



School Improvement Plan 2024 -2025

'Nurturing individuals to flourish and grow together, rooted by God's love'

"For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you a hope and a future. '"

Jeremiah 29:11.

SINGLETON CE PRIMARY SCHOOL

Annual Focus: Quality Of Education

To raise standards and attainment in writing so our pupils can effectively record their ideas, thoughts and reflections across the curriculum and close the gap between the school and national at expected and greater depth.

To review, refine and embed approaches to feedback for learning to ensure children are 'active' learners making clear steps of progress.

Annual Focus: Behaviours and attitudes

To continue to embed Restorative Practice systems and approaches across the school and establish the Peer Mentorship programme.

Annual Focus: Personal Development

To improve pupil's knowledge and understanding of healthy lifestyle choices and the positive impact on their physical and mental wellbeing.

Annual Focus: Leadership and Management

To increase subject knowledge across all phases, in the effective methods of teaching writing to improve standards and achievement.

To ensure that Governors are well equipped to maintain their oversight of the school, to play an active role in its strategic development.

Annual Focus: EYFS

To develop writing in EYFS through high quality continuous provision and daily targeted adult led activities.

Annual Focus: SIAMS

To ensure all stakeholders understand how the school's vision and its associated values develop aspiration in all pupils.

To provide opportunities for pupils to lead and contribute to collective worship and their spiritual development.






Items marked as red carry an oncost

SINGLETON CE PRIMARY SCHOOL

Autumn Term 2024

Quality of Education

To raise standards and attainment in writing so our pupils can effectively record their ideas, thoughts and reflections and close the gap between the school and national at expected and greater depth.






				September	October	November	December	
Children	TS	Governor	All staff	Introduce SIP focus to children: collect pupil voice: what helps / barriers to writing? 4/09/24				
Children Y1-6	TS	Governor TS	Teachers	Launch 500 Words writing competition for children to enter: in school writing opportunity. 6/9/24				
Children Parents SLT	Teachers	Governor	Parents Pupil Teachers		Teacher: Pupil conferences following writing assessment. 15&16/10/24			
Children	Teachers	TS	All staff			Share with children the identified: 'steps to writing success' from CPD and INSET 4/11/24		
Children							Teacher: Pupil conferences following writing assessment. 5& 6/12/24	

SINGLETON CE PRIMARY SCHOOL

Autumn Term 2024

Quality of Education

To review, refine and embed approaches to feedback for learning to ensure children are 'active' learners making clear steps of progress.






				September	October	November	December	
Teachers and TAs	TS	Governor	TS	Benchmarking for feedback for Learning practice and policy 2/09/24				
Children	TS	Governor	All staff	Introduce SIP focus to children: collect pupil voice: what helps you to make your learning better? 4/09/24				
STAFF	TS	Governor	ALL staff	Review Feedback for Learning policy and pupil voice. Agree approach. 19/09/24				
STAFF	TS	Governor	All staff		INSET day: review impact of feedback on writing. Discussion: Feedback in other curriculum areas: challenges and successes 25/10/24			
Teachers Pupil	TS	Governor	TS			Lesson observation focus: feedback for learning and impact on learning 12 & 13 & 14 /11/24		

SINGLETON CE PRIMARY SCHOOL

Autumn Term 2024

Behaviour and Attitudes






To continue to embed Restorative Practice systems and approaches across the school and establish the Peer Mentorship programme.

				September	October	November	
Children	KB	TS	All staff	During first 5 days of school ensure that Circle Time is embedded at the start / end of day and establish routine and expectations.			
Y6 mentors	KB	TS	All staff	Review peer mentorship training with Year 6 and put rota into place by 13.09/24			
Staff Pupils Y6 mentors	KB	TS	Whole school		Staff and Pupil review of peer mentors: What is going well? 24/10/24		
Staff	KB	TS	KB		Discussion and reflection of first term of Peer mentors: any changes / training needed: KB to disseminate to Y6 leaders 25/10/24		
All Pupils	KB JC	TS	Y6 leaders Pupils			Cool to be Kind day: Y6 leaders / PALs to share what they have learnt from role and plan activities for House Team Day (also Children in Need) 15/11/24	

SINGLETON CE PRIMARY SCHOOL

Autumn 2024 Personal Development






To improve pupil's knowledge and understanding of healthy lifestyle choices and the positive impact on their physical and mental wellbeing.

				September	October	November	December	
Pupils	JC	TS	JC	Pupil voice collected linked to exercise: audit of what children currently take part in / barriers/ challenges. To be completed by end of September for JC to collate.				
Pupils	JC	TS	JC	Introduction of PALs to playtimes: rota established for Y5/6 leads. Start JC/KB duty days Commence week beginning: 16/09/24				
All pupils	Teachers	TS	All staff Pupils		Residential & in school fun and active day: pupil reflections of impact of being active/ trying new activity on their wellbeing 9/10th	Cool to be Kind day: What impact does bullying have on our own/ others wellbeing? 15/11/24		
Staff Pupils	JC	TS	Whole school		Staff and Pupil review of PALs: What is going well? 24/10 JC to disseminate			

SINGLETON CE PRIMARY SCHOOL

Autumn Term 2024 Leadership and Management






To increase subject knowledge across all phases, in the effective methods of teaching writing to improve standards and achievement.

				September	October	November	
Teachers and TAs	TS	Governor	TS	Benchmarking for subject knowledge / practice for teaching writing 2/09/24	<div style="border: 2px solid red; padding: 5px;"> September Purchase: £140 1 year membership of Writing for Pleasure: CPD reading / support for classroom teaching aims to complement Literacy Tree and support SIP target </div>		
STAFF	TS	Governor	ALL staff	Reviewing data, curriculum, practice and pupil voice to identify gaps in subject knowledge / CPD needs 5/09/24			
Teachers	TS		Teachers		Internal moderation of writing progress over half term: where have we seen impact / who is making best progress? 25/10/24		
STAFF	TS KB JC	Governor	TS KB JC		CPD training: Improving Writing in Key Stage 2: focus on the writing process / how children reflect on own writing 3/10/24		
Teachers and TAs	TS	Governor	All staff		INSET day to disseminate above training / agree consistent approach to writing process 25/10/24	* See EYFS CPD TRAINING for writing 19/11/24	
Parents	TS	Governor	Parents			Parent Information writing workshop on Writing processes/ helping at home. 21/11/24	

SINGLETON CE PRIMARY SCHOOL

Autmn Term 2024






To ensure that Governors are well equipped to maintain their oversight of the school, to play an active role in its strategic development.

				September	October	November	December	
Governors	TS	Governors	Governors	<p>REVIEW school vision alongside school staff team</p> <p>Discuss and understand rationale of school improvement plan linked to school context/data.</p> <p>Identify and assign monitoring roles linked to SIP</p> <p>2/09/24</p>	<p>Monitoring Program:</p> <p>Worship Leaders</p> <p>Pupil writing conferences</p> <p>English pupil progress review</p> <p>Peer Mentors @ playtime</p> <p>Safeguarding: Policy review current context updates</p> <p>SEN</p>	<p>Monitoring Program:</p> <p>EYFS: provision writing</p> <p>Workshops for parents</p> <p>Pupil wellbeing / safety</p> <p>PPG children progress in writing</p> <p>Staff wellbeing</p>	<p>Monitoring Program</p> <p>Safeguarding: Implementation of Policy / school safety</p> <p>EYFS: impact of CPD</p> <p>Worship Leaders</p> <p>Pupil writing conferences for SEN children</p>	
Governors	NW TS	Governors	Governors	<p>Use context of school / INSET day to support development of a 3 year strategic plan for the school. 18/09/24</p>	<p>Working party to analyse Parent View and map against SIP and school strategic plan</p>	<p>FGB: 13/11/24</p> <p>Governor monitoring: reflection on impact of SIP on pupils achievement and learning</p>	<p>Agree SIP actions for Spring term for Strategic Development. Working party: Date TBC but prior to 12/12</p>	

SINGLETON CE PRIMARY SCHOOL

Autmn Term 2024 EYFS






To develop writing in EYFS through high quality continuous provision and daily targeted adult led activities.

				September	October	November	December	
Staff YR/1 Pupils	TS KR MB	Governor	TS / KB	Review current practice and opportunities for writing for EYFS and impact of environment / adults / provision Planning format / steps agreed. 6/09/24				
YR/1 Pupils	TS MB	Governor	TS		TS//MB Visit another EYFS setting to see how writing supported in continuous provision: 1/10/24	Write on Track CPD course: supporting EYFS children in continuous provision. 19/11/24		
							Review impact of provision on writing for EYFS pupils: barriers, successes next steps. 10/12/24 pm	

SINGLETON CE PRIMARY SCHOOL

Autumn Term 2024 SIAMS

1. To ensure all stakeholders understand how the school's vision and its associated values develop aspiration in all pupils.
2. To provide opportunities for pupils to lead and contribute to collective worship and their spiritual development.

				September	October	November	December	
Staff Governors	TS	Governors	ALL	<p>1. VISION INSET day: unpicking the school vision. What do we understand by each part? How is it rooted in theology? How well is it embedded in our school? How does the SIP contribute to this?</p> <p>School Vision to be shared with families / entrance display/school letter head.</p>	<p>Ongoing:</p> <ul style="list-style-type: none"> • Highlight to pupils where school vision is visible /tangible • Highlight how our vision fits into values of school community • Use language of our vision on school displays • Plan for opportunities for children to work together across school • Use language of our vision within feedback: growth / flourish • During Worship highlight links from bible to our vision • Make link when celebrating pupil achievement to vision • Recognise / celebrate achievements beyond school linked to vision • Model 'aspirational' dialogue when discussing all aspects of learning 			
Pupils	TS SH	Governors	Pupils Staff	<p>2. Worship Leadership Team Worship Leadership team formed: pupils from Y4-6 invited to contribute. Introduce on 12/09/24 in Collective Worship</p>	<p>4 /10/24 Worship Leaders to lead Harvest Worship</p> <p>22/10/24 Worship Leaders to lead School Birthday worship.</p>	<p>Worship Leaders to plan for: Anti-Bullying Day 14/11/24</p> <p>Worship Leaders Advent Worship 28/11/24</p>	<p>Worship Leaders to lead Christmas Worship 19/12/24</p>	