



## School Improvement Plan Targets 2024/25, July 2024

1. Quality of Learning Outcomes	2. Behaviour, Welfare & Pastoral	3. Leadership	4. Vulnerable Pupils
1a. To ensure all children are making at least expected progress (based on attainment Baseline at entry to KS2 outcomes) and where appropriate (children not meeting ARE) making accelerated progress to close the gap between vulnerable groups and their peers.	2a. To ensure that pupil voice is a driving force for change within school.	3a. 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.	4a. To continue to develop a series of areas across the school linked to year groups which provide spaces for delivery of specific emotional interventions/therapies, which meet the wellbeing needs of all pupils.
1b. To at least meet the national % of children attaining expected standards at the end of Key Stage 2 in RWM combined.	2b. To establish a consistent baseline of rules and expectations in all areas of school, prior to Kit Messenger training. (By October 24)	3b. 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.	4b. To ensure new HSLW proactively works with vulnerable children and families in order signpost/enable appropriate support for the most vulnerable families.
1c. 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).	2c. To achieve consistency in use of regulation stations and Restorative Approaches (and roll this to upper school, building on good practice in Yr3/4).	3c. Raise the governor profile further across the school and wider community, in order for all stakeholders to have a greater understanding of the roles and responsibilities.	4c. To identify skills within current Support Staff and train 2 additional Therapeutic Active Listening Assistants (TALA - able to work with pupils experiencing social and/or emotional difficulties) – one for each year group.
1d. For outcomes at KS2 to at least meet National targets (with an aspirational target of at least 80%) of pupils to be writing at or above ARE (SATs Result).	2d. To train the whole staff in Intrinsic Behaviour Choices through Kit Messenger programme and reconsider/re-evaluate and develop a	3d. To review and implement new appraisal cycle, ensuring staff feedback and wellbeing elements are incorporated into the process.	4d. To embed the actions from the Hants. Big District Inclusion Programme 2023/24 and continue to develop our provision for SEND and Vulnerable

	positive behaviour and reward system. (October 24 – Autumn 25)		pupils through Year 2 of this programme 202/25.
1e. For outcomes at KS2 to at least meet National targets (with an aspirational target of at least 85%) of pupils to be maths at or above ARE (SATs Result).	2e. To use PSHE and other circle/discussion times to increase resilience and self-regulation in our pupils.	3e. To develop a comprehensive CPD plan linked to SIP and staff developmental needs from drop-ins and learning walks.	4e. To continually evaluate the impact of Forest School (new model for PPA) on pupil outcomes and pastoral well-being.
1f. 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. Focus Subjects: <ul style="list-style-type: none"> <li>• Music</li> <li>• French</li> <li>• Geography/Science in relation to Forest School</li> </ul>	2f. To continue to review the program of collective worship and assemblies to ensure that they allow a focus on our harmony values in depth and staff are modelling this daily.  Build in opportunities to incorporate the faith communities within Petersfield and celebrate cultural differences.	3f. To review the website, other online platforms and marketing tools in order to promote the school and reach prospective parents and better serve the current community.	
	2g. 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.		
S. Sayers & P. Castle, July 2024 (based on whole staff/Governor feedback on SIP Planning Day June 2024)			