



Fairview Community Primary School Improvement Plan 2023-2024

At Fairview, our school values underpin everything we do and are core to the ethos of our school.

Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Priorities from Ofsted inspection April 2019

- Recent improvements in teaching are fully embedded across the school
- Governors play an even stronger role in the school's development
- Parents receive regular, clear information about their children's learning and understand the vision of senior leaders for the school's future.

Summary of Fairview School's development points academic year 2023-24

Intent – to develop the curriculum

Implementation - to ensure effective practice in the classroom

Impact – to improve outcomes for children

Priority 1: to improve the attainment in Year 2/Year 3

- Ensure that teachers know and level writing confidently in KS1/Year 3.
- Teacher's medium term planning is coherently planned and builds on the children's previous knowledge.
- Continuous Provision is introduced in Year 2 for foundation subjects so that knowledge and skills can be embedded across the curriculum.
- KS1 maths scheme (White Rose) is evaluated by the subject leader to ensure it is fit for purpose and ensure a range of resources are being introduced to the children.
- Termly assessments highlight any children who may need additional support and targeted interventions are planned.
- KS1 Reading Records will communicate with parents the weekly phonics they are learning so that parental engagement improves.

Priority 2: to improve the teaching of handwriting across the school

- Appoint a new leader for handwriting.
- Handwriting lead to select a validated scheme for the school to purchase.
- Teachers plan discrete weekly handwriting teaching opportunities across the school.
- There is consistency across the school in how we teach handwriting.

- Children will practice double spacing for writing to provide space for editing work using a purple pen.
- Children have access to handwriting resources/pens to improve their fluency and letter formation.

Priority 3: to ensure greater depth provision and assessment is evident across the curriculum

- Teachers will be confident to assess children's attainment in foundation subjects – this will be supported by 'check points', end of unit assessments and recall excel quizzes.
- Teachers will assess and know the assessment data for their class. Children who are combined in R/W/M across the school will be tracked to ensure they stay on their trajectory.
- Pupil Progress meetings will be planned with a focus on combined, greater depth and progress.
- Assessment for all subjects will be completed at the end of every long term.
- Interventions (not SEN) for children who have slipped from their trajectory will be planned by the class teacher and parents will be informed.
- Subject leaders will have an overview of assessment in their subject. They will use this knowledge to provide support/collaboration for areas of strength and weakness.

Priority 4: to ensure the bottom 20% of readers have the opportunity to become confident, fluent readers

- English leader to investigate how to assess the bottom 20% readers.
- Purchase an assessment resource that provides accurate information about why a child finds reading difficult is so that a targeted intervention can be implemented
- Leader to provide training of the assessment resources to teachers and teaching assistants.
- Assessment for the bottom 20% readers to be in line with whole school assessments.
- Specific, targeted interventions to be completed for children after assessment data has been analysed.
- Leader to ensure we have books that the lowest 20% of readers can access which are dyslexic friendly and are high interest/low ability.
- The lowest 20% of readers in EYFS and KS1 have the opportunity to read with a 'Book buddy' in KS2, to promote confidence and a love of reading.
- Leader to continue to promote a love of reading through wider reading curriculum opportunities, such as World Book Day/Library/high quality texts/authors.

Priority 5: to ensure the curriculum is inclusive for children with SEN

- Professional development for teachers/teaching assistants/play leaders on the four areas of need, core standards and graduated approach.
- Teachers to use adaptive teaching and technology to support teaching and learning for children with SEN.
- Inclusive, in class, interventions where possible.

	<ul style="list-style-type: none"> • Children with an EHCP have their statutory support via a team approach, including the class teacher • SENCOs to join/observe Medway panels for HNF/EHCP. • Quality first teaching is evident in the classroom environments. • Professional reports to be shared collaboratively with class teacher/TA so reasonable recommendations are implemented into classroom practice. • Improve parental involvement/communication/relationships via regular coffee mornings. • Develop a new inclusive assessment system for children with SEN so that small steps of progress can be measured. • AHT to review the impact of pastoral support/ELSA so that it is measurable. • Join Medway Trauma Informed Practice and implement good practice.
<p>Leadership and Management -to ensure leadership at all levels is effective</p>	<p><u>Priority 6: Leadership and Management – to ensure leadership at all levels is effective.</u></p> <ul style="list-style-type: none"> • SLT/peer monitoring to be introduced so that it is a collaborative approach, whilst upskilling middle leaders. • Pupil Progress meetings to be planned in-line with assessment cycle so that teachers have a secure knowledge of the attainment and progress in their class and are challenged appropriately. • Subject leaders to attend SLT meetings to ensure there is clear communication about subject development and areas of strengths/to develop. • Teacher’s appraisals will be linked to an area of the School Improvement Plan, to ensure shared vision and the teacher standards. • A coaching ethos will be evident, whereby teachers (including SLT) are confident to ask for help and support so that they can reflect and improve their practice. • Staff wellbeing will remain a priority and a wellbeing lead and mental health first aider will continue to champion this.