Sale and Davys C.E. (Controlled) Primary School Improvement Plan 2023-2024

Subject Leader: Helen Fenlon

Subject: English – Reading/writing.

SIAMS Inspection Key Priorities 2019:

Priority 1: To fully develop the recent visual support of the four spiritual themes to further enable staff to explore this approach.

Priority 2: To make use of recent developments in Religious Education, so that pupils benefit more fully from the use of assessment tools to inform progress.

Subject Leader activities 2023/2024

Objective	Start Date	Success Criteria	Specific actions	Other Personnel	Resources	Next Steps
2.1 Ensure that the teaching is consistently strong and addresses the needs at all levels so that all groups make the necessary progress – bottom 20%	Aut 2023 Planning and Book scrutiny	Clear progression across the school Progression grids are consistently used for medium term planning Focus on reading – comprehension and Guided sessions.	All class teachers to highlight objectives on medium term planning taken from progression grids. English subject leader to scrutinise planning across the school and to identify strengths and areas for development	All class teachers	Staff meeting time. PPA	Address AFI
Observe lessons being delivered by all staff – focus on SEND, PP and GD.	Lesson Observations	Classroom essentials are in place – all areas are covered and	Check for sequence of lessons as agreed – look for evidence of differentiation and class essentials are in place for each year. Findings fed back.		Lessons covered to monitor – TA.	Any issues addressed – possible CPD planned.

		in line with agreed criteria.					
2.4 Further improve writing teaching and learning across the school so that all identified groups' needs are met and all children make	Aut 2023	Books show that SEND, Pupil premium and greater depth children are appropriately supported and challenged to suit their age and ability.	Book trawl with a focus on specific groups. Report produced on strengths and areas for improvement.	Report shared with English Governor	Subject leader time	Address AFIs	
the expected progress.	Pupil Voice	CPD course attended and training delivered to all staff. Lessons observed	Writing lead and HT to attend DDAT writing training-dictation	Feed back to staff.	Subject Leader time		
		show clear signs of GD focused writing tasks.	Deliver GD writing training at staff meeting				
		Pupil interview about writing – report produced.	Writing lead to observe lessons to ensure there is challenge for greater depth children.				
2.2 Continue termly reading	Spr 2024	Teachers carried out assessments and data stored FFT	Monitor assessments in English – look at data provided	All pupils	Subject leader time		and vith

assessments that			following aut term			
give a			FFT uploads.			
standardised			Check SEND, PP and			
score.			GD.			
Monitor reading	Spr 2024	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.		SEND, PP and GD.	read – check			governors.
Focus on bottom			matching of abilities			
20%.	Monitoring	Children are heard	to books.	HF and SB		Pupil/parent
	of reading	reading – ensuring	Repeat with GD.	Plus HY		Evalution of
5.3		their abilities are well				books.
To maintain the		matched.	Alongside CH –	HF,SB and		
improvement of			monitor reading and	CH		
the provision of			phonics in EYFS.			
reading in EYFS.						
5.4 To improve	Spr 2024	Lessons observed in	Regular half termly book	Teaching	Subject	Reports shared
the provision of		the teaching of	trawls to take place to	staff	leader time	with staff and
writing in EYFS.		writing – looking for	ensure children regularly have the opportunity to			governors.
		how GD children are	write long pieces. Ensure			
5.6	Monitoring	supported.	there are a variety of			
All staff to have	of writing		different genres being focussed on and children			
a greater		Report produced and	have the opportunity to			
understanding of		feedback given to	write in these genres.			
the EYFS		staff.		HF, SB		
curriculum so			Monitor writing opps in EYFS and develop	and CH		
that subject leaders know			understanding of subject			
what their			for leadership role.			
subject looks like						
in EYFS						
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2.6 Continue to build on the newly developed 'House Challenges' to recap and promote understanding of reading and a	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.	Shared with Governor	Subject Leader time	Pupil questionnaire AFIs identified and addressed.
range of authors 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 End of Year evaluation from	Report produced	Staff questionnaires and evaluation of the year from monitoring and book	Subject leader and staff.	Subject leader time and staff meeting	Intervention for specific children planned for next year.

individual monitoring and activities and report.	trawls and lesson observations. Training needs Report produced.	Any CPD booked.