

Perton First School



School Improvement Plan 2024 – 2025

Our Vision and Values

Our vision is to create a school that unlocks the potential of every child. Our school is a special place, where all children are happy, safe, valued and nurtured. We inspire a love of learning through creativity, challenge, wonder and fun.

We dream, believe, achieve

Our values

Be Positive, Be Kind and Respectful, Be Proud

Our School Improvement Plan (SIP) is a pivotal document in the life and activities of our school. It focuses on the achievement and wellbeing of pupils through leadership and management, behaviour and attitudes, quality of education, personal development and Early Years. There are many strands to what we do.

The SIP anchors those strands within a context – that of maintaining and consolidating what is successful and building upon it to generate further success for our school, our staff and or pupils. It generates a sense of purpose and direction and is used to prioritise actions in order to use staff development time effectively so that it has the most impact on our children.

All staff and Governors are involved in its creation. All can share in the forward movement of our school, helping to create a positive and shared climate for improvement and achievement at Perton First School.

Headline priorities and objectives for 2024-25

	Headline objectives	Rationale
Priority 1: The quality of education	<ul style="list-style-type: none"> • Begin to implement a mastery approach to maths in Early Years and KS1. • Enhance inclusive practice throughout school. • Further develop oracy and subject specific vocabulary throughout school 	This will provide a solid foundation for pupils to develop a deeper understanding of mathematical concepts and build fluency in key skills. The mastery approach emphasises the importance of all pupils achieving mastery of the curriculum. Pupils will be able to communicate more effectively, both orally and in writing, using the appropriate subject-specific vocabulary. The enhanced inclusive practise will enable pupils with SEND to make better progress and reach their full potential.
Priority 2: Behaviour and attitudes	<ul style="list-style-type: none"> • Develop strategies and practice to enable pupils to regulate their emotions and behaviour 	Pupils will have a better understanding of their emotions and the strategies to manage them, leading to a calmer and more nurturing learning environment. Staff will feel more confident in supporting pupils with emotional regulation. The dedicated sensory room and calm spaces will provide a safe haven for pupils who need support, and the whole-school approach to teaching emotional regulation skills will ensure that these strategies are consistently used across the school.
Priority 3: Personal development	<ul style="list-style-type: none"> • Actively embed our school values of being positive, kind, respectful and proud members of our school family. 	This will enhance positive attitudes, behaviours and overall well-being. The character curriculum will ensure that the values are reinforced and modelled consistently in all aspects of school life.
Priority 4: Leadership and management	<ul style="list-style-type: none"> • Strengthen curriculum leaders' subject knowledge • Enhance pedagogy across the curriculum 	Curriculum Leaders will lead their subjects effectively, ensuring that the curriculum is delivered consistently well and that pupils make good progress in all subjects. Teachers will have the necessary subject knowledge and pedagogical skills to deliver the curriculum effectively, ensuring that all pupils, including those with SEND, make strong progress and achieve their full potential.
Priority 5: Early years education	<ul style="list-style-type: none"> • Further enhance Early Years pedagogy using research- based strategies. 	This will lead to improved teaching and learning in the Early Years setting, resulting in better outcomes for all pupils. The new pedagogical approaches will be embedded into daily practice, ensuring a consistent and high-quality learning experience for all Early Years pupils

Action plans for 2024-25 priorities

Priority 1	The quality of education				
Headline objectives:	<ul style="list-style-type: none"> • Begin to implement a mastery approach to maths in Early Years and KS1. • Enhance inclusive practice throughout school. • Further develop oracy and subject specific vocabulary throughout school 				
Objective	Actions	Led by	Resources needed	Success criteria	RAG
Begin to implement a mastery approach to maths in Early Years and KS1.	<ul style="list-style-type: none"> • Research principles of a mastery approach to maths • Provide training for EYFS/KS1 teachers on the mastery approach • Acquire new maths resources to support approach • Implement mastery approach in EYFS and KS1 maths lessons 	Maths Lead	Guidance from NCETM on mastery approach Time for training new resources	<ul style="list-style-type: none"> • Maths Lead has a clear understanding of the key principles of a mastery approach • All EYFS/KS1 teachers understand the principles and feel confident to implement a mastery approach • All necessary resources purchased and organised ready for use • Pupils demonstrate deeper understanding of mathematical concepts 	
Enhance inclusive practice	<ul style="list-style-type: none"> • Provide training for all staff on best practises • Implement a robust system for identifying, monitoring, and supporting pupils with SEND, including early intervention and targeted support • Enhance inclusive practice within classrooms 	SENCO	Staff Meeting intervention resources Staff training	<ul style="list-style-type: none"> • Improved knowledge and confidence • Effective identification and support systems in place, with regular review • Enhanced inclusive practice observed in classrooms 	
Further develop oracy and subject specific vocabulary	<ul style="list-style-type: none"> • Provide training for teacher on the importance of oracy and subject-specific vocabulary • Implement a whole-school approach to explicitly teaching oracy and subject-specific vocabulary in all lessons • Monitor impact of oracy and vocabulary approaches 	English Lead/ AHT Curriculum Lead	Staff Meeting time Time for learning walks/work scrutiny/pupil voice	<ul style="list-style-type: none"> • Staff have increased understanding • Strategy document created and shared with all staff • Evidence of improved oracy skills and subject-specific vocabulary use across the curriculum 	

Priority 2	Behaviour and attitudes				
Headline objectives:	<ul style="list-style-type: none"> Develop strategies and practice to enable pupils to regulate their emotions and behaviour 				
Objective	Actions	Led by	Resources needed	Success criteria	RAG
Develop strategies and practice to enable pupils to regulate their emotions and behaviour	<ul style="list-style-type: none"> Provide training for all staff on supporting pupils with emotional regulation Implement a whole-school approach to teaching emotional regulation skills, including the use of a consistent language and strategies across the school Establish a dedicated sensory room and calm spaces in classrooms to provide a safe and nurturing environment for pupils who need support with emotional regulation Amend our Restorative Practice Behaviour Policy to include protocols to support pupils to self-regulate. 	SLT	Emotion coaching training, resources for teaching emotional regulation skills Sensory equipment, soft furnishings, quiet spaces in classrooms PSHE resources, mindfulness training	<ul style="list-style-type: none"> All staff feel confident in supporting pupils' emotional regulation Pupils can use a range of strategies to regulate their emotions and behaviour Pupils can access the sensory room and calm spaces when needed, and report feeling calmer and more regulated Restorative Practice Behaviour Policy is consistently implemented, and there is a reduction in the number of behaviour incidents. Pupils demonstrate increased self-awareness and ability to regulate their emotions 	

Priority 3	Personal development				
Headline objectives:	<ul style="list-style-type: none">Actively embed our school values of being positive, kind, respectful and proud members of our school family.				
Objective	Actions	Led by	Resources needed	Success criteria	RAG
Actively embed our school values of being positive, kind, respectful and proud members of our school family.	<ul style="list-style-type: none">Enhance PSHE curriculum by implementing aspects of a character curriculum that aligns with the school's values of being positive, kind, respectful and proudProvide professional development for all staff on the character curriculum, including strategies for embedding it across the schoolIntroduce the new aspects of PSHE implemented through the character curriculum to pupils, parents and the wider community through assemblies, newsletters, and other communication channels Celebrate and share examples of PSHE including the character curriculum in action, both within the school and with the wider communityDevelop play opportunities so that children are more active at playtimes and they are further developing life skills such as co-operation, team work and problem solving.	SLT/ PSHE Lead HT, CL for play, Play co-ordinator	Time for curriculum planning, access to relevant research and best practice time for staff meetings and workshops, access to relevant resources Presentation materials, communication channels (e.g., website, social media) Opportunities for showcasing pupil work and achievements Opal Programme & resources	<ul style="list-style-type: none">Enhanced PSHE Curriculum plan developed by PSHE LeadAll staff demonstrate a good understanding of the new aspects of PSHE through the character curriculum and how to implement it effectivelyPositive feedback from pupils, parents and the communityIncreased recognition and appreciation of the enhanced PSHE & character curriculum within the school and communityPupils’ play opportunities are enhanced and more active.Life skills of co-operation, team work and problem solving enhanced.	

Priority 4	Leadership and Management				
Headline objectives:	<ul style="list-style-type: none"> Strengthen curriculum leaders' subject knowledge Enhance pedagogy across the curriculum 				
Objective	Actions	Led by	Resources needed	Success criteria	RAG
Strengthen curriculum leaders' subject knowledge	<ul style="list-style-type: none"> Facilitate curriculum leaders' access to relevant subject-specific networks, research, and resources 	SLT	NC website EEF research Ofsted subject reviews Local curriculum leader meetings	<ul style="list-style-type: none"> Curriculum leaders actively participate in relevant subject networks and utilise research/resources 	
Enhance pedagogy across the curriculum	<ul style="list-style-type: none"> Provide targeted CPD for teachers led by Curriculum Leaders to develop their subject knowledge and pedagogy 	SENCO	Staff Meeting intervention resources Staff training	<ul style="list-style-type: none"> Improved knowledge and confidence Effective identification and support systems in place, with regular review All teachers attend relevant CPD and demonstrate improved subject knowledge and pedagogy in lesson observations 	

Priority 5	Early Years Education				
Headline objectives:	<ul style="list-style-type: none"> Further enhance Early Years pedagogy through applying best practice from research 				
Objective	Actions	Led by	Resources needed	Success criteria	RAG
Further enhance Early Years pedagogy through applying best practice from research	<ul style="list-style-type: none"> Conduct a review of current Early Years pedagogy and identify areas for improvement based on best practice research Develop an Early Years Handbook to outline best practice, including specific strategies and approaches to be implemented Provide high-quality, targeted professional development for all Early Years staff to upskill their knowledge and understanding of best practice pedagogy Implement the new pedagogical approaches across the Early Years setting, with a focus on embedding them into daily practice Monitor and evaluate the impact of the new pedagogical approaches, making adjustments as necessary 	EY Lead	Time for the Early Years Lead develop an EYFS Handbook NC EYFS training Ongoing support and guidance from the Early Years Lead	<ul style="list-style-type: none"> Comprehensive action plan with clear, measurable goals and timelines Early Years handbook used by all Early Years Staff All Early Years staff have attended relevant training sessions Learning walks show consistent implementation of new pedagogical approaches Pupil progress data demonstrates improved outcomes for Early Years pupils 	