



# School Improvement Plan



**2023/2024**

**‘Achieving and Flourishing in our Christian Community’**



Excellence through Cultivating Character, Pursuing Innovation and Sharing Talents

Trust Objectives 2023/2024	
Objective 1	To develop Pedagogy that reflects the ACE Curriculum Intent
Objective 2	Continue to raise standards through rigorous target setting and monitoring
Objective 3	Further develop Curriculum Planning and Assessment
Objective 4	Ensure CPD offer aligns with The People Strategy

<b>Objective 1</b>	<b>Quality of Education (Intent, Implementation and Impact)</b> Consistent and high quality teaching and learning practices (ACE pedagogy) ensure children, particularly disadvantaged, SEND and vulnerable pupils make sustained and substantial progress
<b>Key Result 1</b>	A new phonics programme has been embedded across the school, with all adults teaching the same sequence and consistencies and that all learners make progress from their starting points, achieving or exceeding their targets.
<b>Key Result 2</b>	The ACE curriculum is further embedded with metacognitive tools being used across all year groups and explicit in learning journals.
<b>Key Result 3</b>	Standards in writing are improved further, within 10%, in line with reading and maths.
<b>Key Result 4</b>	Increase the number of the PP cohort achieving ARE and GDS in Maths and English (57%) to non-disadvantaged pupils nationally (78%)

<b>Objective 2</b>	<b>Behaviour and Attitudes</b> – Leaders, with all staff, continue to build a culture of shared responsibility with positive, trusting relationships with pupils.
<b>Key Result 1</b>	Staff have embedded the new behaviour and positive relationships policy, focusing on restorative practice and building mutually respectful relationships with all pupils.
<b>Key Result 2</b>	Developing the ACE pedagogy -As a result of our curriculum values (3 circles) pupils (especially SEND and lowing attaining pupils) are highly engaged, speak positively about their learning and are well motivated in class to continually make improvements.
<b>Key Result 3</b>	Attendance and punctuality of pupils, particularly vulnerable learners, is improved to above 95%; support for families with poor punctuality and reduction in disadvantaged attendance gap.

<b>Objective 3</b>	<b>Personal Development</b> - To continue to develop a culture that develops our ACE character values, includes all and enables good mental health and wellbeing
<b>Key Result 1</b>	The school provides rich enrichment opportunities in a coherently planned way, through the ACE curriculum and through extra-curricular activities.
<b>Key Result 2</b>	All school practices promote equality and mental wellbeing through learning experiences, resources, school culture and focused learning enquiries.
<b>Key Result 3</b>	All pupils are involved in a project which impacts on the wider community, developing their understanding of service.

<b>Objective 4</b>	<b>Leadership and Management</b> - To ensure there is a strategic structure in place which ensures leadership is excellent at all levels.
<b>Key Result 1</b>	Leaders, including governors, ensure there is a coherence and consistency across the school, where staff are held to account, so pupils always benefit from effective teaching and consistent expectations
<b>Key Result 2</b>	Subject leaders develop clear structures for monitoring the progression of their subject and how assessments are recorded and used to have impact.
<b>Key Result 3</b>	The SENDCO has established a programme of monitoring and support for staff and the Nest provision.

<b>Objective 5</b>	<b>Church School Distinctiveness</b> – To ensure that Collaton’s distinctive Christian vision is established and promoted by leadership at all levels, enabling pupils and adults to flourish.
<b>Key Result 1</b>	New opportunities have been built with the church, local community and the global community to gain a greater understanding of the world around them and to aspire to make a difference.
<b>Key Result 2</b>	Children are able to articulate the school vision and how it is rooted in theology. They can explain how biblical and non-biblical stories exemplify the character gateways.
<b>Key Result 3</b>	There are consistently high standards in the teaching and learning of RWE through an enquiry-based curriculum that explore a range of faiths, developing challenge and encouraging a deeper understanding.

