
- Effective and embedded mental health and wellbeing programme for pupils (Mental Health Lead)
- Knowledge and expertise in effective implementation of PITA systems (Assessment Lead)

### Areas where training / input / expertise would be valued from any other schools in the Keys or from beyond the Trust

Outline in this table any training needs which may be met from other schools in the Keys or from other providers (which may be accessed by other schools)

- Greater Depth Writing across all year groups
- Achieving high outcomes at the end of KS1
- Phonics training for support staff in KS1
- Sonar Training for teaching staff and SLT (Assessment system)

## Appendix 3: Key points summary regarding implementation of Improvement plans

- Priorities chosen for the Improvement Plan must link to the school's SEF
- The priorities of the SIP should be clear, coherent and easily remembered by all staff
- Priorities must be supported by more detailed action plans with clear staff ownership and accountability – see model action plans for guidance
- Middle leaders must develop their own action plans to ensure action and impact on their priorities, which should support school priorities – these are reviewed under agreed regular timescales with SLT
- The focus must always remain on IMPACT (i.e. the success we want to achieve) rather than completion of a task for the sake of it
- Interim evaluations must be carried out under agreed regular timescales (with Headteacher / at SLT / with governors) to ensure items do not slip and where appropriate to allow the plan to flex – see model action plans for guidance

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