



Fairview Community Primary School Improvement Plan 2024-2025

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 2024-5

Quality of Education	
Intent – To develop the curriculum Implementation – to ensure effective practice Impact – to improve outcomes for children	Priority 1: To improve the teaching and learning of maths in EYFS and KS1 by integrating mastering number into the curriculum. <ul style="list-style-type: none"> • Implement a structured mastery number curriculum in EYFS and KS1 supported by the maths hub. • Train staff in specific methods to teach mastering number. This will include sourcing external support from the maths hub • EYFS to plan solely using the mastery number curriculum • KS1 to use mastery number alongside White Rose Maths and in continuous provision • Ensure there are appropriate resources in continuous provision for mastering number opportunities <p style="text-align: center;"><i>We will know this is successful, as in EYFS and KS1 stronger number knowledge will be evident in the end of term assessments.</i></p>

Priority 2: To improve children's fluency in reading.

- Provide daily phonics sessions using a systematic synthetic phonics programme – ELS
- Pupils in KS1 will read to an adult at least 1x week
- Continue with whole class reading across the school
- Scaffold pupils' reading through gradual release of responsibility from teacher modelling to independent reading
- Adults to read aloud everyday using a range of quality fiction and non-fiction texts, modelling reading comprehension strategies where appropriate
- Ensure early identification for pupils who may need an oral language intervention
 - Use of YARC assessments to identify pupils
 - NESSY programme
- Ongoing education to parents about the importance of reading and the impact that it has: webinar sessions, engagement incentives (in-school reading sessions with pupils) in-school workshops

We will know this has been successful because the phonic screening results will remain above National standard. Nessy and YARC assessments will support targeted readers to make progress which will be seen in the end of term assessments and B Squared.

Priority 3: To assess greater depth understanding through specific vocabulary.

- Incorporate high-level vocabulary into lessons. Train staff on techniques to extend vocabulary use.
- The SEEC model is used to introduce new vocabulary: **Select; Explain; Explore; Consolidate.**
- Teach subject-specific vocabulary through etymology (the history of words) where appropriate
- KS2 - Teach subject-specific (tier 3) vocabulary with a combination of morphology to develop 'word depth' (the study of word parts/roots, prefixes and suffixes, including Latin and Greek)
- Provide pre-teaching of subject specific vocabulary for topics alongside termly newsletters
- Target and measure impact of pupil premium interventions
- Research and implement alternative assessments to support Year 6 readiness for end of Key Stage Assessments.
- Year 6 - Deliver focused SPAG sessions. Utilise SPAG assessment materials for progress monitoring.
- Focus on combined achievement during pupil progress meetings. Structure meetings to address combined pupil achievement in reading, writing, and maths.
- UKS2 - Use gap analysis in maths to inform planning

We will know we have been successful because our end of KS2 SATs reading results, including GDS, will be in line, or above national, due to increased vocabulary knowledge. The gap between disadvantaged and non-disadvantaged will close by the end of Year 6 and GPAS and writing results will remain in line with, or above National averages at the end of KS2.

Priority 4: To improve Year 4 multiplication outcomes

- Implement Times Tables Rock Stars programme across the school
- Year 4 - Regular practice sessions on the iPads and progress tracking
- Pupils to partake in national competitions and in-house competitions
- Discrete teaching of times tables in maths lessons
- Termly certificates awarded for participation and achievement on the app at home/school

We will know we are successful because our multiplication outcomes in Year 4 will be in line, or above, National averages in 2025

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

- Introduce B Squared assessment and tracking software for children with SEN
- Implement electronic provision mapping that can be accessed by class teacher and SENCO
- Electronic provision map to be shared collaboratively with parents/carers
- Pupils with SEN use adaptive technology to support their learning – Clicker/voice note/QR codes/Vocaroo
- Teachers plan the curriculum to enable pupils with SEN to excel in foundation subjects – teaching is inclusive and enables pupils with an SEN diagnosis to work at a GDS in History/PE/Music etc

We will know we have been successful as the progress pupils with SEN make will be measured accurately and shared with parents. We aim to see children, with SEN, achieving GDS across the foundation curriculum.

Priority 6: To implement continuous provision in Year 2 foundation subjects.

- Implement continuous provision during foundation subjects in Year 2
- Ensure children in Year 2 have the opportunity to rehearse and practice new skills
- Audit resources in Year 2 to support continuous provision
- Plan high level continuous provision opportunities for the children
- Develop an outdoor space for Year 2 continuous provision

We will know we have been successful because children will be able to recall more from their long-term memory which will be evident when speaking to the pupils (pupil voice) and in classroom assessments.

Priority 7: To enhance Art and DT curriculum by introducing KAPOW to support teaching and learning

- Implement KAPOW to support planning and delivery in Art and DT.
- Audit resources for curriculum planning
- Update Key Skills and Progression Maps to ensure planning is sequential and builds on pupils previous learning

We will know we have been successful because pupil's attainment, including GDS, in Art and DT will be in line with the rest of our foundation subjects.

Priority 8: To have a clear vision for Nursery and Reception

- Redesign the EYFS outdoor area to support the characteristics of effective learning
- To ensure there is clear learning progression from nursery to reception.
- To align the nursery and reception curriculum for seamless progression into Year 1
- To clarify the vision for Nursery and introduce key workers

We will know we have been successful because children's transition into Reception/Year 1 will be successful and new learning will build on previous knowledge. We will see this evidenced in planning/classroom observations/pupil voice.

<p>Behaviour and Attitudes Leaders and staff create a safe, calm, orderly and positive environment in the school.</p>	<p>Priority 9: To implement Zones of Regulation to support self-regulation</p> <ul style="list-style-type: none"> • Conduct staff training on Zones of Regulation for all staff • Integrate Zones of Regulation tools into daily routines • Provide visual resources for pupils and staff to refer to in classrooms and around the school • Ensure there is a shared language and fidelity in the approach of zones of regulation. <p><i>We will know we have been successful because Zones of Regulation will be embedded in the school and children's resilience and ability to self-regulate will be evident in classrooms and during unstructured times of the day.</i></p>
<p>Leadership and Management – Leaders and governors ensure that the education that the school provides has a positive impact on all its pupils.</p>	<p>Priority 10: To ensure leadership at all levels if effective.</p> <ul style="list-style-type: none"> • Staff wellbeing will remain a priority and a wellbeing lead and mental health first aider will continue to champion this. • Teachers' appraisal targets will be linked to an area of the SIP (to ensure a shared vision) and the teacher standards • To continue to promote our school positively in the local community via -community events -parents/carers in school -social media -school website <p><i>We will know we have been successful because teachers/TAs have successful appraisals and subsequent promotions. Our Reception 2025 cohort is at PAN, Staff wellbeing is positive in staff survey, Parental feedback is positive in parent survey 2025.</i></p>