Sale and Davys C.E. (Controlled) Primary School Improvement Plan 2024-2025

Subject Leader: Helen Fenlon

Subject: English – Reading/writing.

Whole School Key Priorities:

Priority 1: To continue to improve Maths teaching and learning across the school so that all identified groups' needs continue to be met and all children make the expected progress, particularly children working at greater depth

Priority 2: To fully implement the new writing framework in order to continue to improve teaching and learning across the school so that all identified groups' needs continue to be met and all children make the expected progress.

Priority 3: To further develop the enhancement of the outdoor environment and to continue to ensure that high quality teaching and learning takes place outside.

Priority 4: To promote the school through local and social media in order to raise the school's profile so that numbers increase and the existing staffing structure is maintained.

Subject Leader activities 2024/2025

Objective	Start	Success Criteria	Specific actions	Other	Resources	Next Steps
	Date			Personnel		
2.1 Ensure that	Aut 2024	Clear progression	HF and SB to deliver	All class	Inset day	Address AFI
the teaching is	Planning and	across the school –	training on inset days	teachers	time.	
consistently	Book	children's work	on the new writing			
strong and	scrutiny	clearly shows the	framework. Ensure		Staff meeting	
addresses the		new framework	writing genres are		time and	
needs at all		being used.	varied and linked to		subject	
levels so that all			learning objectives.		leadership	
groups make the					time.	
necessary	Lesson	The new framework	All class teachers to			
progress –	Observations	is in place and	Demonstrate how		PPA and	
bottom 20%		consistently used for	they are using the		lesson obs	
		long term and	new framework in		visits.	
		medium term	their delivery of			Any issues
		planning – daily	lessons.			addressed –
		plans.				

Observe lessons		Classroom essentials	Observations of TA in	All class	Lessons	possible CPD
being delivered		are in place – all	their roles in	teachers	covered to	planned.
by all staff -		areas are covered	delivering and	plus TAs.	monitor -	
focus on SEND,		and in line with	supporting children in		TA.	
PP and GD.		agreed criteria.	the class.			
			SEND, GD and PP.			
2.6 To introduce						
a writing			Art's week writing			
challenge – links			challenge.			
to art's week.						
2.4 Further	Aut	Books show that	Book trawl with a	Report	Subject	Address AFIs
improve writing	2024	SEND, Pupil	focus on specific	shared	leader time	
teaching and		premium and greater	groups.	with		
learning across		depth children are		English		
the school so		appropriately	Report produced on	Governor		
that all identified		supported and	strengths and areas			
groups' needs		challenged to suit	for improvement.			
are met and all		their age and ability.				
children make			D !! OD !!!			
the expected		Lessons observed	Deliver GD writing	Feed back	Subject	
progress.		show clear signs of	training at staff	to staff.	Leader time	
		GD focused writing	meeting			
		tasks.	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\			
	D 111/1	B 11:1 : 1 :	Writing lead to			
	Pupil Voice	Pupil interview about	observe lessons to			
		writing – report	ensure there is			
		produced.	challenge for greater			
		How is the new	depth children.			
		framework working?				

2.2	Spr 2024	Teachers carried out	Monitor assessments		Subject	Evaluate and
Continue termly	•	assessments and	in English – look at	All pupils	leader time	share with
reading		data stored FFT	data provided			governors.
assessments that			following aut term			
give a			FFT uploads.			
standardised			Check SEND, PP and			
score.			GD.			
Monitor reading	Spr 2025	Children heard	Hear the PP children	Teaching	Subject	Reports shared
across the		reading focus on	and SEND children	staff	leader time	with staff and
school.	Monitoring	SEND, PP and GD.	read – check			governors.
Focus on bottom	of reading		matching of abilities			5 11/
20%.		Children are heard	to books.	HF and SB		Pupil/parent
		reading – ensuring	Repeat with GD.	Plus HY		Evalution of
5.3		their abilities are	Alamasida CII	LIE CDd		books.
To maintain the		well matched.	Alongside CH –	HF,SB and		
improvement of			monitor reading and phonics in EYFS.	CH		
the provision of			priorites in ETF5.			
reading in EYFS.						
5.4 To improve	Spr 2024	Lessons observed in	Regular half termly book	Teaching	Subject	Reports shared
the provision of	Op. 202 .	the teaching of	trawls to take place to	staff	leader time	with staff and
writing in EYFS.		writing – looking for	ensure children regularly	0 00		governors.
		how GD children are	have the opportunity to write long pieces. Ensure			90.0
5.6	Monitoring	supported.	there are a variety of			
All staff to have	of writing		different genres being			
a greater	3	Report produced and	focussed on and children			
understanding of		feedback given to	have the opportunity to write in these genres.			
the EYFS		staff.	write in these genres.			
curriculum so			Monitor writing opps in	HF, SB		
that subject			EYFS and develop	and CH		
leaders know						

what their subject looks like in EYFS			understanding of subject for leadership role.			
2.6 Continue to build on the newly developed 'House Challenges' to recap and promote understanding of reading and a range of authors	Spr 2024	English house Challenge in place ready for Book Characters Day/week.	Develop a house challenge that incorporates skills needed to be an English Master. Enriched Curriculum – promoting love of books and writing in different ways. Links to themed weeks.	Shared with Governor	Subject Leader time	Pupil questionnaire AFIs identified and addressed.
and book types. 4.2 Ensure that personal development is built into all aspects of school life.	Summer 2024 Analysis of tracking data	Report produced – shared with staff and governor.	Data analysed and specific children highlighted who may need intervention. Checking progress of all children – checking bottom 20% in line	Subject leader and staff.	Subject leader time and staff meeting/inset	
	Summer 2024	Report produced	Staff questionnaires and evaluation of the		Subject leader time	Intervention for specific children

End	of Year	year from monitoring	Subject	and staff	planned for next
evalu	ation	and book trawls and	leader and	meeting	year.
from		lesson observations.	staff.		
indivi	dual	Training needs			Any CPD
	toring	Report produced.			booked.
	activities				
and r	eport.				