Stuart Road Primary Academy

School Impact Planning (SIP/SDP) 2024-2025- Format Version 3

Schoot

Primary School
Contents - School Impact Planning

Part 1- Overview of School Impact Planning (1 & 3 Year Overviews)

Part 2- School Impact Plans (2024-2025)

Evaluating Impact

Self-Evaluation

How well are we doing?
Attainment /Progress/ Quality of Learning

Evaluation
What is the **impact of our actions on pupil outcomes**?
What difference have we made to **how well pupils are doing**?

What are our priorities?
What are our **strengths** and **areas for development**?
What are the **specific barriers?**

How will we know we are being successful?
Are we **monitoring** for impact towards our planned actions and success criteria?

Where do we want to be?
Strategic Planning- What are the **success criteria** for the actions we will take?

Monitoring

Strategic Planning

ECM Education- Self Evaluation and Impact Cycle
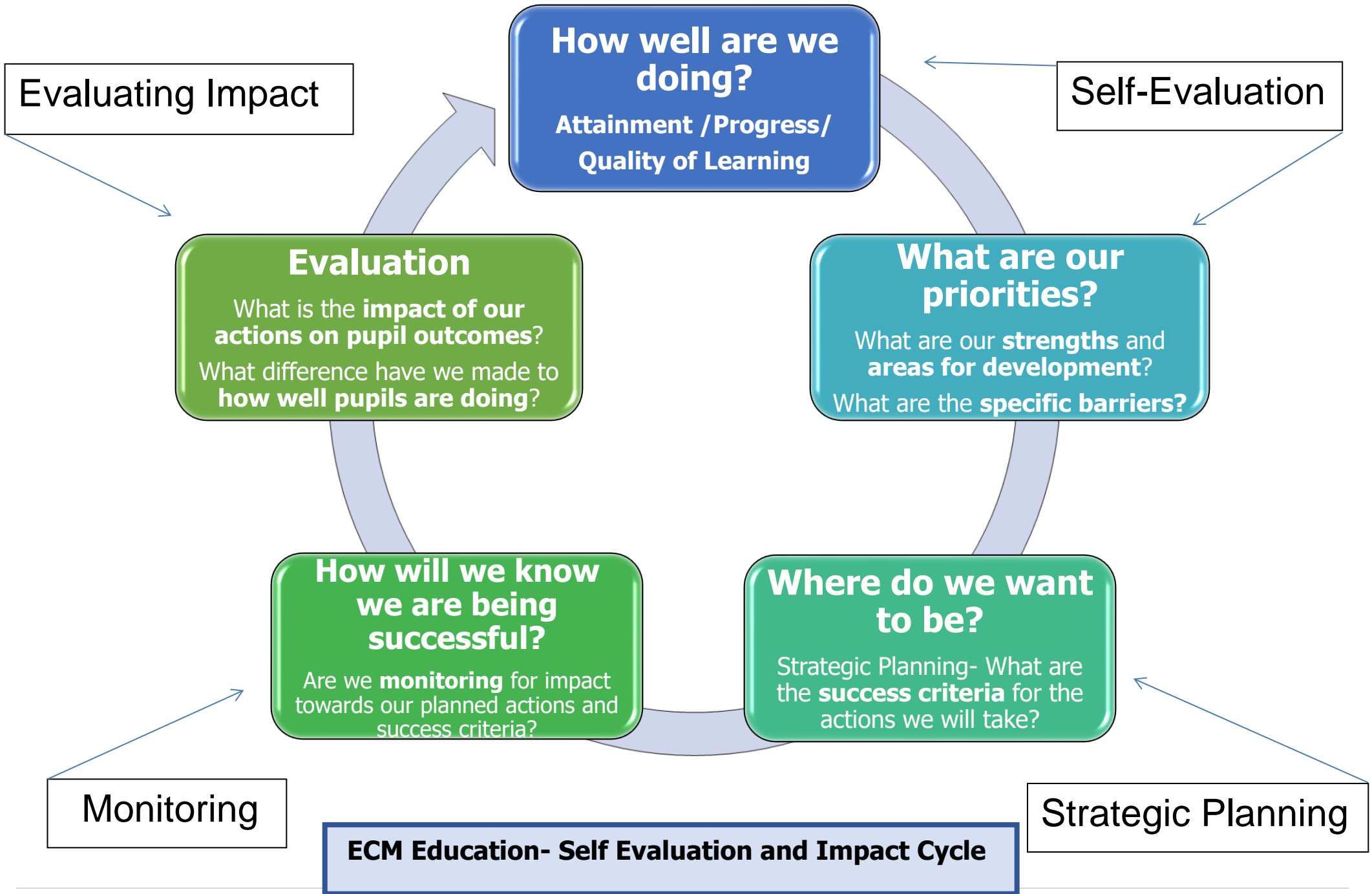
Securing Impact through Self Evaluation, Impact Planning & Performance Management

Self Evaluation Summary (SES)

Using Evaluation Shedule	Key Strengths & Areas for Development

School Impact Planning (SIP)

Informed by SES Outcomes	Strategic, Impact Focused: Success Criteria/ Timeframes

Performance Management (PM)

Whole School Objectives	Individual Staff Member Objectives
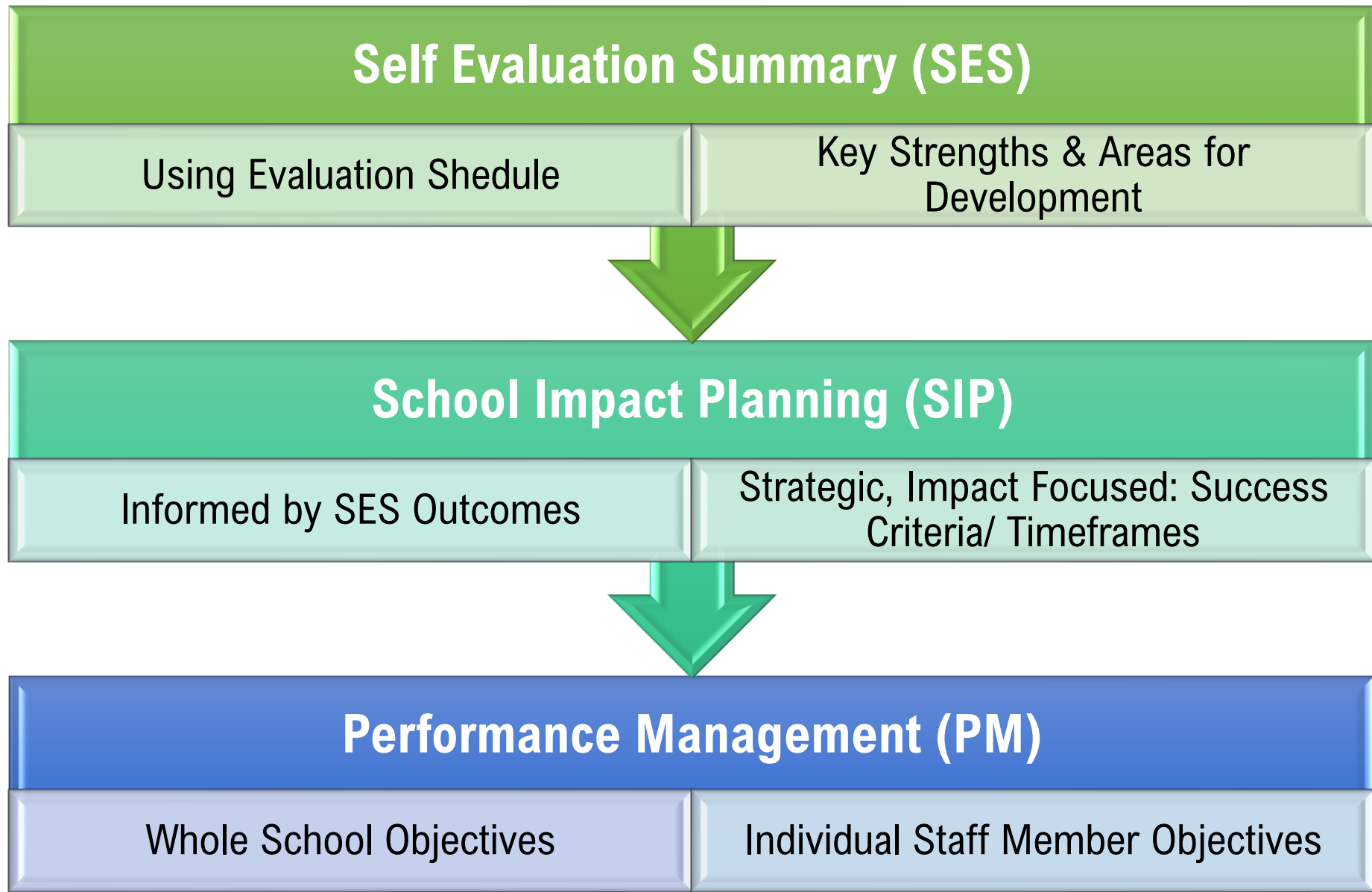
Organisation of the School Impact Plan (SIP)

The SIP is organised into three sections:

1. **An overview of Key Improvement Priorities for three years**

- This is a concise grid of the current 3 year priorities under the five school inspection handbook themes which can be shared with all stakeholders.

2. **Current Year Key Improvement Priorities (1 year)**

- These are the specific initiatives and targets that have been identified for action over the course of the academic year. Each of the focused Key Priorities has an individual Impact Plan, defined by explicit success criteria.

3. **Performance Management Priorities**

- A number of "Performance Management Priorities" under the five Ofsted Evaluation Schedule areas have been identified. These priorities are **not** necessarily associated with the key Improvement Priorities within the School Impact Plan.

Primary School – 3 Year Key Priorities Overview 2024-2027

School Judgement	2024-2025 Key Priorities	2025-2026 Key Priorities	2026-2027 Key Priorities
	Quality of Education (Intent, Implementation, Impact)		
Grade Good	<u>Key Priority: 1, 2, 3, 4, 5</u> 1. Impact of school's curriculum is that most pupils achieve well and are equipped to enter next stage of education, including those pupils with SEND. 2. The school's reading curriculum allows pupils to read widely and often, with fluency and comprehension appropriate for their age, with emphasis on reading for pleasure. 3. That SSP scheme is consistently delivered in Early Years and KS1 with pupils' outcomes in line or above national. 4. The school's maths mastery approach enables all pupils to apply mathematical knowledge, concepts and procedures resulting in strong outcomes at both key stage exit points. 5. Foundation subject leads are confident that pupils receive knowledge rich and challenging learning with strong outcomes.	<u>Key Priority: 1</u>	<u>Key Priority: 1</u>
	Behaviour & Attitudes		

Grade	Key Priority: 1. All pupils are accountable for their behaviour and display exceptional behaviour choices both inside and outside the school. 2. Attendance is in line, if not above national with Persistent Absence (PA) significantly reduced.	Key Priority: ?	Key Priority: ?

Personal Development

Grade	Key Priority: 1. Extensive personal development experiences for all including SEND/PP children. 2. Visits and visitors are woven into the children's curriculum experiences provided through Knowledge Rich Projects. 3. PHSE/RSE and RE curriculum are taught effectively. 4. Pupils understand and know FBV and what they mean.	Key Priority: ?	Key Priority: ?

Leadership and Management

Grade	Key Priority: 1. Leaders have high expectations and ambition for all pupils, ensuring inclusive education secures strong outcomes at year and key stage end points. 2. Subject leads are developed and are confident in leading subject area from Early Years to Year 6. 3. Staff wellbeing and workload are monitored and addressed.	Key Priority: ?	Key Priority: ?

Quality of Early Years Education

Grade	Key Priority: 1. Deliver high quality. Ambitious curriculum for all, ensuring pupils are ready for the nxt stage of their education.	Key Priority: ?	Key Priority: ?

Primary School -1 Year Overview - 2024-2025 Key Priorities

School Judgement	Key Priorities in 2024-2025 (suggested 5 or 6 key priorities in an academic year)	Staff member responsible (red denotes lead member)	Governor responsible
Quality of Education (Intent, Implementation, Impact)			
Grade	**Key Priority 1:** Knowledge and vocabulary rich curriculum offering opportunities for all. **Key Priority 2:** All subject leads are confident and equipped to track their subject from EYFS to Y6 tracking knowledge and skills and intended outcomes.	BN/AI/JH/MR	
Behaviour & Attitudes			
Grade	**Key Priority: 3** Behaviour is exceptional with all pupils demonstrating school's values and beliefs.	BN All staff	
Personal Development			
Grade	**Key Priority: 1** All pupils have opportunities to experience range of activities, visits, visitors and responsibilities during their time at Stuart Road.	BN/MR	
Leadership and Management			
Grade	**Key Priority: 1** Rigorous internal monitoring shows that subject leads are clearly developed and feel confident of subject progression and outcomes.	BN/MR/AI/JH	
Quality of Early Years Education			
Grade	**Key Priority: 1** Early Years curriculum is embedded and high quality learning opportunities experienced in provision.	SD/BN/MR	

Quality of Education Impact Plan- 2024-2025

Overarching Key Priority 1:	Further develop our curriculum implementation, so that it is securely embedded in all year groups and where the sequencing and series of lessons over time matches our INTENT and leads to pupils gaining the knowledge and skills needed for their future learning by remembering more, and applying more.

Lead Person Accountable for & Monitoring the Plan		Britta Nicholls		Governor	Gary Blake
Position Statement (Where are we now?)		• Cornerstones knowledge rich projects reviewed by all staff with key lessons established. Assessment through ROCKS and quiz lets in place with subject leads monitoring pupils' learning outcomes and feeding back to staff. Development of teachers' subject knowledge across the curriculum embedded as teachers new to year groups consolidate learning.			
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?)		• Tom Sherrington's WalkThrus continue to be CPD approach for all teachers.			
		• EEF Metacognition and Self-regulated learning documents,			
		• EEF Special Educational Needs in Mainstream Schools (Adopt and Adapt approach)			
Monitoring Arrangements (What will be monitored? How regularly?)		• **SLT and subject leads – strategically planned using whole school monitoring document focus on pupil voice, book looks, lesson observations and termly data.**			

Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers		Timescale?	Who?	Costs?
Key Driver 1	Subject leads to deliver INSET on subject modelling high quality pedagogy and practice. WalkThrus pedagogy approach developed and embedded in daily teaching practice.		1	Subject leads deliver INSET key actions agreed and monitored	End Oct 24	All teachers	None
			2	Subject leads monitor effective delivery of subject incl. teacher knowledge, assessment, pupil outcomes.	Nov 24	All teachers	None
			3	Subject leads monitor progress from starting points to outcomes at end of EYFS, KS1 and KS2.	Term end PPMs	All teachers	None
			4	Ensure consistency and effective impact on pupils' learning outcomes.	Termly	SLT	None
Key Driver 2	ROCKS cards/approach systematically embedded in order for pupils to achieve more and remember more.		1	Foundation subject leads monitor use of ROCKS and impact on pupils' outcomes.	Oct 24	Subject Leads	None
			2	Foundation subject leads conduct pupil voice and curriculum offer's impact on learning outcomes	Nov 24	Subject Leads	None
			3	Foundation subject leads feedback to staff on WWW and EBI for subject assessment and pupil's outcomes.	Oct/Nov 24	Subject Leads	None
			4				
Key Driver 3	Adapt and Adopt curriculum approach for pupils with SEND are consistently implemented with effective impact on pupil outcomes.		1	Deliver AA approach INSET for consistency of approach	Oct 24		None
			2	Monitor AA curriculum offer and feedback to SLT and staff	Dec 24		None
			3				
			4				
Key Driver 4	Pupil Premium learners achieve in line with non-pupil premium learners, with gaps identified and addressed effectively.		1	Monitor learning experience of PP pupils and create case studies.	Oct 24	HT/PP lead	None
			2	Analyse data for PP and non-PP for core subjects and share outcomes with staff.	Oct 24	HT/PP lead	None
			3	Complete Kingsbridge Research School training on PP provision	Dec 24	HT/PP lead	£200
			4				
Key Driver 5	T4W approach is consistently followed and delivered to a high standard by all teachers resulting in strong learning outcomes at the end of year group.		1	T4W refresh and planning adapted T4W monitored by English lead and feedback given to teachers QS reviewed	Oct 24	English Lead	None

	Key Driver 6	Phonics outcomes in line or above national in Year 1 with all Year 2 retakes at 100%. Reading in KS2 to achieve higher outcomes in each year group.	→	1	Partnership school status with Ilsham Hub to continue with DD and support for RWI Lead. Extended daily reading sessions for floor 2 classes with texts used identified and shared with SLT. Revise reading planning			

	End Points (Success Criteria) What will success look like? Percentaged/ Timeframed	Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	All teachers subject knowledge, across the curriculum, deepens and challenges learning resulting in good learning outcomes.	Oct 24			
2	All teachers use ROCKS approach to assess pupils' learning outcomes and identify and address gaps quickly.	Nov 24			
3	Subject leads monitor effectively gaining insight into subject knowledge, delivery, challenge and learning outcomes.	Termly			
4	Adapt and adopt curriculum approach embedded showing SEND pupils' learning outcomes and small steps.	Oct 24			
5	All teachers developing pedagogy through WalkThurs instructional coaching to ensure high quality teaching across the curriculum	Termly			

Behaviour & Attitudes Impact Plan- 2024-2025

Overarching Key Priority 1:	Pupils demonstrate high levels of respect, positive attitudes and resilience contributing to the life of the school and wellbeing of others.

Lead Person Accountable for & Monitoring the Plan	Britta Nicholls	Governor	Charlotte Kelly
Position Statement (Where are we now?)	• Stuart Road demonstrates consistently good behaviour from all pupils both in and outside of the school. Attendance has improved with PA decreased.		
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?)	• PACE, MAST support to enable staff to support all pupils.		
	• Ready, respectful, safe termly assemblies		
	• Embed Behaviour Curriculum use DfE's Behaviour in Schools advice February 2024 document		
Monitoring Arrangements (What will be monitored? How regularly?)	• SLT monitor termly		

Key Drivers to Achieve the End Points (Success Criteria)				Key Actions to Secure the Key Drivers		Timescale?	Who?	Costs?
Key Driver 1	Behaviour and attitudes are exceptional with pupils demonstrating highly positive attitudes, commitment and resilience.			1	Monitor impact of behaviour curriculum and behaviour policy.	Oct 24	HT	None
				2	Ensure behaviour policy is consistently followed by all staff.	Oct 24	HT	None
				3	Allocation of staff to support challenging behaviours as needed	Sept 24	HT/SENDCo	None
				4	Learning behaviour are strong demonstrate VL approach.	Oct 24	Subject leads	None
Key Driver 2	Attendance is in line, if not above national, with PA significantly decreased.			1	Review Attendance policy to be accessible to school community/staff	Sept 24	SLT	None
				2	Attendance team meet regularly to review data and add actions	Termly	BN/MR/KM	None
				3	All staff actively engaged in FOMO promoting school events to ensure attendance.			
				4				
Key Driver 3				1				
				2				
				3				
				4				
Key Driver 4				1				
				2				
				3				
				4				

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed		Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	All pupils demonstrate a ready, respect and safe approach and understand culture capital of Stuart Road	Oct 24			
2	All staff follow the school's behaviour policy consistently	Sept 24			
3	Attendance is the responsibility of all staff to promote welcoming, safe and caring environment.	Termly			
4					
5					

Personal Development Impact Plan- 2024-2025

Overarching Key Priority 1:	Extensive personal development experience for all including SEND and pupil premium.

Lead Person Accountable for & Monitoring the Plan	Britta Nicholls		Governor	Daniel Swabey
Position Statement (Where are we now?)	• Pupils have the opportunities to access experiences through extra-curricular clubs, faith speakers, sporting and author visitors, sporting events and annual class trips that showcase their resilience, independence and confidence as learners.			
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?)	• Increase range of clubs offered beyond sports, languages and robotics.			
	• PP lead to monitor and track pupil premium children's involvement in additional experiences.			
	• Kingsbridge Research School training to support PP development in the school.			
Monitoring Arrangements (What will be monitored? How regularly?)	• Track PP children access to additional experiences.			

Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers		Timescale	Who?	Costs?
Key Driver 1	Knowledge rich projects link with local visits/events to enhance and broaden all pupils' learning experience including extra-curricular clubs.		1	Subject leads make local links with KRP	Termly	Teachers	None
			2	Visitors enhance KRP experiences for all pupils.	Termly	Teachers	None
			3	A variety of clubs are offered to all children to attend.	Sept 24	MHS	£4k TGS
			4				
Key Driver 2	PHSE/RSE and RE curriculums are taught effectively with quality first teaching. Pupils understand and know FBV and what they mean for our community.		1	PHSE/RSE lead to monitor effective delivery of subjects by teachers.	Termly	KM	Release internal
			2	FBV taught explicitly in class and further embedded through whole school assemblies.	Termly	Teachers	None
			3	Pupil voice on FBV	Termly	BN	None
			4				
Key Driver 3	Pupil premium pupils have the opportunity to take part in PD made available through the school with support provided if possible to enable this to take place.		1	Devise tracking model to indicate PP involvement	Termly	MR	None
			2	PP case studies for PD shared with staff	Termly	MR	None
			3				
			4				
Key Driver 4			1				
			2				
			3				
			4				

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed	Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	**The curriculum offer extends beyond the academic and provides pupils with broader development.**	Sept 24			
2	**The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.**	Termly			
3	**The school promotes equality of opportunity and diversity effectively, and as a result, pupils understand and respect differences in the world and its people.**	Termly			
4					
5					

Leadership & Management Impact Plan- 2024-2025

Overarching Key Priority 1:	Leaders have high expectations, ambition for all pupils, ensuring inclusive education secures strong outcomes at year group and key stage end points.

Lead Person Accountable for & Monitoring the Plan	Britta Nicholls	Governor	Gary Blake

Position Statement (Where are we now?)	• Leadership is strong, with robust and rigorous monitoring in place to ensure teaching and learning is effective and all pupils receive high quality learning experiences.
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?)	• ABC approach – 'Analyse, Build, Cultivate' model to support subject leadership in school. • Tom Sherrington's WalkThrus, instructional coaching series • EEF guide to effective professional development
Monitoring Arrangements (What will be monitored? How regularly?)	• Quality of teaching and learning and impact on pupils' outcomes. Staff surveys completed to gauge wellbeing and workload.

Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers		Timescale	Who?	Costs?
Key Driver 1	Development of subject leaders to be confident in leading subject area, knowing what pupils are remembering and applying.		1	Subject Leads CPD on subject leadership	Oct 24 INSET	All teachers	None
			2	Subject Leads monitor subject as indicated in monitoring calendar and feedback during INSET.	Nov 24 INSET	Teachers	None
			3	Subject Leads confident how their subject is being taught across the year groups, including EYFS starting points, and understand coverage and content.	Nov 24	Teachers	None
			4				
Key Driver 2	Staff workload and wellbeing are being addressed and supported by leaders in the school.		1	Staff wellbeing survey completed and subsequent actions discussed by SLT.	Oct 24/March 25 and July 25	All staff	None
			2	Support staff have termly check-in meeting with SENDCo/Wellbeing lead	Nov 24	TAs	None
			3				
			4				
Key Driver 3			1				
			2				
			3				
			4				
Key Driver 4			1				
			2				
			3				
			4				

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed	Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	Subject leads follow ABC approach and are confident of delivery of subject area and impact on pupil outcomes.				
2	Staff feel valued through supportive leadership system that addresses workload and considers wellbeing and mental health.				
3					
4					

		Quality of the Early Years Impact Plan- 2024-2025				
Overarching Key Priority 1:		**Deliver high quality, ambitious curriculum for all, ensuring pupils are ready for their next stage of education.**				

Lead Person Accountable for & Monitoring the Plan	Sophie Dan/Britta Nicholls		**Governor**	Charlotte Kelly
Position Statement (Where are we now?)	• Creating EY curriculum that is knowledge and vocabulary rich and relevant for Stuart Road pupils.			
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?)	• Early Excellence webinars and training EEF Early Years Evidence store			
	• PTSA EY hubs, attend Early Language Programme training with MR			
	• Observe EY in other school settings.			
Monitoring Arrangements (What will be monitored? How regularly?)	• Termly monitoring with HT			

Key Drivers to Achieve the End Points (Success Criteria)			**Key Actions to Secure the Key Drivers**		**Timescale**	**Who?**	**Costs?**
Key Driver 1	Design, implement and embed EY curriculum that is knowledge and vocabulary rich and relevant to all pupils.		1	Embed full cycle of EY curriculum	On-going	SD	None
			2	BN to monitor EY curriculum termly	Termly	BN	None
			3	Provision reflect ambitious and rich curriculum	Oct 24	SD	None
			4				
Key Driver 2	Provide additional opportunities for maths learning in continuous provision.		1	Maths learning opportunities created in continuous provision	Oct 24	SD	None
			2	Adult-led maths learning in continuous provision	Sept 24	SD	None
			3	Assess outcomes in maths and quality of provision	Oct 24	AI	None
			4				
Key Driver 3	Ensure regular opportunities for staff training and development in order to delivery high quality provision.		1	SD to attend Hub meetings Trust and City	Termly	SD	None
			2	EEF materials and Early Excellences resources shared	Oct 24	SD	None
			3	Support staff to receive training on EY framework	Oct 24	ST	None
			4				
Key Driver 4	To secure GLD at 80%.		1	Early interventions in place and tracked	On-going	SD	None
			2	All pupils learning outcomes assessed and tracked	Termly	SD	None
			3	SEND pupils needs are met through adapt and adopt	Termly	SD	None
			4				
Key Driver 5	Early identification of language barriers and provide support to develop in order to achieve GLD.		1	Use of Chatterbugs intervention	Ongoing	SD	None
			2	BLANK levels to track and assess to ensure level 4 at end of EY.	Oct 24	SD	None
			3	Language and oracy rich environment.	Sept 24	SD	None
			4				

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed		**Timescale**	**Autumn RAG Rate**	**Spring RAG Rate**	**Summer RAG Rate**
1	**Ambitious curriculum in place and impact evidence on pupils' learning.**				
2	**Increased maths learning opportunities in provision.**				
3	**CPD provided and further enhance adult delivery of EY curriculum.**				
4	**High quality provision and adult-led learning to achieve aspirational learning outcomes.**				
5	**Oracy and language skills are improved with pupils demonstrating Level 4 BLANK at end of EY.**				