



School Improvement Plan 2024-2025

Summary Page - The 2024 2025 SIP This well-considered SIP references the AFIs from our previous inspection. There is a strong focus on raising standards and outcomes for all of our children.

- **1. Quality of Education - To improve quality first teaching and pedagogy to achieve good pupil outcomes for Reading, Writing and Maths.** Teachers have good knowledge of the subjects they teach. Teachers use assessment well. Teachers create a learning environment that allows the learner to focus on learning. The pedagogical expertise of teachers and support staff is secure. Children have good outcomes in Reading, Writing and Maths.
- **2. Quality of Education - To improve the effectiveness of marking and feedback practices.** Pupils will benefit from more targeted and constructive feedback, leading to enhanced learning outcomes and increased engagement in their academic progress. Pupils will be able to articulate the learning intention and success criteria for core subjects. Pupils will be able to articulate their targets and understand their strengths and areas for improvement. Teachers will better understand pupil needs, allowing for more personalised support, adaptive teaching, responsive teaching and intervention strategies.
- **3. Quality of Education - To fully embed 'The Inclusive Classroom'** - Enhance the skills and expertise of teaching staff and learning support practitioners to support disadvantaged and vulnerable pupils (PP, SEND and SEMH). All pupils, including vulnerable and disadvantaged pupils, have an ambitious curriculum that develops their knowledge, skills and abilities. All pupils, including vulnerable and disadvantaged pupils, achieve the best possible outcomes.
- **4. Behaviour and Attitudes - To ensure that all pupils at Causeway Green Primary School behave consistently well.** Pupils show high levels of respect for each other. Pupils demonstrate good manners. Pupils have a positive and ambitious attitude towards school life.
- **5. Personal Development -To ensure that all pupils have access to a varied and rich set of experiences that 'go beyond the curriculum'.** Personal Development of all pupils is excellent. Experiences and activities are coherently planned and enable the school mission statement to be achieved for all pupils, especially disadvantaged children. Staff provide a nurturing and inclusive learning environment that has a profound impact on the children and prepares them for life now and beyond education. We raise aspirations, mental health and wellbeing of children and young people. SEMH needs are identified and met. Children with complex needs develop effective friendships are included in whole class and social activities and are supported to have the ability to develop independence and manage their emotional needs.
- **6.1 Leadership and Management - To provide all staff especially those new to school and new to roles with effective training and CPD, taking account of new developments and considering wellbeing and workload.** All staff receive high-quality and effective training to enhance their teaching, with a priority and focus on the staff who are new to roles.
- **6.2 Leadership and Management - To develop staff across the school, including those new to roles, through improving their subject and pedagogical knowledge.** Particular focus on PE, RE, Music, and Spanish (KS2) - The continuous review and adaptation of our CPD and support programmes will ensure that we are responsive to the changing needs of our staff and the school, ultimately benefiting the education and experiences of our pupils.
- **6.3 Leadership and Management -To improve staff well-being and mental health support.** The well-being and mental health of staff are prioritised and protected. There is improved morale and productivity, good retention and recruitment and support during challenging times (Ofsted)
- **6.4 Leadership and Management - Establish a systematic approach to gathering and acting on feedback from learners, staff, and parents** - We will actively seek and listen to the views and experiences of learners, staff and parents and take prompt action to address concerns, where needed. This will lead to improved practices and ensure that our systems and processes are kept up with continuous review.
- **7. Leadership and Management and Learning Environment - To ensure a safe and secure site – maintaining an old site with flood challenges. To plan and prepare for the new build.**
- **8. EYFS - To improve outcomes for children (increase in GLD)**

Links to governors' committees

Outcomes	Provision
The quality of Education (Impact) including EYFS Key priority 1 and 8	The Quality of Education (Intent and Implementation) including EYFS Key priority 2, 3 and 8
Behaviour and Attitudes Key priority 4	Leadership and Management (including Governance) Key priority 6
Personal Development Key priority 5	Learning Environment Key Priority 7