

# Suffield Park Infant and Nursery School

## One Page School Improvement and Development Plan 2024-25



| Objective                                                                                                            | How will this be achieved?                                                                                                                                                                                                                                                                                                                                                                                                                                          | Intended Impact                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To ensure mixed age classes continue to support appropriate knowledge and skills acquisition.                        | <ul style="list-style-type: none"> <li>Careful planning and timetabling of subjects to stream vs subjects to be taught mixed age.</li> <li>Effective planning, teaching and monitoring of mixed age provision</li> <li>Subject leaders observe their subjects and monitor progress and knowledge acquisition.</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Children make age appropriate progress.</li> </ul>                                                                                                     |
| To continue to improve the number of children passing the Phonics screening check in Year One and rescreen in Year 2 | <ul style="list-style-type: none"> <li>Share reading expectations and reading for pleasure with parents via Reading cafes and Tapestry</li> <li>Observe and improve teaching practice for whole school and interventions</li> <li>Provide phonics coaching and training for staff from reading lead</li> <li>Use assessment data to inform flexible groupings</li> <li>Embedded best practice from reading framework with staff to ensure best practice.</li> </ul> | <ul style="list-style-type: none"> <li>Children are confident in their application of phonics when reading.</li> <li>Progress in phonics is evident in internal and external data.</li> </ul> |
| To improve outcomes in writing                                                                                       | <ul style="list-style-type: none"> <li>Ensure provision for mixed age classes continues to support writing outcomes</li> <li>Edit Power of Reading Plans to have clear writing outcomes /genre types</li> <li>Further opportunities for children to edit, revise and improve their writing.</li> </ul>                                                                                                                                                              | <ul style="list-style-type: none"> <li>Progress in writing is evident</li> </ul>                                                                                                              |
| To ensure effective inclusion of SEND pupils                                                                         | <ul style="list-style-type: none"> <li>Ensure funding opportunities are maximised</li> <li>Staffing allocation supports the identified needs of children</li> <li>Subject specific SEND support is in place to scaffold pupils learning</li> <li>SLCN support is embedded via communication team</li> <li>Families are supported by effective signposting, cafes and workshops.</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>Children make appropriate progress from starting points</li> </ul>                                                                                     |