

CHILTON PRIMARY SCHOOL IMPROVEMENT PLAN



September 2024 to August 2025

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'RESPECT, BELIEVE AND ACHIEVE'

Our School (September 2024/2025)

There are currently 168 children on roll. The pupil roll has steadily increased due to parental choice for children with additional needs and due to private housing developments.

Currently, 43% of children are pupil premium eligible (significantly above national average).

17% of children have English as an additional language and 10% are on the SEND register (including 7 EHCPs) with a further 14% of children being monitored and referrals sought.

What we feel is going well at Chilton Primary School (Overall Effectiveness):

- EYFS GLD has risen from 33% in 2022, to 50% in 2023 and is now 60% in 2024.
- KS2 writing outcomes were moderated. 73% of children reached expected, or higher.
- 57% of children achieved the expected standard in reading, writing and maths in the KS2 SATs (one child lower than the national standard).
- 67% of children who had been at Chilton since starting in Reception achieved the combined expected standard at the end of KS2, this was higher than the national average.
- Pupil premium children out performed non-pupil premium children in the combined KS2 SATs scores and in reading.
- 50% of Y1 achieved 32 marks in the phonics check, 69% achieved 31 marks or more.
- 84% of children in reception have achieved the expected RWI level for phonics.
- 36% of children achieved full marks on the Year 4 MTC (National in 22-23 was 29%).
- "There is a clear strategy for afternoon intervention and arithmetic improvement. Maths in EYFS was a strength, with children independently doubling and halving" (CET Peer review 23.5.24).
- The school has successfully trained two members of staff, who are now employed in the school as ECTs.
- Children feel safe in the school and could explain why and what the school does to keep them safe (Safeguarding Deep Dive 20.10.2023).

Ofsted Actions (2017):

Continue to accelerate pupils' progress and further raise standards in reading, writing and mathematics across key stages 1 and 2 by:

- rigorously monitoring and evaluating the impact of newly introduced teaching approaches
- increasing the amount of challenge for the most able pupils in all subjects and across the school
- ensuring that pupils are aware of teachers' high expectations and consistently take pride and care in the presentation of their work

Development Areas:

The Quality of education

- 1.1 To ensure more children achieve the expected standard in KS2 reading and Year 1 phonics check.
- 1.2 To ensure more children achieve the expected standard in KS2 maths and Year 4 MTC.
- 1.3 To ensure more children achieve the expected standard in writing and grammar.
- 1.4 To ensure teaching is adapted to meet the needs of all learners.

Behaviour and attitudes

- 2.1 Support children and staff to promote positive behaviour.

Personal development

- 3.1 To ensure there is synergy across the Chilton curriculum.

Leadership and management

- 4.1 To ensure all middle leaders lead their subject robustly and with confidence.

Quality of Provision EYFS

- 5.1 To further develop the EYFS provision.

Strategic Objective 1: The Quality of Education

1.1 – Phonics/Reading		Actions: <ul style="list-style-type: none"> All TAs to be included in weekly RWI training 3 x RWI development training days for phonics lead and staff Additional daily phonics session during PM in KS1 	When	Cost
To ensure more children achieve the expected standard in KS2 reading and the Year 1 phonics check			<ul style="list-style-type: none"> All KS1 CUSP reading lessons to include daily whole class fluency Fluency interventions for those in need, at end of phonics scheme SLT to use NFER to plan interventions across the school ATM meetings use NFER to focus ATM meetings Additional team teaching time for guided reading lessons Visit outstanding school to observe reading practice Review Y2 reading plan to ensure enough texts 	From Sep
Led by: GS	Success Criteria: <ul style="list-style-type: none"> Increase % of children passing the phonics screening test KS2 reading results to be in line with national expectations Children completing phonics scheme can read 90 words per minute 	Termly		
Monitored by: LC		3 weekly ATM meetings		
1.2 – Maths		Actions: <ul style="list-style-type: none"> Additional TA in Year two for maths lessons (class requiring additional support to change after each data collection) Teachers use NFER data to focus class teaching, through ATM meetings Fortnightly arithmetic tests are used to plan maths meetings Focus on the four operations for maths meetings Mastering Number (via Maths Hub) in EYFS, 1 and 2 A wider range of staff are able to attend Maths Hub meetings 	When	Cost
To ensure more children achieve the expected standard in KS2 maths and Year 4 MTC			<ul style="list-style-type: none"> Additional TA in Year two for maths lessons (class requiring additional support to change after each data collection) Teachers use NFER data to focus class teaching, through ATM meetings Fortnightly arithmetic tests are used to plan maths meetings Focus on the four operations for maths meetings Mastering Number (via Maths Hub) in EYFS, 1 and 2 A wider range of staff are able to attend Maths Hub meetings 	From Sep
Led by: BS	Success Criteria: <ul style="list-style-type: none"> Increase % of children passing MTC KS2 maths results increase, to be in line with national expectations 			
Monitored by: LC				

1.3 – To ensure more children achieve the expected standard in writing and grammar.			When	Cost
Led by: AN	Success Criteria: <ul style="list-style-type: none"> • Grammar is taught consistently across the school • Teacher assessment in writing is in line with National expectations • KS2 spag tests are increased to be inline with national • Trust writing moderation shows accurate assessments • Feedback and marking focuses on grammar 	Actions: <ul style="list-style-type: none"> • Socratic grammar tests are used in years 1-6 at the end of each CUSP unit • Grammar is taught in years 1-6 daily, informed by Socratic tests • ATM meetings focus on writing interventions • SLT and writing lead to monitor results and arrange for additional interventions • Additional TA in Year 2 and 4 to support writing lessons • Grammar CPD for teachers and TAs, from writing lead • CUSP spelling tests inform planning • Deep marking supports improvements • Whole school levelling takes place termly • Descriptive word banks to be used in Years 3-5 to support writing narratives 	From Sep	
Monitored by: LC				

1.4 – To ensure teaching is adapted to meet the needs of <u>all</u> learners.			When	Cost
Led by: BS/ HT	Success Criteria: <ul style="list-style-type: none"> • All children with SEND can access learning. • MA children are challenged • The school achieves the schools inclusive award (IQM) • Workshops/ meetings for parents/ carers • SEN register is maintained • Support plans are appropriate • All staff are aware of the needs of children with PP 	Actions: <ul style="list-style-type: none"> • SENDCo to complete the new NPQ SEND qualification • SENDCo to monitor the pupil plans 3x year, before teachers share with parents (dates shared in advance) • Sign up to the IQM • Clarify definitions for SEN register. Monitor and amend termly. • Use the watch list pro-actively, assess and plan for pupils who may not be on the SEN register • Work alongside parents to improve communication and provide workshops for parents • TAs are allocated to class, according to need • Whole school training from SENCo (working memory, dyslexia, ADHD, emotional regulation) • Work with teachers to monitor and assess new children joining the school • All staff to attend CET training • HT to lead regular TA meetings focusing on the needs of PP • CET peer reviews (2x year) to focus on PP • CUSP Thinking Hard tasks to be used in all subjects from Year 1-6 • Monitor closely Year 2 (who have had 7 teachers over the last 2 years) • All classes Reception – Year 6 to use Dive Deeper to extend maths questioning. 	Termly	
Monitored by: LC			Termly	From Sep

Strategic Objective 2: Behaviour and Attitudes

2.1 – Support children and staff to promote positive behaviour		Actions: <ul style="list-style-type: none"> Continue to establish the portacabin as a nurture area and continue to improve the provision - AN Behaviour data is analysed half termly and relevant actions are recommended, including any additional support for children - AN Pupil perceptions and attendance at clubs is used to plan lunch and breaktime activities - HT Staff are trained and supported in leading lunch and break activities – HT Additional sports coach at lunchtimes to encourage active breaktimes and collaborative skills 	When Half termly behaviour analysis	Cost
Led by: AN/HT	Success Criteria: <ul style="list-style-type: none"> Portacabin use is timetabled 			
Monitored by: HT				

Strategic Objective 3: Personal Development

3.1 – To ensure there is synergy across the Chilton curriculum		Actions: <ul style="list-style-type: none"> Leaders map out the trips and visits 9 key rights are taught across the school The 9 chosen rights are linked to the Golden Threads Pupil perceptions are completed Key vocabulary is added to the trip plan 	When Half termly reminders and update of trip plan	Cost
Led by: JT/ HT	Success Criteria: <ul style="list-style-type: none"> Children can articulate the golden threads and UNICEF rights (vocabulary referenced) Silver RRS is achieved All trips and visits are mapped out across the year 			
Monitored by: HT/LC				

Strategic Objective 4: Leadership and Management

4.1 - To ensure all middle Leaders lead their subject robustly and with confidence		Actions: <ul style="list-style-type: none"> Pupil voice planned for Autumn term monitoring Book looks and lesson observations to be planned into the monitoring cycle Headteacher to monitor weekly with two subject leaders Subject leaders to check half termly for coverage against the medium term plan. Subject leaders update action plans after monitoring and plan support Key subjects to receive more monitoring time 	When	Cost
Led by:	Success Criteria: <ul style="list-style-type: none"> Regular monitoring is planned for each subject Leaders are proactively assessing and plan within their subject areas and have an understanding of strengths and areas for development 		Weekly monitoring	
LC				
Monitored by:			Subject leaders update plans half termly	
HT				
Monitored by:				

Strategic Objective 5: Quality of Provision EYFS

5.1 – To further improve the provision to target the specific needs of the children		Actions: <ul style="list-style-type: none"> Language Link assessments are completed for all children by the class teacher. Class teacher shares focus children and targets with staff at ATM Resources purchased for outside spaces GS to visit other CET school and research assessment arrangements All staff involved in gathering assessment information (via Tapestry?) Children are taught to use and tidy outdoor equipment Additional adult support to implement interventions Accurate assessments through moderation with other CET schools 	When	Cost
Led by:	Success Criteria: <ul style="list-style-type: none"> There are a range of learning opportunities available daily, in the outdoor spaces All staff are confident to adapt opportunities outside to meet the learning needs of the individual All staff are aware of the next steps for each child 		Ongoing	
GS				
Monitored by:			Autumn	
LC				

