



Priority 1: To improve the quality of education (focus on reading, writing, and phonics)

Impact

Upon successful completion of this improvement plan, the impact will be a noticeable improvement in the quality of education at St Andrew's. Students will demonstrate enhanced reading, writing, and phonics skills, leading to improved academic outcomes and a deeper engagement in their learning. Teachers will be equipped with effective strategies and resources to support student development in these key areas, resulting in a more cohesive and structured approach to literacy education throughout the school. Overall, the school community will see a positive shift in student achievement and confidence in literacy skills.

Action	Person Responsible	Resources Needed	Success Criteria
Implement a structured phonics programme for all Key Stage 1 pupils	LM	Phonics resources, training materials	All Key Stage 1 teachers trained in the phonics programme - Regular monitoring of phonics progress and adjustments made as needed
Embed strategies for planning and monitoring writing in the curriculum	LM	Writing resources, planning templates	- Students demonstrate improved ability to plan, draught, edit, and revise their writing - Teachers observe increased quality and fluency in student writing
Provide professional development opportunities for teachers on effective reading and writing strategies	HT	Training materials, external speakers	- Teachers demonstrate understanding and implementation of new strategies in their lessons - Improved student engagement and progress in reading and writing
Regularly assess and track student progress in reading, writing, and phonics	SLT	Assessment tools, tracking systems	- Data shows consistent improvement in student reading, writing, and phonics skills - Individual student targets are set and monitored effectively



Priority 2: To improve personal development of staff and pupils

Impact

Once this improvement plan is successfully implemented, the impact will be a positive and nurturing school environment where both staff and pupils feel supported, motivated, and continuously growing. Staff will demonstrate improved performance, skills, and knowledge through targeted feedback, coaching, and professional development opportunities. The establishment of a mentorship programme will ensure that new teachers feel welcomed and guided in their roles, contributing to their professional growth. Regular staff well-being surveys will help in monitoring and addressing any concerns, leading to a more positive and supportive work environment for all. Overall, the personal development of both staff and pupils will be enhanced, creating a culture of continuous improvement and well-being at St. Andrew's.

Action	Person Responsible	Resources Needed	Success Criteria
Provide regular feedback and coaching sessions for staff	Headteacher	Time for coaching sessions, coaching resources	<ul style="list-style-type: none"> - Staff report feeling supported and motivated - Staff demonstrate improvement in their performance
Implement a structured professional development programme for staff	Headteacher	Budget for training programmes, external trainers	<ul style="list-style-type: none"> - Staff have access to relevant training opportunities - Staff demonstrate growth in their skills and knowledge
Establish a mentorship programme for new teachers	LH, LM	Mentorship guidelines, training for mentors	<ul style="list-style-type: none"> - New teachers feel supported and guided in their roles - Mentors report satisfaction in helping new teachers
Conduct regular staff well-being surveys	LM	Survey tools, time for analysis	<ul style="list-style-type: none"> - Positive trends in staff well-being reported in surveys - Action plans developed based on survey feedback



Priority 3: To improve curriculum standards focusing on subject leadership, assessment, and Governance

Impact

Once this improvement plan has been successfully completed, the school can expect to see enhanced curriculum standards, improved subject leadership, effective assessment practices, and strengthened governance structures. Learners will benefit from a curriculum that is tailored to their needs, subject leaders will demonstrate increased competency in leadership and pedagogical content knowledge, assessments will accurately track learner progress, and governors will effectively support and challenge school leaders. Overall, the school will be better equipped to provide high-quality education to all learners.

Action	Person Responsible	Resources Needed	Success Criteria
Conduct a review of the current curriculum to ensure it is ambitious and designed to give all learners the knowledge and skills they need	DM	Curriculum review tools, staff input	Curriculum is updated to meet the needs of all learners
Provide subject leaders with training on effective leadership and pedagogical content knowledge	Headteacher	Training budget, external trainers	Subject leaders demonstrate improved leadership and knowledge
Develop a robust assessment framework to track learner progress and inform teaching practices	LH	Assessment tools, staff training	Assessment framework is implemented and used effectively
Review governance structures and ensure governors understand their roles and responsibilities	HT and GB	Governance training materials	Governors actively contribute to school improvement and hold leaders to account



Priority 4: To improve the behaviour and attitudes of children throughout school

Impact

Once this improvement plan has been successfully completed, the impact will be a noticeable improvement in the behaviour and attitudes of children throughout the school. There will be a more positive and conducive learning environment, with reduced instances of disruptive behaviour and increased engagement in learning activities. Staff will feel more equipped and supported in managing behaviour effectively, leading to a more harmonious school community overall.

Action	Person Responsible	Resources Needed	Success Criteria
Conduct a thorough analysis of current behaviour management strategies	Headteacher SLT	Data collection tools, staff time	- Data on current behaviour trends collected - Identified areas for improvement
Implement targeted training for staff on effective behaviour management techniques	SLT	Training materials, external trainers	- Staff attendance at training sessions - Positive feedback from staff on the training
Develop and implement a consistent school-wide behaviour policy	SLT	Policy templates, consultation with staff and parents	- Behaviour policy drafted and approved - Staff, students, and parents aware of the policy
Establish a reward system to incentivise positive behaviour	SLT St Andrew's Asks	Rewards system, incentives	- Clear guidelines on how students can earn rewards - Increased instances of positive behaviour
Regularly review and adjust behaviour interventions based on data and feedback	SLT SENCO	Data analysis tools, regular meetings	- Quarterly review meetings held - Adjustments made based on feedback and data