



School Improvement Plan Targets 2023/24

1. Quality of Learning Outcomes	2. Behaviour, Welfare & Pastoral	Leadership	Vulnerable Pupils
To ensure all children are making at least expected progress (based on KS1 outcomes) and where appropriate (children not meeting ARE) making accelerated progress to close the gap between vulnerable groups and their peers.	For children to demonstrate pride in their achievements via end of topic exhibitions which give them a sense of purpose and an audience to celebrate their efforts. This includes sharing theme work from class as well as homework.	Ensure there are people nominated for each leadership role on the Governing Body, Committees and Working Groups. Ensure that all roles that the Governing Body identify are recruitment for.	To develop a series of rooms and areas across the school (some linked to year groups) which provide spaces for delivery of specific emotional interventions/therapies, which meet the wellbeing needs of all pupils. In addition, they will be there for pupil self-regulations:
To meet or exceed the national % of children attaining expected standards at the end of Key Stage 2 in RWM combined.	To ensure that pupil voice is a driving force for change within school.	Ensure that individual Governors and the collective Governing Body have an appropriate level of training and competence in order to work within NGA, Governor Services and school expectations.	To ensure new HSLW proactively works with vulnerable children and families in order signpost/enable appropriate support b: sharing with all stakeholders her new roles and responsibilities; Identifying need and building relationship with all families identified as hard to reach by class teachers.
For outcomes at KS2 to at least meet National targets (with an aspirational target of at least 90%) of pupils to be reading at or above ARE (Chronological age / Standardised Score / SATs Results)	To re-evaluate the purpose and activities that constitute vales times and special values time, including a formalising of selection process/activities etc. Children to be able to select their own project to focus on.	Raise the governor profile across the school and wider community, in order for all stakeholders to have a greater understanding of the roles and responsibilities	To identify skills within current Support Staff and train a Therapeutic Active Listening Assistant (TALA) to manage pupils experiencing social and/or emotional difficulties
For outcomes at KS2 to at least meet National targets (with an aspirational target of at least 80%) of	To use PSHE and other circle/discussion times to increase resilience and self-regulation in our pupils by reviewing PSHE curriculum	To review and implement new appraisal cycle, ensuring staff	To ensure each year group contains staff with specific roles to oversee progress for vulnerable pupils by

pupils to be writing at or above ARE (SATs Result).	to allow for a greater time for in depth exploration of these key concepts e.g. Bullying, discrimination, self-regulation, etc.	feedback and wellbeing elements are incorporated into the process. To ensure new policy draft is in line with new practice and offers targeted career development & training.	monitoring the curriculum provision during PPA. SLT to identify staff who are responsible for specific pupil groups and hold them to account for the monitoring and reporting of outcomes for these groups.
For outcomes at KS2 to at least meet National targets (with an aspirational target of at least 90%) of pupils to be maths at or above ARE (SATs Result).	To develop an outward facing community program which allows our children to enhance their understanding of democracy in action and have a greater sense of community and their potential impact upon it through their service to others – this will include a year group community focus	. To ensure that there is good Leadership Training for all new SLT, those in new roles and aspiring leaders & mentors, incl. Appraisal and Moderation Training	To improve outdoor learning, and Forest School, opportunities for all. Increase staff confidence, knowledge and understanding in both practices.
To continually implement, review and modify our new 2022-23 curriculum plan to ensure full curriculum coverage, equity of access and sound progression of skills and knowledge. To ensure the curriculum remains engaging and motivates pupils to have a love of learning.	To review the program of collective worship and assemblies to ensure that they allow a focus on our harmony values in depth Build in opportunities to invite parents to celebration assemblies and incorporate the faith communities within Petersfield.	. Identify parents with consistent low levels on engagement/those who are unable to support their children. To provide support and enable parents/carers to understand the children's learning journeys via a range of workshops and support strategies, incl. HSLW.	
		Develop a Trips and Visits plan for 2024/25 which: considers cost to parents & whole year expense; recognises support needed for PP and vulnerable pupils, and considers spread of costs across the year and children's time at Herne whilst maintaining high quality curricular experiences which support the curriculum & children's needs.	
S. Sayers, July 2023			