

<p><b>Target 1: Quality of Teaching</b></p> <p>• <i>Ensure consistency of high-quality teaching across all year groups, phases and subjects</i></p>	
<p><b>Outcome:</b> that all children achieve in line with, or better than national age-related expectations, through receiving high quality teaching instruction.</p>	<ul style="list-style-type: none"> <li>➤ Review with subject leaders (specifically core areas) the needs of pupils and the curriculum, with reference to current best practice.</li> <li>➤ Analysis of data for pupil groups to support teacher’s targeted work to address underperformance and support rapid progression. i.e. boys, disadvantaged pupils and writing.</li> <li>➤ Regular Pupil Progress Reviews with teachers, use of new assessment tracking system to support granular level approach.</li> <li>➤ Whole school teaching and learning review (external), to validate school’s evaluation and refine school improvement focus</li> <li>➤ Targeted and focused professional development sessions for all staff, weekly, based in research and current best practice.</li> <li>➤ Focused work on developing pedagogy across subjects: direct instruction (Rosenshine principles), modelling (I/WE/YOU), adaptative teaching, effective use of questioning and cold calling.</li> <li>➤ Leaders to embed the best practice/research informed pedagogical strategies (clear modelling, scaffolding and raised expectations), through coaching and mentoring support for teachers.</li> <li>➤ Novice staff, to work closely with their Mentors to secure their practice, through weekly meetings and monitoring.</li> </ul>
<p><b>Target 2: SEND</b></p> <p>• Enhance staff knowledge, confidence, and practice in supporting pupils with SEND</p> <p>• Ensure teaching practices and resources are adapted so that pupils with SEND can engage meaningfully in lessons</p> <p>• Strengthen relationships with parents/carers of pupils with SEND, improving communication and co-production</p>	
<p><b>Outcome:</b> Children with special educational needs/disabilities receive a consistent, high-quality education responsive to their needs.</p>	<ul style="list-style-type: none"> <li>➤ Targeted &amp; regular professional develop sessions, for all staff; focus on key areas of needs within the school and best practice to support learning for pupils</li> <li>➤ New to post SENDco to begin NPQSEN</li> <li>➤ Work alongside the Local Authority SEND Excellence Practitioner to develop, refine and enhance current provision across the school</li> <li>➤ Development of IEP’s with co-production with parents and teachers, clear, focused targets.</li> <li>➤ Pupil Progress Reviews to monitor the progress of pupils with SEND and adaptative practice in place.</li> <li>➤ Provide a wider range of resources to support pupil accessibility in classroom, through greater visual (dual coding or manipulatives)</li> </ul>

**School Improvement Plan  
Christ Church CE Primary School**

	<ul style="list-style-type: none"> <li>➤ Introduction of peer learning, with focused area, across the partnership schools, for all staff to demonstrate and share good practice. Structured feedback sessions to be modelled with senior leaders.</li> <li>➤ Monitoring activities through T&amp;L Review, Observations and Learning Walks demonstrate that strategies are being embedded in daily practice</li> <li>➤ Half termly coffee mornings to build relationships with parents/carers, supporting their understanding of school's work and the co-production required to ensure good progress.</li> <li>➤ Updates in a SEND newsletter for families, which includes signposting</li> </ul>
<p><b>Target 3: Leadership</b> •Develop &amp; embed capacity of leadership at all levels (SLT, subject leadership, Mentors)</p>	
<p>Outcomes: Leaders at all levels are empower to drive improvement across school, rooted in secure understanding of research and best practice, to secure high impact.</p>	<ul style="list-style-type: none"> <li>➤ Development of professional networks across both schools to share best practice and help moderate evaluations and judgements.</li> <li>➤ Leaders completion of NPQ sessions and assessments</li> <li>➤ Leaders to present and lead on areas of accountability to governance and external partners, such as LA and LDBS</li> <li>➤ Leaders engage with Local Authority and Diocese professional networks</li> </ul>