



St Wilfrid's CofE School Improvement Plan 2024-25

Key Objectives	What do we want to achieve?	What will achievement look like?
Quality of Education: Key Objective 1 - building further on the growing outstanding practice to develop learning across the curriculum, especially Reading, Multiplication Times Tables and RE.	Utilise the strong teaching in phonics, GD reading and GD maths to develop and support key groups of children across the school, especially children with SEND.	Triangulation of data, book scrutinies and lesson observations demonstrate teaching is strong in all year groups. Through effective Performance Management, teachers have either demonstrated or observed strong practice and the impact has been positive.
	Ensure clear and effective plans are in place and delivered to reach key targets, especially in MTC (Y4) and the expected standard for RWM at end of KS2.	Targets set (based on FFT principles) for Reading, Writing and Maths have been achieved in all year groups (Year 1 to Year 6). The Year 4 MTC average score is either at national or above. The end of KS2 RWM scores for expected standard is above national achievements. EYFS data shows clear development and progress throughout the year and phonics data remains strong in comparison to National and other HET schools.
	Develop the quality of teaching in RE to bring it in line with developments made in other core subjects, especially science.	RE teaching and learning is effective, evidenced by data outcomes, book looks and pupil conferencing.
Behaviour and attitudes: Key Objective 2 - Developing excellent behaviour for learning supported by the THRIVE approach	Building a clear picture of a 'St Wilfrid's Learner' through the continued promotion and integration of school values.	Children can communicate the elements of being a St Wilfrid's learner using the school values as evidenced in pupil conferences and the annual pupil survey.
	Successful implementation of the THRIVE approach, starting with Year 2 and Year 4.	Progress report on THRIVE demonstrates impact of the approach. Pupil survey shows increase in percentages of children recognising children behaving well and being respectful.
	Develop and update the PSHE/RHE curriculum to ensure it meets the needs of our children effectively.	Review of PHSE/RHE curriculum demonstrates key changes have been implemented to reflect the needs of the children in school.
Personal Development: Key Objective 3 - Raising standards through the Performing Arts	Provide training opportunities for Teaching staff in Performing Arts to develop the offer at school further, especially for disadvantaged children.	Teachers are delivering performing arts sessions and this is reflected in the different performances taking place throughout the year (eg Nativities, Carol services; Spring production; Summer production)
	Ensure music strategy is actioned and effective in partnership with Sussex Music Service.	Music strategy evaluated and demonstrates actions achieved. Music is recognised as being a strong element of the curriculum and extra curricular offering.
	Raise the profile of Performing Arts at the school, within and beyond the school community, through competitions and events.	School newsletters, the school website and other communications indicate a strong performing arts culture at the school. The number of competitions and events entered has increased from 2023-24.
Leadership and Management: Key Objective 4 - Continuing to develop leadership at all levels.	Phase leaders enhance the learning in their respective year groups, developing the learning and communicating 'ambition for all' effectively.	Targets set in line with FFT20 principles are achieved. Staff, Parent and Pupil Survey reflect the positive impact of the Phase leadership structure.
	Subject Leader development builds on the progress made last year, supported by the HET structure and family of schools.	Subject Data reports demonstrate progress since Summer 2024. Subject leaders have led training to develop their subjects, kept clear subject leader folders and liaised with HET subject leaders to develop subjects further.
	Support leadership at all levels through clear and effective processes to ensure the delivery of expectations so all children can achieve their potential.	Termly, 6 monthly and end of year reflections indicate a delivery of expectations and targets in all areas. Staff survey reflects the positive impact of ambition within the school. Pupil Voice and leadership are evidenced through the year.

"I have come that you may have life and have it to the full." John 10:10