



YEALMPSTONE FARM PRIMARY SCHOOL

2024-2025

School Improvement Plan

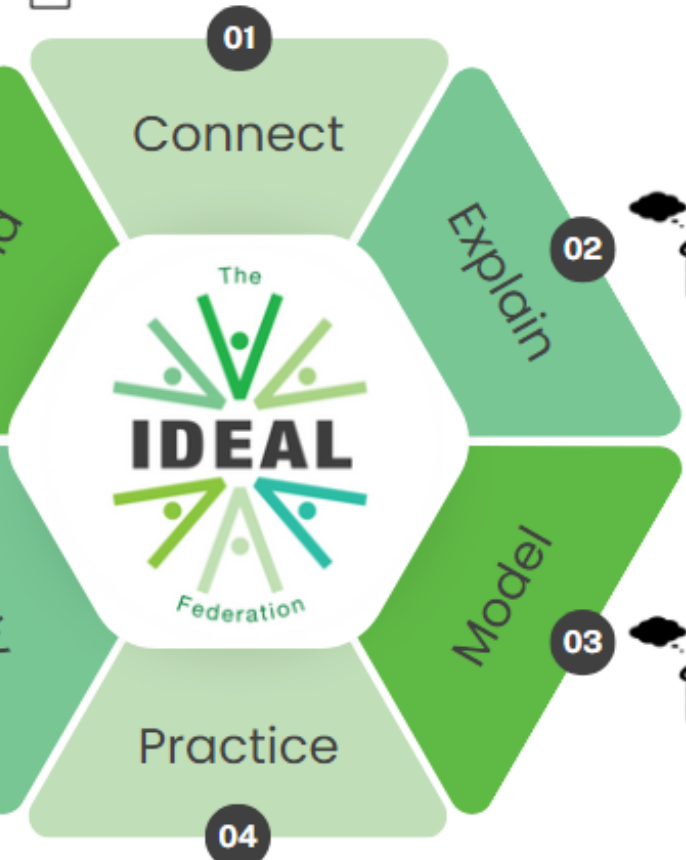
"The doorway to learning for the whole community"

Classroom Culture:
the relational
approach

Sequence Planning:
think hard but
efficiently

Cognitive Science:
build retrieval and
storage capacity

- Prior learning
- Whole class feedback



- Reflect
- Summarise
- Deepen understanding

- Vocabulary
- Direct instruction
- Diagrams, images and maps

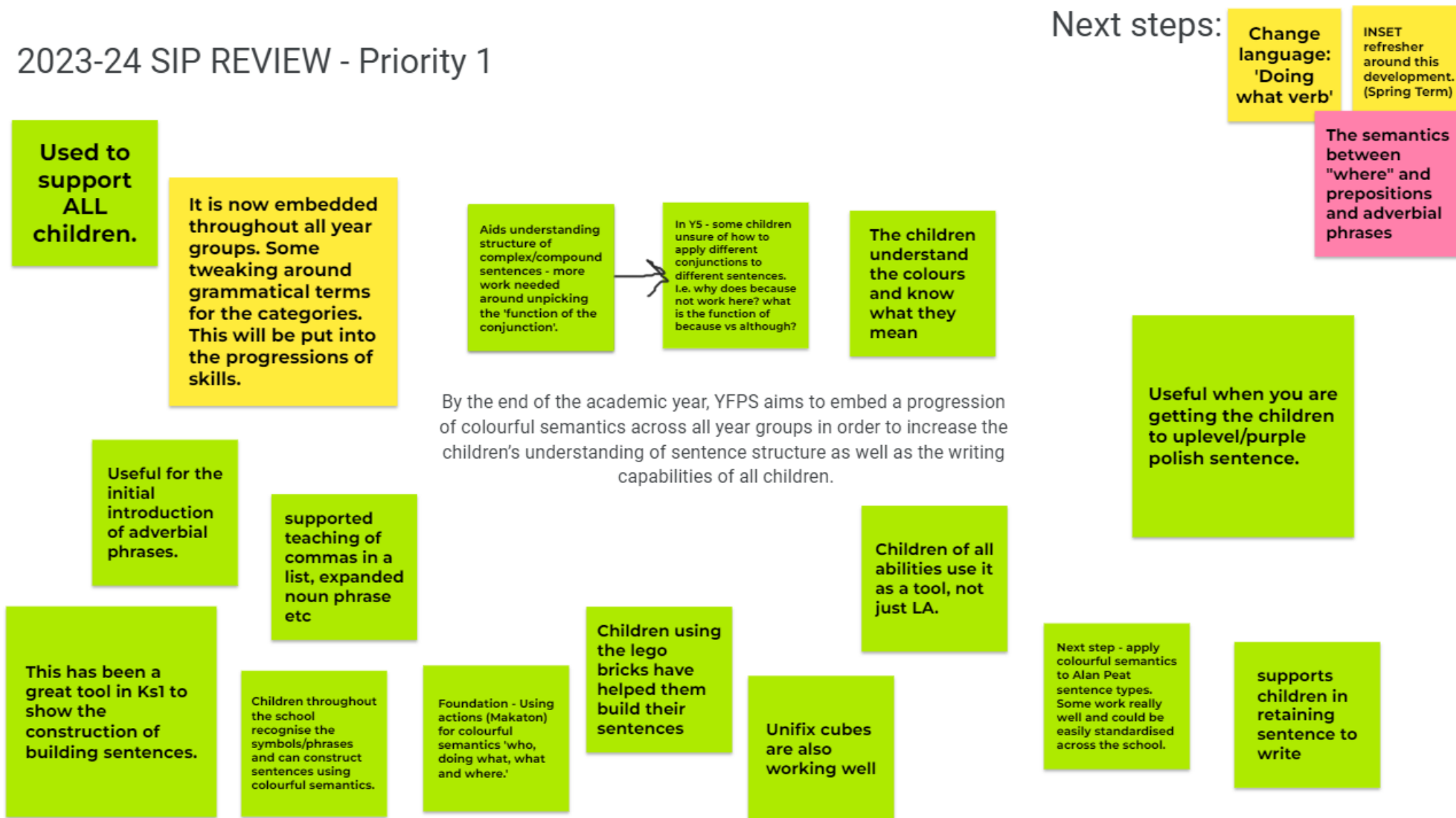
- 'You do'
- Consolidate and record
- Apply vocabulary
- Check understanding

- 'I do'
- Live modelling
- Concrete worked examples

- 'We do'
- Worked examples
- Misconceptions

2023-2024 SIP review with governors and staff.

2023-24 SIP REVIEW - Priority 1



Next steps:

Change language: 'Doing what verb'

INSET refresher around this development. (Spring Term)

The semantics between "where" and prepositions and adverbial phrases

Useful when you are getting the children to uplevel/purple polish sentence.

Children of all abilities use it as a tool, not just LA.

Next step - apply colourful semantics to Alan Peat sentence types. Some work really well and could be easily standardised across the school.

supports children in retaining sentence to write

Next steps:

Add Paul Dix relational

2023-24 SIP REVIEW - Priority 2

Inset on "maths talk"

Calling number sentences 'equations' has helped children understand the idea of balancing calculations. This has especially helped when faced with missing number probs

Having the vocabulary slides at the beginning of a lesson helps to understand what the lesson is about

Daily maths vocabulary introduced with widgets in Foundation.

Children are more confidently using the correct terminology to reason their answers in maths.

The vocabulary slide is consistently being used across the school.

By the end of the academic year, students at YFPS will demonstrate proficiency in using maths vocabulary to explore mathematical problems, reason through complex maths scenarios, and justify their problem-solving strategies.

Next steps:

Not sure "new" and "previous" vocabulary is needed. We obviously need to ensure we are using the vocabulary from our year group, but new and previous wasn't as helpful.

Need to break complex problems down into smaller steps still for LA children.

Children were confident in using maths vocabulary in their explanations

Every lesson now has a vocabulary slide

Maths vocabulary progression document.

Widget icons on vocab slides have helped the children

Links well to working walls

Some sentence stems help retain maths vocabulary.

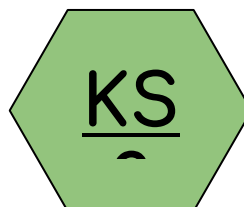
Precise vocab (addend, sum, subtrahend, difference etc) allows children to understand the function of each number in an equation ...

...helps with reasoning talk and problem solving.

YFPS End of Year Data

Y4 tables check (July 2024)

Marks achieved	YFPS 2024	National 2023
25/25	38%	29%
Average mean	21.4	20.2

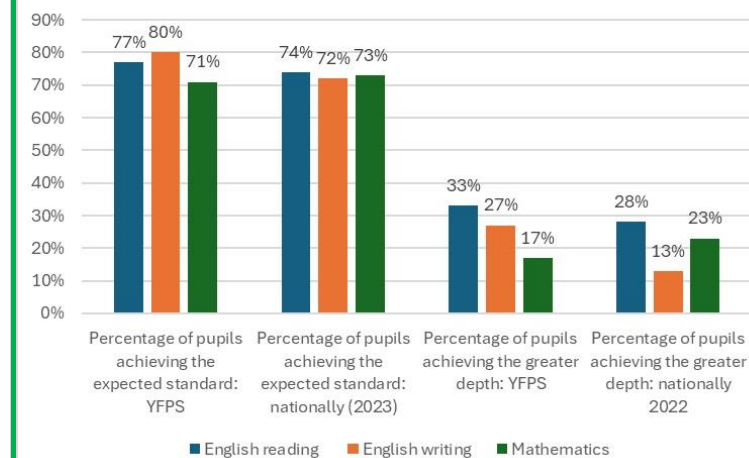


Evaluation of last year's development:

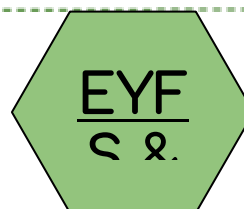
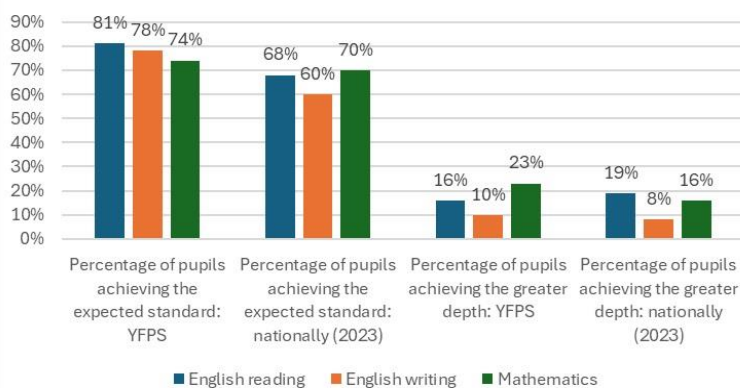
KS2: Our data shows that we were above national in reading and writing. We will continue with our strategies and embed them across the next year. In maths we are slightly below national average, and we have identified that we need to develop more fluency in the basic number skills.

Y4 tables: 38% of our Y4 cohort got full marks in this test. This is significantly above the national last year of 29%. Our average score was also above the national average last year.

YFPS KS2 vs National



YFPS KS1 vs National

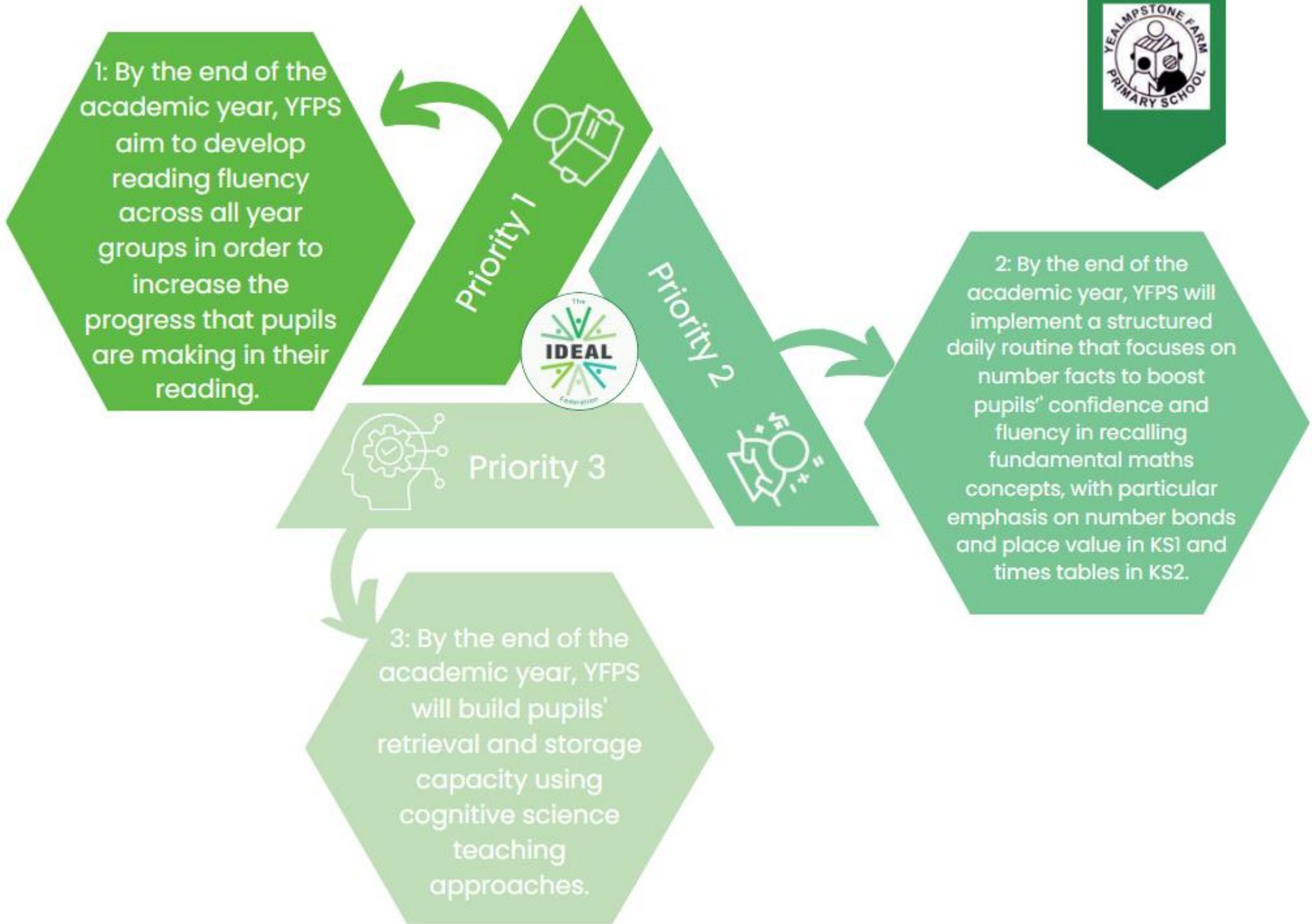


Phonics Assessment (based on July 2024 data)

Percentage of pupils achieving the expected standard in Y1: YFPS	Percentage of pupils achieving the expected standard in Y1: nationally (2023)	Percentage of pupils achieving the expected standard in Y2: YFPS	Percentage of pupils achieving the expected standard in Y2: nationally (2023)
86%	79%	86% (6 of 7 pupils)	89%

Foundation Stage Results (July 2024)

Percentage of pupils at YFPS achieving the expected standard in Foundation	Percentage of pupils achieving the expected standard: nationally (2023) in Foundation
67%	67%



1: By the end of the academic year, YFPS aim to develop reading fluency across all year groups in order to increase the progress that pupils are making in their reading.

2: By the end of the academic year, YFPS will implement a structured daily routine that focuses on number facts to boost pupils' confidence and fluency in recalling fundamental maths concepts, with particular emphasis on number bonds and place value in KS1 and times tables in KS2.

3: By the end of the academic year, YFPS will build pupils' retrieval and storage capacity using cognitive science teaching approaches.

Strategic Intent for Change one:

Priority 1: 85% of children are ARE for reading within their year group expectations. Focus on the fluency element of reading throughout the curriculum to achieve this.

Budget
£1000

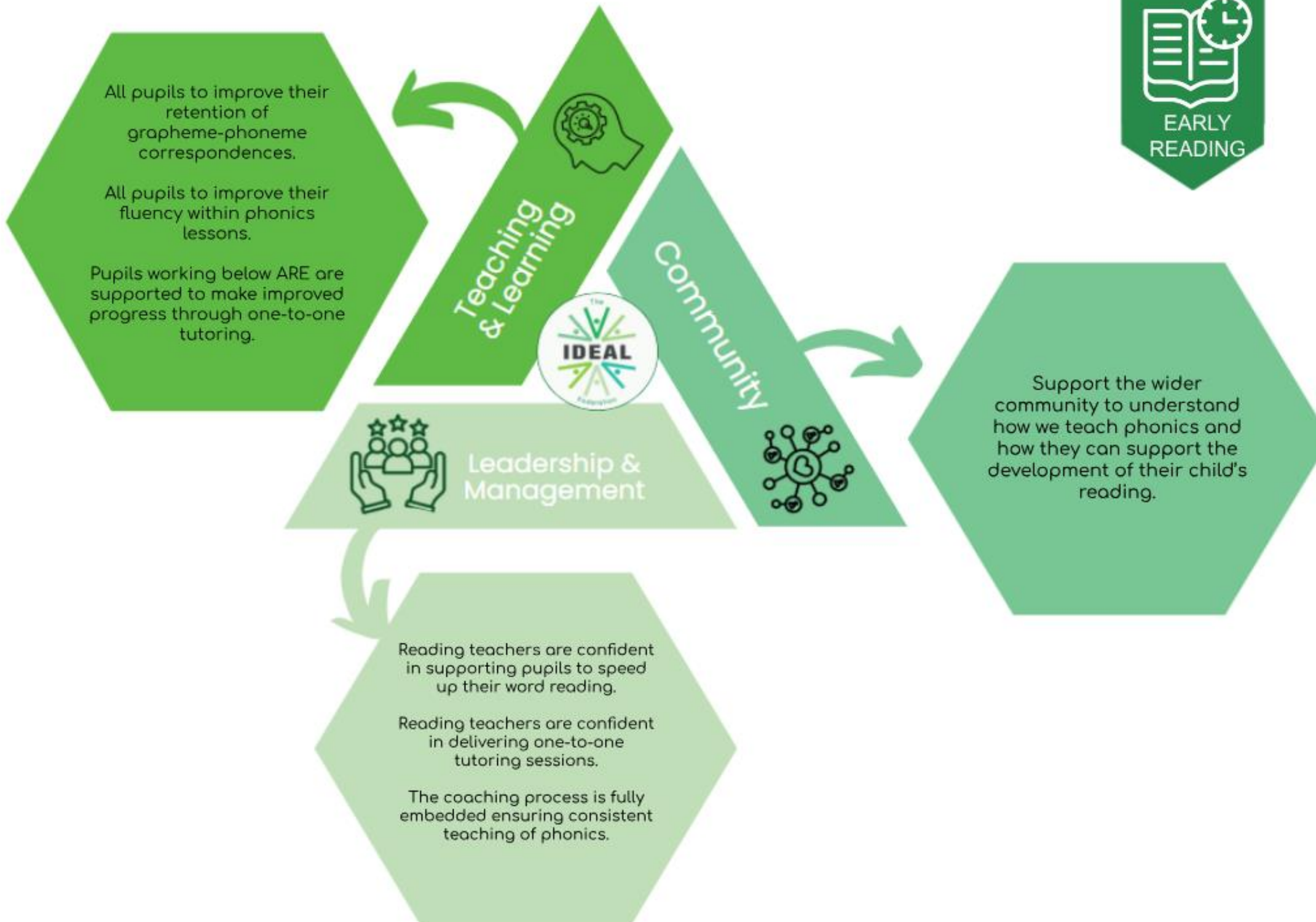
Where are we now?

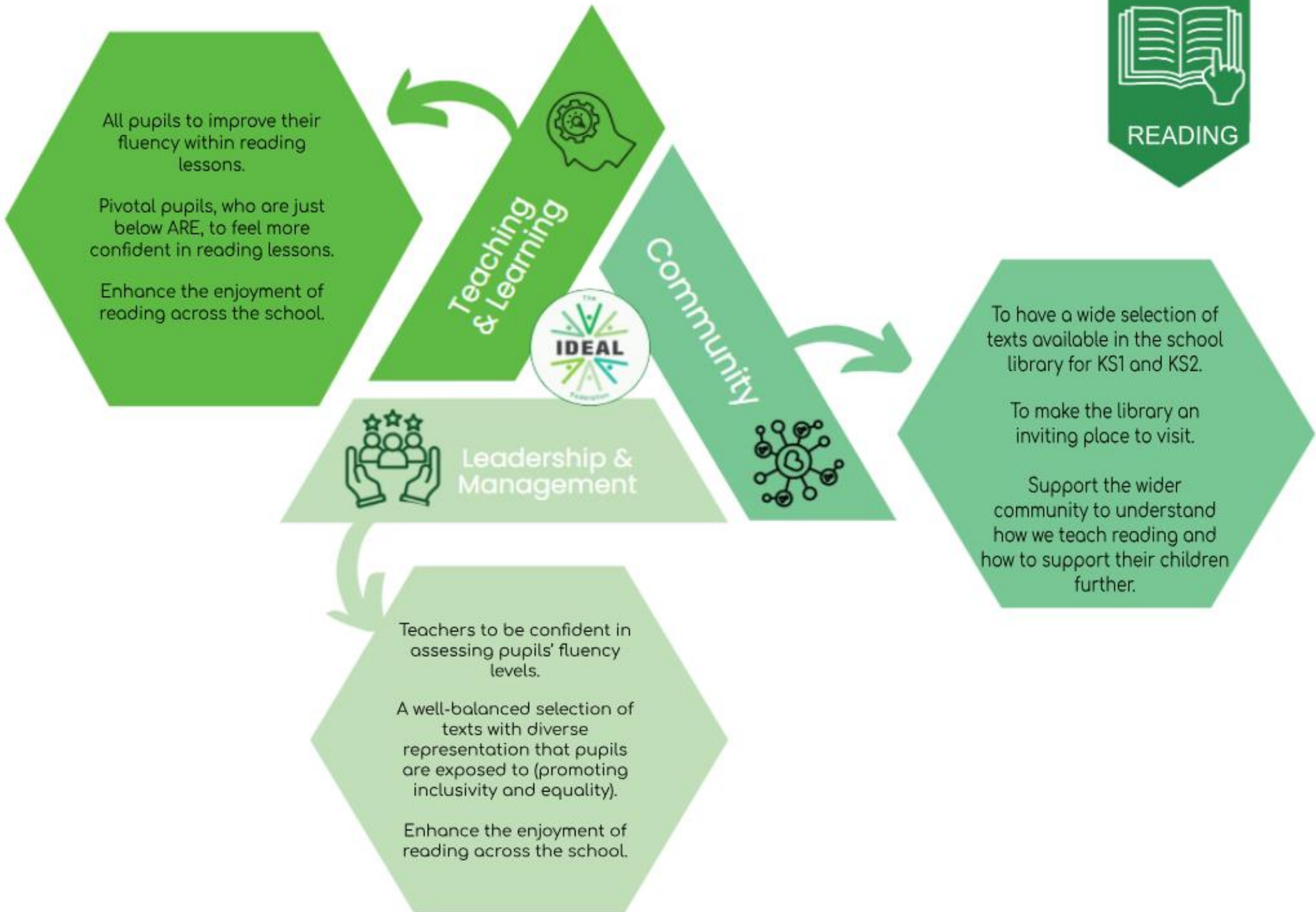
- 77% at ARE in the academic year 2023/2024
- Fluency training has been delivered to all teaching staff
- All teachers are incorporating fluency techniques within their English lessons
- Teachers have a comprehensive level of knowledge of reading fluency
- Learning walks have been carried out in reading lessons and will be done for a second time in the Spring term
- English Leads will attend pupil profiling meetings to check that students are on track for ARE.

What will it look like by the end of 24-25?

- All staff will incorporate reading fluency techniques in lessons (foundation subjects included)
- All pupils will be confident in reading aloud with accuracy, appropriate rate (speed) and prosody
- Pivotal pupils will be identified in each year
- Fluency intervention groups will be finalised in UKS2, carried out by a TA

2024-2025 YFPS Priorities







All pupils use a consistent approach to handwriting and forming the letters correctly.

All teachers teach year-group-appropriate grammar through a writing warm-up in each lesson.

Teaching & Learning



Community

Leadership & Management

Increased student engagement and enthusiasm towards writing.

For families to engage in supporting their child's writing at home.

Families understand colourful semantics and how this is used in school.

For all pupils to form letters correctly, have the correct pencil grip and to have clear, legible and joined writing by the end of KS2.

To have a well-balanced variety of writing genres throughout the school to ensure complete coverage of the curriculum.

Pupils to be more fluent in their recall of grammatical knowledge.

All staff to be confident in assessing their year group objectives.

Strategic Intent for Change two:

Priority 2: By the end of the academic year, YFPS will implement a structured daily routine that focuses on number facts to boost students' confidence and fluency in recalling fundamental maths concepts, with particular emphasis on number bonds and place value in KS1 and times tables in KS2.	Budget £2000
<p>Where are we now?</p> <p>Currently, maths mastery teaching allows children to build their learning using small steps that consolidate methods and their understanding of key concepts in different areas of mathematics. We now spend longer on a topic to ensure that the children have a deep understanding and are able to make connections with what they have learnt previously. As a result children are more confident when tackling problems and reasoning their thoughts when applying these methods in various contexts. When speaking to teachers and looking at the assessments completed at the end of last summer, we noticed that some children were not able to rapidly recall number facts. Number fact fluency reduces cognitive load when solving mathematical problems and builds confidence.</p> <p>Currently, we have a separate 'Quick Maths' session on top of the main maths lesson to work on fluency and number sense. All classes have been using Mastering Number in Foundation and KS1 and Year 4/5 trialled the KS2 version last year which now needs to be embedded. While number facts are being taught, they are not being practised regularly across all year groups.</p> <p>Parental involvement in supporting number fact fluency at home is good with some children but not all. We would like to provide more opportunities to support parents with this to give all children the opportunity to become more confident in maths and enjoy mathematics.</p> <p>Key actions:</p> <p>Conduct baseline assessments of students' current number fact fluency using diagnostic tools.</p> <p>Align the maths curriculum across all grades to ensure consistent and progressive teaching of number facts.</p>	



MATHS

- Daily number fact recall sessions in the form of 'Mastering Number' in Foundation, Y1,Y2,Y4 and Y5.
- Pre-teaching as an intervention for pupils working below ARE.
- Continue to work on and embed key vocabulary from the maths progression document.

Teaching & Learning

Community



Leadership & Management

- Boost engagement and regularity of home learning.
- Create a bank of resources, games and activities to support rapid recall of number facts.
- Share information for each of the areas of maths with the wider school community.

- To improve the efficiency and effectiveness of number fact fluency sessions.
- Learning Walk
- INSET to share good practise and work on areas of development.
- Continued CPD

Strategic Intent for Change three:

Priority 3: (Curriculum) By the end of the academic year, YFPS will build pupils' retrieval and storage capacity using cognitive science approaches.

Budget
£30000

Where are we now?

- By the end of last year, knowledge organisers, which contained graphically organised content, were created for history and geography units. Through INSET, these were adapted to make sure that we had consistency and uniformity across the school to help reduce cognitive load and make them more accessible.
- Children were starting to be able to use the knowledge organisers to more easily recall key learning.
- In the summer, front page overview sheets were developed for DT which followed the structure of history and geography highlighting the key vocabulary. Knowledge organisers were also rolled out for DT units.
- Teachers had tried out different retrieval activities to help children recall prior learning before moving on to new learning. These activities are now ready to be developed further to make stronger connections and link learning to the bigger picture/big questions.
- Cognitive science INSET enabled teachers to start unpicking each part of a lesson. They started to consider working memory limitations, the importance of retrieval practice, spaced learning benefits, cognitive load theory, metacognition and self-regulation as well as the positive impact of dual coding.
- Teachers started to reflect upon their practice and aimed to embed/create more effective learning environments that support memory, understanding and long-term mastery.
- The IDEAL curriculum team worked together to summarise the elements that they (supported by research) felt were the fundamental core elements of effective lessons. They produced a booklet with examples for staff and shared during INSET with examples for the 6 stages.
- The IDEAL lesson was developed with the 6 core elements underpinned by classroom culture, sequence planning and cognitive science. This will be developed further next year.
- Through INSET, staff have been shown the details for sequence planning. As a result, teachers have started to adapt their lesson slides so that they are organised to support cognitive load and have a key takeaway message for every lesson which is used to frame the learning outcomes.

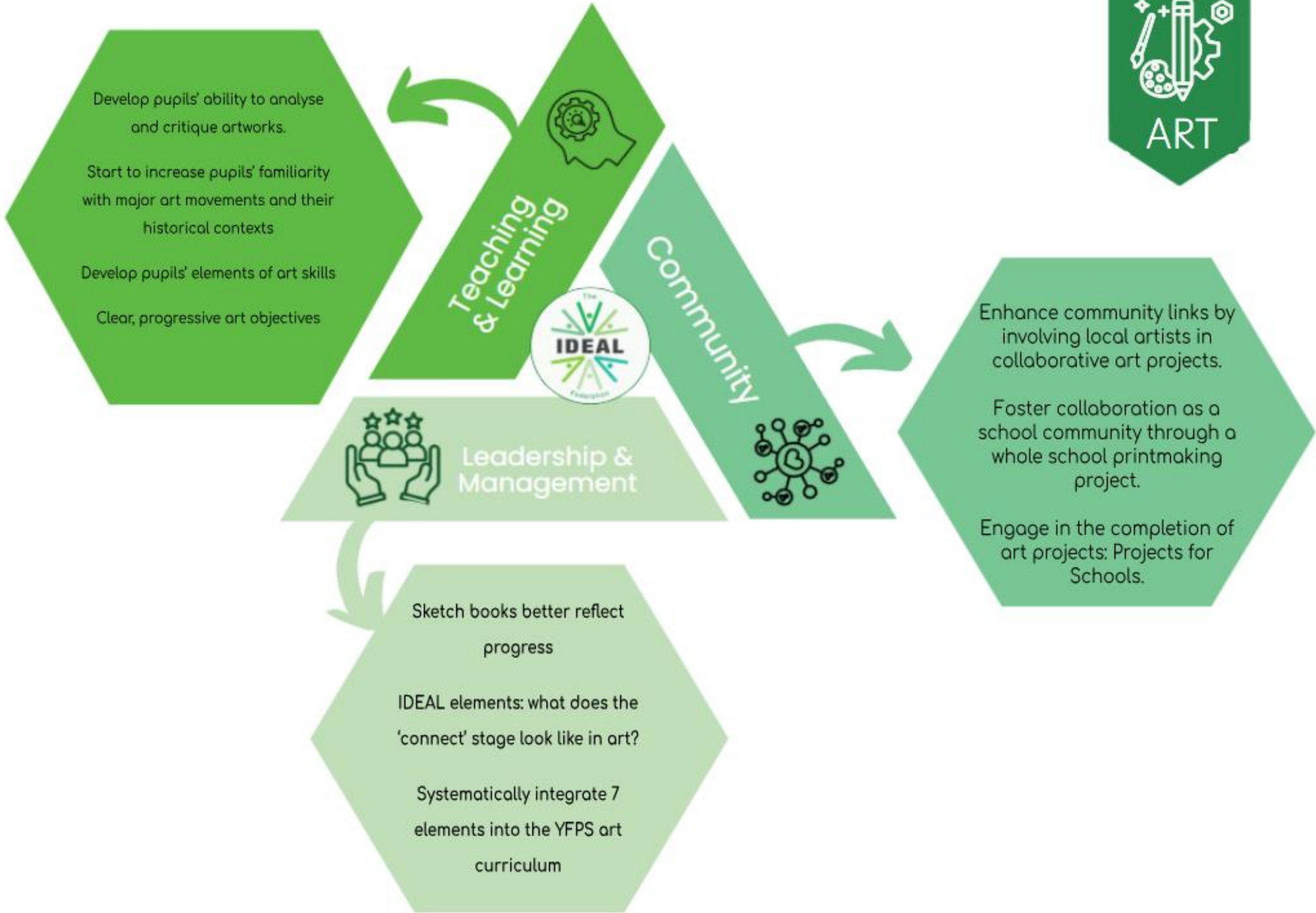
What will it look like by the end of 24-25?

- Knowledge organisers for history, geography and DT will be embedded and children can 'talk their book' using them as a retrieval prompt
- The 'connect' stage of the IDEAL lesson will have been developed by each subject lead so that there is consistency across foundation subjects
- The classroom culture area of the IDEAL lesson will be carefully considered throughout the year. Staff will have undertaken the Paul Dix relational approach to behaviour training. Policy and practice will be reviewed in light of this training and all staff will have a consistent framework to work from. Staff will feel upskilled and empowered.
- Retrieval tasks will form part of each lesson (where appropriate) and teachers feel confident to use the templates and tailor them for their curriculum and cohort.
- Lesson slides will be consistent, clear and designed carefully to reduce cognitive load and children remember the key knowledge for each lesson.
- The SEND children will be able to access material at the same level as their peers through the use of carefully designed tasks, dual coding and graphic organisers.

SUBJECT ACTIONS

PLANS

SUBJECT	SUBJECT LEADER
Art	V. Allen & J. Shaw
Computing	S. Burns
DT	D. Short
EYFS	E. Forman-Jessop
Geography	E. Foreman-Jessop
History	A. Robinson
Latin	S. Burns
Mental Health	C. Tregaskes
Music	A. Robinson
PE	D. Baker
PSHE	E. Forman-Jessop
RE	(J. Shaw)
Science	D. Short
SEND	V. Allen & C. Tregaskes



Develop pupils' ability to analyse and critique artworks.

Start to increase pupils' familiarity with major art movements and their historical contexts

Develop pupils' elements of art skills

Clear, progressive art objectives

Teaching & Learning



Community

Enhance community links by involving local artists in collaborative art projects.

Foster collaboration as a school community through a whole school printmaking project.

Engage in the completion of art projects: Projects for Schools.

Leadership & Management

Sketch books better reflect progress

IDEAL elements: what does the 'connect' stage look like in art?

Systematically integrate 7 elements into the YFPS art curriculum



All pupils to understand and apply computing vocabulary.

Pupils to be able to retrieve prior learning.

Teaching & Learning

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Leadership & Management

Parents will understand how to keep their children safe when using devices.

To review and develop the school's internet safety.

A robust assessment of pupils' knowledge.

Ensure that all units are appropriately resourced.

Review the scheme 'Teach Computing' and know what the pupils think of the lessons.



DT

Continue to develop the DT curriculum in the programme of study to ensure there is a clear progression of knowledge and skills that build upon each other to develop deep learning.

Develop the use of DT front covers and graphic organisers for each unit within lessons.

Teachers to trial DT retrieval tasks to support pupils' DT skills and their development.



Teaching & Learning



Community



Leadership & Management

Pupils' DT Capital will be enhanced through workshops.
STEM Ambassadors help bring STEM subjects alive and provide real-life examples of industry careers, facilitating an invaluable link between schools and industry.
To build upon the success of careers day during Healthy Schools Week and how this can be developed even more.

Book monitoring/learning walk across the school to see the impact the curriculum changes have had.
Pupil voice to be completed to find out how the pupils feel about DT, what they like doing in DT, what do they remember and how DT lessons can be improved.
Explore the IDEAL elements: what does the 'connect' stage look like in DT?
Staff and pupils will have appropriate resources needed to support DT learning within lessons.
In most cases, the teacher will place the order for their own projects, especially if it is a cooking project.
All teachers to complete food hygiene course via National College- Award in Food Hygiene for Primary Schools & Academies.
DT lead to complete Level 2 equivalent course in food hygiene and safety via National College.



EYFS

To consider a vocabulary progression for pupils' with SEND.

To provide training for staff on early maths.

To look into a range of home learning resources.

To develop a makaton progression.

To fully embed new and existing schemes of learning into the early years curriculum.

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Community

Leadership & Management



To increase outreach to the parent community and wider community to request resources to support pupils' learning and exploration.

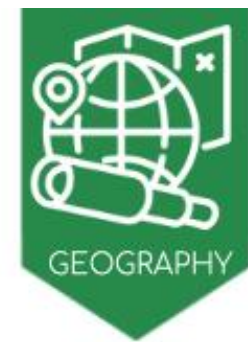
To increase the attendance of prospective parents to school events, to give them a greater sense of our school community.

To consider timings of open mornings to best showcase the foundation set up and SEN provision.

To create a progression of vocabulary for EYFS ensuring coverage of all 7 areas of the curriculum.

To use the fine and gross motor progression in the weekly planning.

To complete blank level assessments ahead of speech and language requests for help meetings.



To develop pupils' ability to retrieve prior learning through retrieval practices.

To develop pupils' ability to make connections between prior learning through retrieval practices.

To ensure each year group has a clear set of objectives to be covered within the year.

To ensure all classrooms have geography specific displays, resources and classroom environments.

Teaching & Learning

Community

Leadership & Management



To continue to work with geography specialists/experts for key events.

To re-introducing a gardening club.

To make the whole school grounds day open to the community.

To lead pupil voice opportunities to evaluate their recall and understanding of fieldwork opportunities.

To systematically integrate locational knowledge for KS2.



To develop and embed the pupils' sense of chronology and the cumulative impact of historical events on society.

Pupils fully understand key concept symbols and how they apply to their current and previous learning objectives.



Teaching & Learning



Community



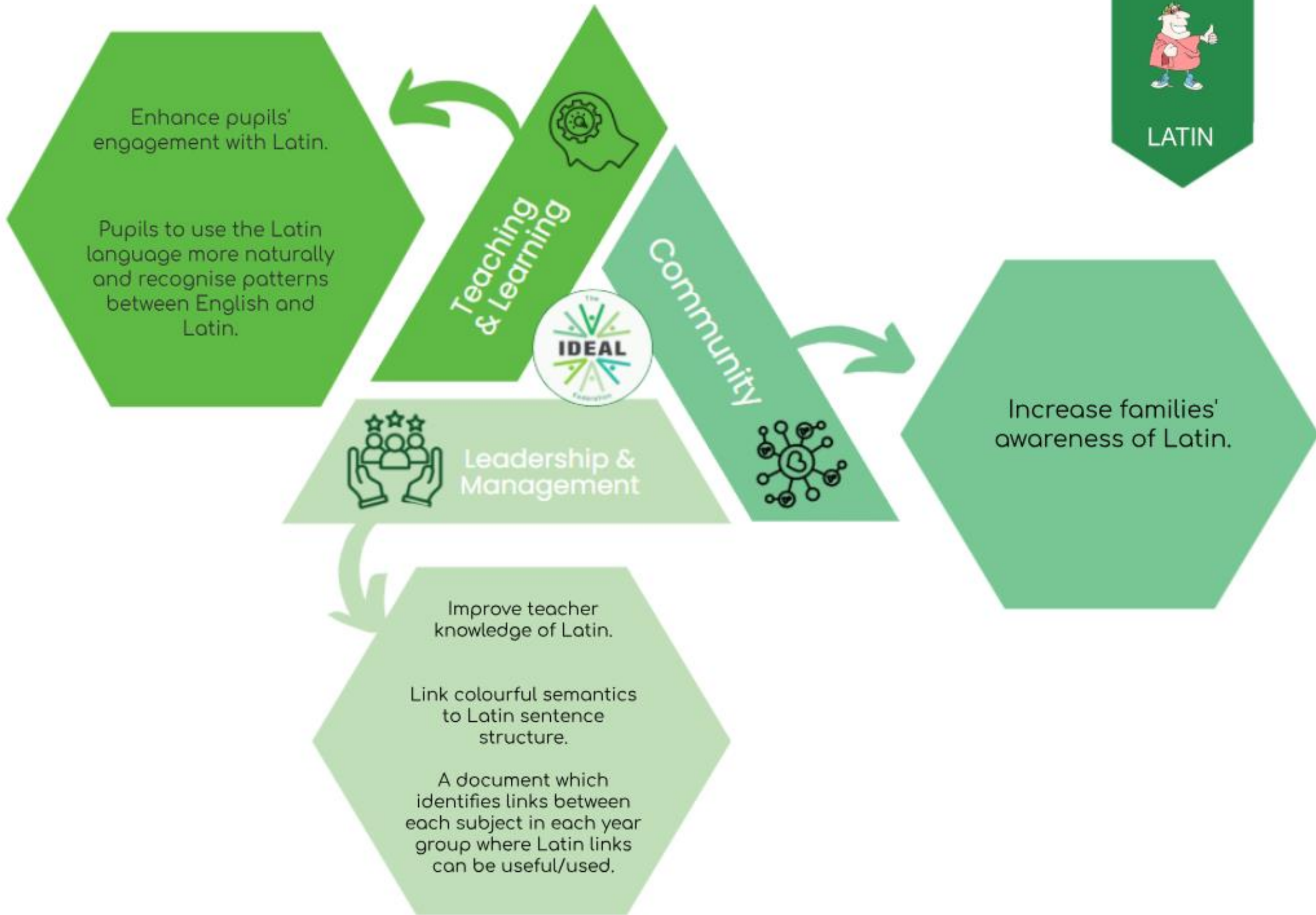
Leadership & Management

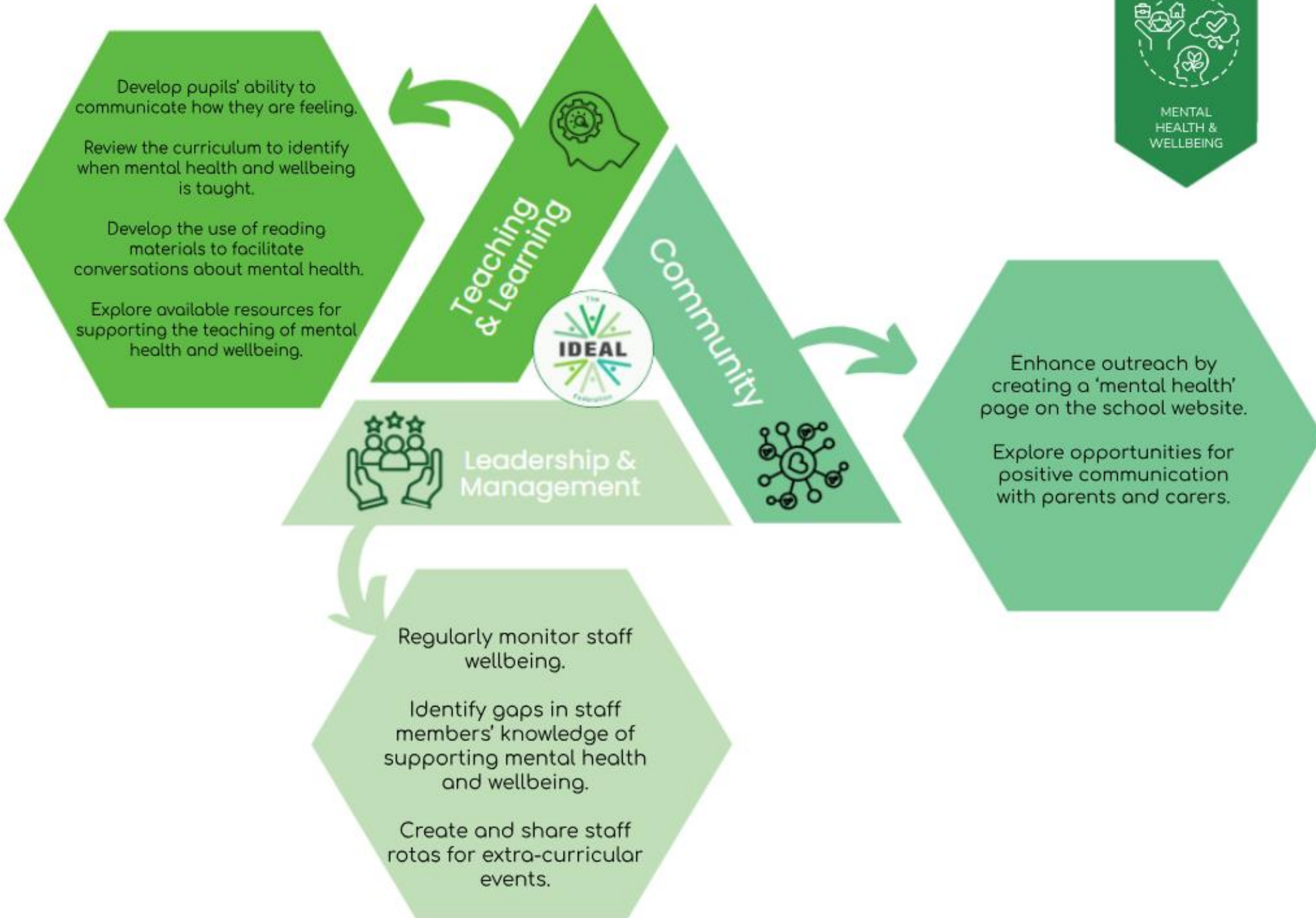
LA/SEND pupils are able to talk confidently about their learning using supporting materials (i.e. G.O, recorded retrieval practise, individual lessons).

Pupils can articulate how their current unit of study links to previous units covered.

Teachers are linking their P.A.S to learning objectives on long term plans.

Teachers are confident that they have full coverage of P.A.S for their





Develop pupils' ability to communicate how they are feeling.

Review the curriculum to identify when mental health and wellbeing is taught.

Develop the use of reading materials to facilitate conversations about mental health.

Explore available resources for supporting the teaching of mental health and wellbeing.

Teaching & Learning



Leadership & Management

Community

Enhance outreach by creating a 'mental health' page on the school website.

Explore opportunities for positive communication with parents and carers.

Regularly monitor staff wellbeing.

Identify gaps in staff members' knowledge of supporting mental health and wellbeing.

Create and share staff rotas for extra-curricular events.



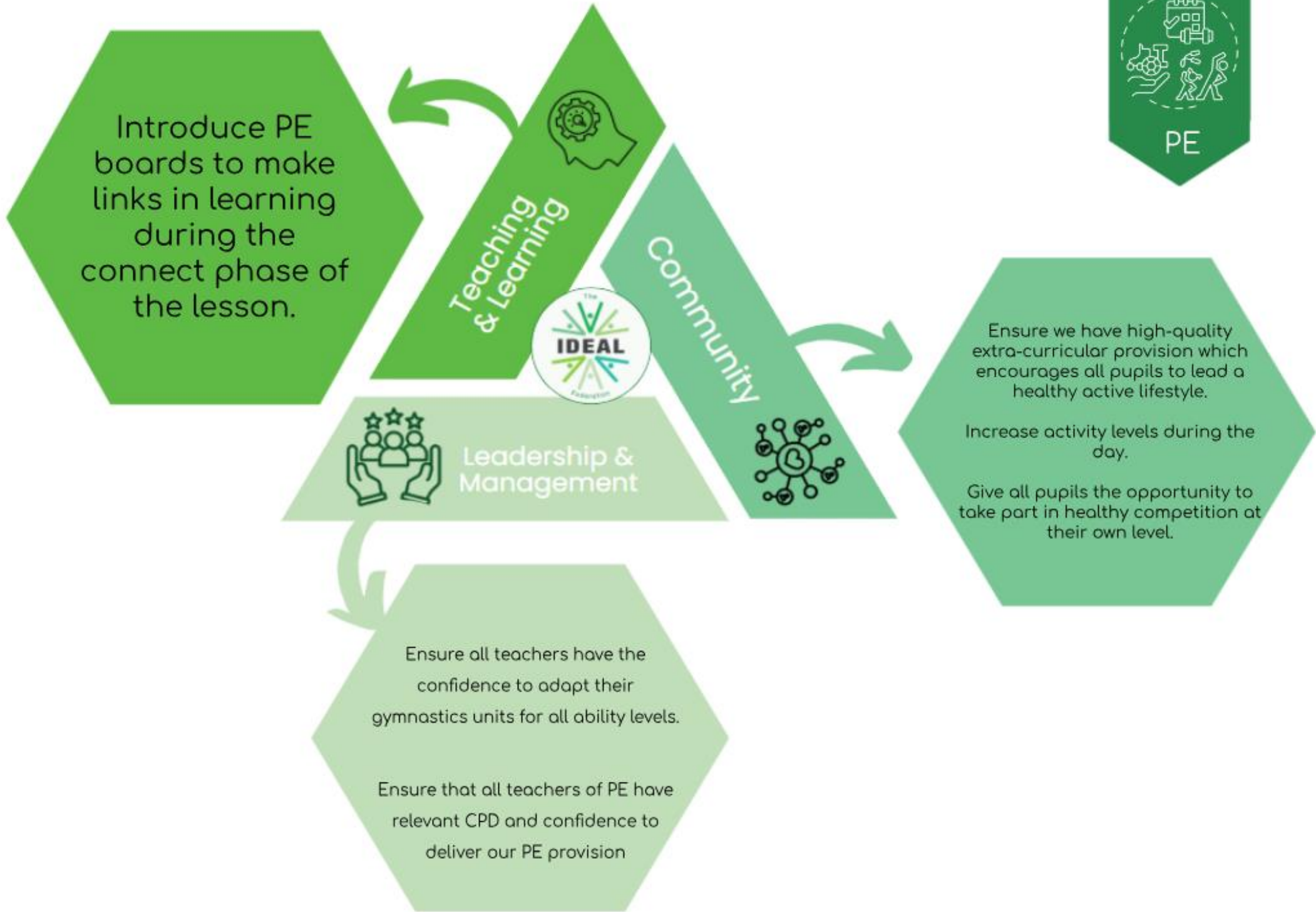
To develop and embed the pupils' understanding of the key concepts in music.
To place greater emphasis on improvisation and composition for KS2



Pupils feel confident to lead vocal and instrumental warm-ups for small and large groups of pupils.
Choir and orchestra to engage in more public and community projects.

To engage with other educational establishments as a lead for music through the delivery of high-quality CPD.







To ensure that all year groups receive high-quality, weekly PSHE lessons,

To continue to develop and use opportunities for cross-curricular learning.

Teaching & Learning

Community

Leadership & Management



To form links with external partnerships to deliver PSHE related initiatives.

To continue to share PSHE learning and opportunities with our community.

To promote the importance and support of wellbeing within our school community.

To seek opportunities for the existing and new subject leaders to continue to develop knowledge of the subject through CPD opportunities.

To make opportunities for the subject lead/SLT to observe the teaching of small steps

To continue to research, provide and disseminate resources that the staff can use to help them teach PSHE.



Teachers are confident in accessing and delivering the new 2024-2029 Plymouth Agreed Syllabus for the teaching of RE.

Teaching & Learning

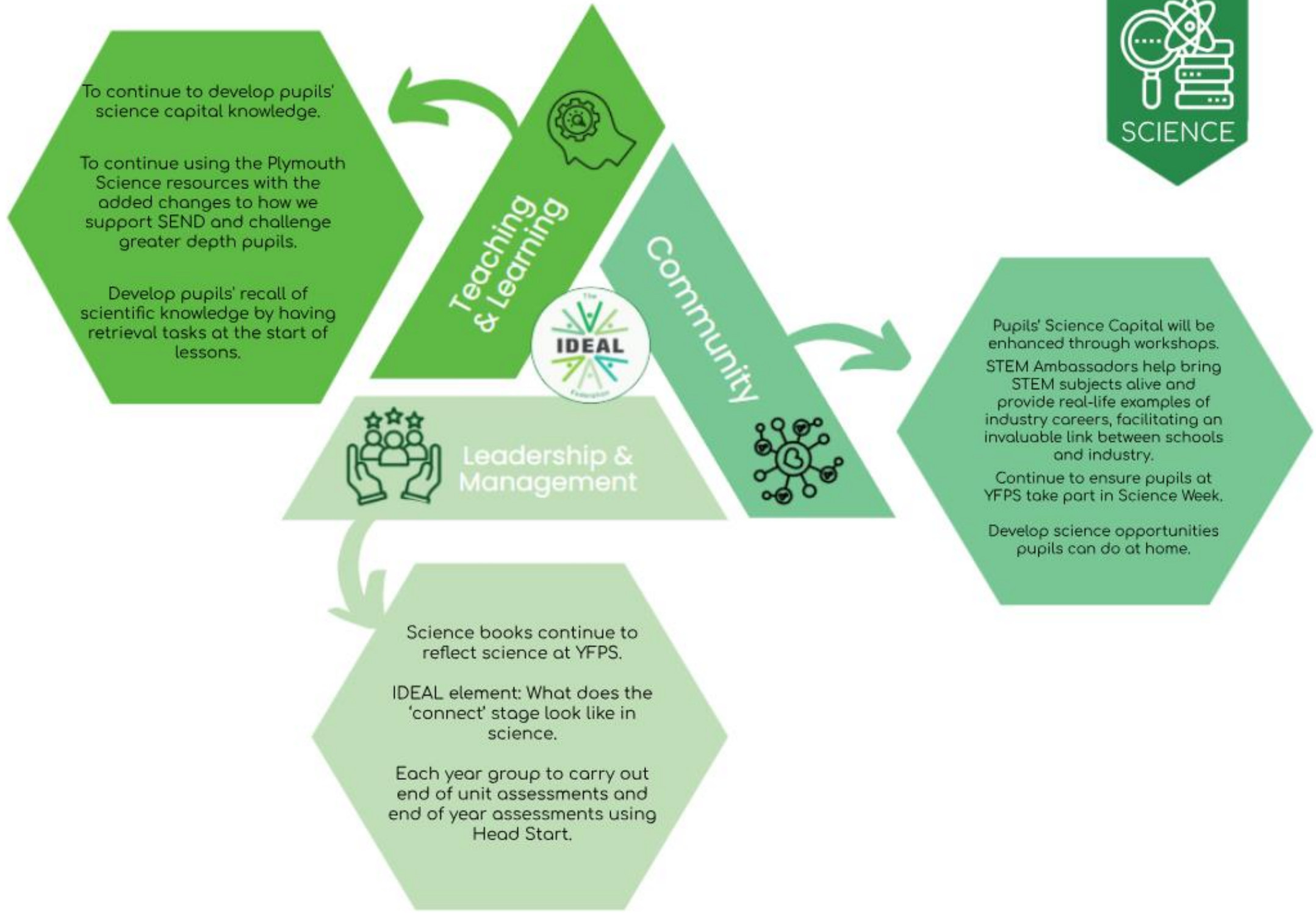
Community

Leadership & Management



Continue to engage wider school community - including parents/carers - with the celebration of religious festivals and with the discussion of non-religious worldviews

Subject leader will have a clear understanding of the new framework and syllabus and how it differs from before.



To continue to develop pupils' science capital knowledge.

To continue using the Plymouth Science resources with the added changes to how we support SEND and challenge greater depth pupils.

Develop pupils' recall of scientific knowledge by having retrieval tasks at the start of lessons.

Teaching & Learning



Community



Leadership & Management



Pupils' Science Capital will be enhanced through workshops. STEM Ambassadors help bring STEM subjects alive and provide real-life examples of industry careers, facilitating an invaluable link between schools and industry.

Continue to ensure pupils at YFPS take part in Science Week.

Develop science opportunities pupils can do at home.

Science books continue to reflect science at YFPS.

IDEAL element: What does the 'connect' stage look like in science.

Each year group to carry out end of unit assessments and end of year assessments using Head Start.



Literacy Gold will be embedded across KS2 for the SEND group and the lowest 20% of readers.

Teachers will know the small step progress of the SEND group and know where to target support.

Staff will create a sensory-friendly and inclusive school environment that supports all pupils in developing self-regulation strategies, particularly those with sensory-processing challenges.



Develop how the IDEAL elements support the SEND group through the 'connect stage' in foundation subjects.

Coordinators explore how sequence planning is being used in unit planning/individual lessons and how the SEND groups are being supported. (Focus on history and geography initially.)

Yellow folders will effectively show the small step progress of the SEND group through the SEND trackers. Interventions and outside agency involvement will be recorded so information is tracked effectively, shows the graduated response and supports transition.

New behaviour policy will be inclusive and SEND group are not disadvantaged by its design.

Empower parents and carers by providing accessible, high-quality courses and resources that equip them with skills and knowledge.

Parents and carers feel their views are valued and parent/carer voice is considered in policy and practice.

Pupil voice is captured on impact of foundation subject development and how their SEND needs are supported.

Appraisal Link to School Improvement Plan (Teaching Standards in Green)

<p>A. <u>The effectiveness of leadership and management</u></p> <p>2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study</p> <p>3.1 Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</p>	<p>B. <u>The quality of teaching, learning and assessment</u></p> <p>1.1 Set high expectations which inspire, motivate and challenge pupils</p> <p>1.3. Demonstrate good subject and curriculum knowledge</p> <p>1.4. Plan and teach well-structured lessons</p> <p>1.5 Adapt teaching to respond to the strengths and needs of all pupils</p> <p>1.6 Make accurate and productive use of assessment</p>
<p>C <u>The personal development, behaviour and welfare of pupils</u></p> <p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <p>2. Personal and Professional Conduct</p>	<p>D. <u>The overall effectiveness</u></p> <p>1.8 Fulfil wider professional responsibilities</p> <p>8.1 Make a positive contribution to the wider life and ethos of the school</p> <p>8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>8.3 Deploy staff effectively</p>

Governors Linked to Plan
Phase Link Governors

<p>The effectiveness of leadership and management: DJ(CG), MA (CG), RO (CG)</p>	<p>The quality of teaching, learning and assessment: SCS (CG), EW (CG)</p>
<p>The personal development, behaviour and welfare of pupils: TB (SG), CE (PG)</p>	
<p>Foundation and KS1: CW (PG), EC (PG)</p>	<p>KS2: EW (CG), MD (PG)</p>

We will be involved in the following awards or projects:

Award/project	Team leader	Time scale
Turing Project: France Trip	Heidi Price	24-25