

CCI School improvement plan 2024-25



Our **Vision** is to be a...

**Caring Community,
Courageously Learning,
Inspired to Live Life to the Full.**

Jesus said, "I have come that you may have life and have it to the full."

(John 10:10)



Data Headlines 2023-24		Reading	Writing	Maths	Phonics	GLD/Combined
Number on roll 225/225						
Attendance July 2024	EYFS	80%	80%	83%	-	79%
Whole School 96%						
Pupil Premium 92%	Y1	77%	71%	76%	86.7%	70%
Not White British 94%						
EAL 95%	Y2	83%	76%	87%	100%	75%
SEND 95%						

Main areas of focus	Writing – all year groups, in particular SEND writing in Y2, EAL children in EYFS and current Y1 Phonics – PP children in Y1 and 2 – early intervention needed
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OBJECTIVES FOR 2024-25

Quality of Education	Objective 1	To increase the number of children achieving the expected standard in writing, using a mastery approach to writing and reducing the cognitive load.
	Objective 2	All children will be able to retain key facts in RE by the end of the year and be able to recall these after extended periods of time.
Personal Development Spiritual growth	Objective 3	Children will be able to understand spirituality and know they need to look after their mind, body and soul. They will be able to explore how they feel, connect and wonder about themselves, others, the world and beyond.
Behaviour & Attitudes	Objective 4	All staff will demonstrate consistently high expectations of behaviour for all children and these to mirror the expectations at CCJ in an age-appropriate way.
Leadership & Management	Objective 5	Improved transition for children and families from CCI to CCJ, with a focus on SEMH support and subject leadership.

QUALITY OF EDUCATION

Objective 1: To increase the number of children achieving the expected standard in writing, using a mastery approach to writing and reducing the cognitive load.

Objective 1 TARGET	ACTIONS (RAG rate in T2, 4 & 6)	WHO?	WHEN?	MONITORING
Implement a structured lesson design model to be used by all staff	Feedback to staff in staff meeting to ensure buy in. Share PPT focus on cognitive load, the impact and how to teach using a new lesson design model with a focus on simplifying outcomes.	CM	October	SLT
	Monitor flipcharts and share good practice during staff meeting	CM	T2	SLT
	Staff meeting check in to share challenges/wins and feedback to Vicky Gordon/ request any additional advice	CM	T3	SLT
	Learning walk to see new model and focus on didactic teaching	CM	T2	SLT & Gov
Refine the curriculum to ensure that each year group has a long-term plan and curriculum is fully covered	Use feedback and examples from Vicky Gordon to plot out books, expectations for year (from already worked plans).	CM	T1	SLT
	Reduce expectations of staff for wide coverage of genres with expectation of 2 outcomes per term and series of short-burst writes to practice skills.	CM	T1	SLT
	Map out new spellings for whole school to ensure coverage – this will be visible in classes and teachers correcting in marking	CM	T4	SLT
	Feedback from staff about spellings and check in to see if this is having impact – Use staff meeting and also TP meeting	CM	Ongoing	SLT
	Monitor planning/flipcharts/book look to see how spelling is progressing	CM	T2/4/6	SLT

Introduce a new teaching sequence to support staff with planning units of work – focus on key grammar, short burst writes and one outcome per unit.	Audit staff in staff meeting to introduce new idea of teaching sequence as planning support.	CM	T2/6	SLT
	Vicky Gordon to deliver inset day in Term 3 to share model and answer questions.	VG	T3	SLT
	planning and book look to see sequence of work	SLT	T3	SLT
	Feedback in staff meeting for new teaching sequence – success and challenges	CM	T4/6	SLT
	CPD planning a Fraction unit -possibly Vicky Gordon in staff meeting	CM/VG	T5	SLT
Reducing cognitive load for all of our children in our lesson delivery.	Training for staff on managing cognitive load	CM	T1	SLT
	Whole school to adapt flipcharts and reduce necessary information. This includes slide at the front for staff understanding of teaching.	CM	T1	SLT
	Mastery approach in Y1	CM/Y1 team	T1	SLT
Implement Drawing Club for EYFS children, to excite them about writing whilst developing their language skills, developing fine motor skills and a love of writing.	Visit St. Chad's to look at a setting where this has been effectively implemented to specifically look at how the process is developed over the year so that children are ready for independent writing in Y1.	GR	T2	SLT
	Plan expectations of EYFS curriculum to ensure consistency across the classes	CM/GR	T2	SLT
	Writing lead to attend EYFS planning meetings to monitor how effective this implementation has been and to moderate consistency.	CM	T1-6	SLT
	SLT monitoring of EYFS writing in books, with a focus on PP and SEND books.	SLT	T3	

Objective 2: All children will be able to retain key facts in RE by the end of the year and be able to recall these after extended periods of time

Objective 2 TARGET	ACTIONS (RAG rate in T2, 4 & 6)	WHO?	WHEN?	MONITORING
Children in all year groups will be able to demonstrate that they have retained key facts in RE by the end of the year and be able to recall these after extended periods of time.	Teachers to identify 2/3 key facts that each year group need to learn for 3 major faiths and retain this information over the year.	GJ/KJ	T2	Ethos Committee T3
	SLT to agree how these will be taught and revisited to compliment the RE curriculum already in place.	GJ/KJ	T2	Ethos Committee T3
	RE Lead to evidence this learning being revisited in RE lessons, using learning journeys, planning, assessment quizzes, flipcharts and pupil conferencing.	GJ/KJ	T4	Ethos Committee T5
	RE lead to check for gaps in knowledge and to adapt planning appropriately to address this.	GJ/KJ	T4	Ethos Committee T5
	Visuals to be provided to help staff and children to remember key facts.	GJ/KJ	T2	Ethos Committee T3

PERSONAL DEVELOPMENT

Objective 3: Children will be able to understand spirituality and know they need to look after their mind, body and soul.

They will be able to explore how they feel, connect and wonder about themselves, others, the world and beyond.

TARGET	ACTIONS (RAG rate in T2, 4 & 6)	WHO?	WHEN?	MONITORING
Children and staff will be able to understand spirituality and know they need to look after their mind, body and soul.	Weekly Collective Worship will be planned to teach the children about spirituality, exploring themselves, others, the world and beyond.	GJ	T1	Ethos Comm. T3
	Staff and Governors will receive training about what spirituality is and how important this is to explore and foster in an infant school.	AM/GJ	T1	Ethos Comm. T1
	A CCI Spirituality definition will be created by staff and governors and shared and explored with all stakeholders.	AM/GJ	T1	Ethos Comm. T1
Children and staff will be able to explore how they feel, connect and wonder about themselves, others, the world and beyond.	Weekly RE lessons will begin with 'Spiritual starters' to give all children a regular opportunity to explore how they feel, connect and wonder.	KJ	T1	Ethos Comm. T3
	To ensure that every class is starting the week with Mindful Monday sessions that are based on the school's work on developing spirituality and time for reflection.	AM/KJ	T2	Ethos Comm. T3
	To create 'Our Space', an area for spiritual reflection for the whole school to use in planned Active Reading sessions and at lunchtimes. CCD to support with Julie Gardner, so that adults are trained in supporting children in this space.	AM/GJ	T4	Ethos Comm. T5
	For CCD run 'Prayer Spaces' to be adapted slightly so that they are more inclusive and invitational. These will be called Spiritual Spaces and prayer will always be an extension and optional part of the activities.	AM/KJ	T5	Ethos Comm.T6

BEHAVIOUR & ATTITUDES

Objective 4: All staff have consistently high expectations of behaviour for all children and this will aid transition to CCJ and beyond.

TARGET	ACTIONS (RAG rate in T2, 4 & 6)	WHO?	WHEN?	MONITORING
All staff will be clear on what is expected of all children, reiterating non-negotiables and consistently applying agreed sanctions.	Inset Day to agree changes and to share approaches on how to achieve good behaviour.	AM	T1	SLT
	One-page documents shared with all staff detailing behavior policy changes and behaviours requiring sanction	AM	T1	SLT
	Regular reminders at staff meetings and TP/LBS meetings	HS/GR	T1-6	SLT
	Termly survey to see how staff are finding the changes and what needs to be improved/worked on.	AM	T1	SLT & FGB
Parents will be clear on expectations from staff and what the sanctions are.	Behaviour Policy changes made and shared with parents	AM	T1	SLT
	Newsletter detailing changes, with regular termly reminders	AM	T1	SLT
	Communication about incidents to parents will be clear and consistent from all staff, making reference to policy and new expectations.	AM	T1-6	SLT
Children will be clear on what is expected of them and what happens if behaviour is not acceptable.	Termly assemblies with examples modelled.	AM	T1-6	SLT
	Staff to remind children consistently, modelling this for younger children and those with SEND.	AM/GR/JR	T1-6	SLT
	Visuals will be created and shared as reminders for all children.	JR	T2	SLT
Incidents of poor behaviour will reduce, especially at playtimes.	Trigger points will identified by staff and supported with clear plans and SLT presence.	AM	T1, T3, T6	SLT
	SLT monitoring of behavior incidents and taking quick action when there are commonalities.	AM	T2, T4, T6	SLT
Children who need additional support will be quickly identified and supported through tailored provision	A flow chart of various support will be in place with a clear plan for future planned support. This will include EHAPs, Behaviour Plans and ADHD/ASD assessments, Ed Psych referrals and EHCP applications.	JR	T1	SLT

LEADERSHIP & MANAGEMENT

Objective 5: Improved transition for children and families from CCI to CCJ, with a focus on SEMH support and leadership.

TARGET	ACTIONS (RAG rate in T2, 4 & 6)	WHO?	WHEN?	MONITORING
Subject leaders at both settings to improve consistency in curriculum and provision and progression across the schools	3 joint staff meetings will be held for both staff teams, with a clear focus for progression in skills for subject leaders and transition for senior leaders.	AM/PO	T1, T3 & T6	Strat Govs
	5 planning document to be used to help subject leaders to identify how they effectively engage with our parent community in their subjects.	AM/PO	T1 & T6	Strat Govs
Parents will see the two schools as one large school family, with joined up approaches and events.	A whole school family picnic will be held at CCJ on the last day of the year to bring all families together to celebrate the year and to help with transition.	AM/PO	T6	Strat Govs
	The two schools will work together on designing a new report format to reduce staff workload and to make sure that both schools adopt the same approach. The reports themselves will have consistent terminology and layout to give parents a consistent approach through both schools.	AM/GJ	T1	Strat Govs
	The HT/DHTs and subject leads will agree an annual plan for increased but meaningful shared events such as a whole school art project linked to the school visions.	AM/JR/GJ/GR	T5	Strat Govs & Ethos Committee
	HTs to work together on a new Attendance Policy that will be consistent across both schools following new DFE guidance being implemented Sept 24. All decisions to issue penalty notices for families with children in both schools will be discussed beforehand so that a unified approach is clear.	AM/PO	T1/2	Strat Govs
	Both schools will be open to prospective EYFS families in T2 so that they feel the shared working right from the start of their CC journey.	AM/PO	T2	Strat Govs

Y2 children (and parents) will transition with confidence, with both schools having worked together to aid this transition.	HTs/SENCOs/inclusion leads will work together to support our most vulnerable families, sharing expertise and support, forming effective teams around the children.	AM/JR/PO/TE/SG	T1-6	Strat Govs
	CCJ inclusion provision will be shared with Y2 families so that they know what support is in place.	AM/TE	T4	Strat Govs
	Shared SEN coffee mornings will be held at both schools so that families can see the school working together to share resources and support.	JR/SG/TE	T3	Strat Govs
	SEND cluster funding will be applied for and used for transition for y2 children so that Y2/3 staff get additional time out class to work together.	GJ/AD	T6	Strat Govs
	HT/DHT to visit each other's schools in T6 to learn about the children and to review practices that could be further improved to help children to transition.	AM/GJ/PO/AD	T6	Strat Govs
	Teacher swaps to be planned in T5/6 when both schools have trainee teachers so that teachers in opposite age groups can learn about a different key stage that they lack experience in.	AM/PO	T5/6	Strat Govs
	Termly inclusion newsletter to be shared by CCJ so that CCI can contribute and share with parents so that they can see a vast range of resources available for them.	JR	T3	Strat Govs
Governors to work together to monitor and review the effectiveness of transition between CCI and CCJ.	Survey of Y3 parents in T1 and also Y2 and 3 staff to establish what was successful and what could be improved.	AR & CCJ Governor	T2	Strat Govs both schools
	Strategic Governor meetings T1,3 & 6 to review impact of both schools partnership.	AR	T3 onwards	Strat Govs both schools
	CCI Strat governors to make transition a key focus for monitoring to see if the schools are doing everything they can to make transition as smooth as possible.	AR	T1 onwards	Strat Govs both schools