



## Objective 1 – to embed a curriculum that is bespoke to learners, where experiences are progressive. Ensure the curriculum engages, excites and encourages a love of learning; whilst also ensuring all children have the provision they need to be successful.

Rationale: Response to Ofsted (Jan 23) and the quality of education area grading of requires improvement, with comments including “the quality of education pupils receive is not yet good. In some subjects the curriculum is not designed or delivered effectively. Consequently, pupils have gaps in their wider curriculum knowledge.”

Response to Ofsted Monitoring visit (June 24) “In the wider curriculum, the school has identified the key knowledge it wants pupils to learn. This is coherently sequenced so that pupils build on what they already know. This enables meaningful assessment of knowledge. There is still some work to do to ensure the school’s identified ‘sticky knowledge’ is precise in all subject curriculums. This will strengthen the design work already done. Pupils produce high-quality work across the curriculum. This shows the impact of the school’s raised expectations of pupils”. For example, in design technology, Year 2 pupils had made basic items of clothing. They used different stitches and tools, including sewing machines, to create these. The challenge for the school is to close gaps in knowledge for older pupils who have not experienced this stretching curriculum.

Target – What are we intending to do? <i>Who will be leading it?</i>	Actions – What needs to be done and by when? <i>Who will monitor its effectiveness?</i> What will it cost?			Success Criteria - What do we want it to look like?
	Milestone 1 December 2024	Milestone 2 March 2025	Milestone 3 July 2025	
Personalising the Curriculum Maestro programme. HT/SLs  Curriculum monitoring to ensure knowledge and skills gaps are identified and filled, with clear progression continuing. HT/SLs  Introduce Forest School activities for all	<ul style="list-style-type: none"> <li>Subject leaders clear about role and expectations.</li> <li>Subject leader training sort where necessary.</li> <li>Subject leaders update and adapt their curriculum statements as necessary.</li> <li>INSET time given to planning trips linked to curriculum themes whilst also considering progression.</li> <li>Allocated time at staff meetings given to subject areas, to be led by SLs.</li> <li>Identified vocabulary displayed on learning walls and displays.</li> <li>Subject displays showing curriculum progression.</li> </ul>	<ul style="list-style-type: none"> <li>Subject leaders including teaching staff able to identify skills progression within subjects linked to projects taught.</li> <li>Monitoring by S/L of their curriculum to ensure curriculum content is being taught as planned.</li> <li>S/Ls to liaise and visit other schools to see standards and curriculums.</li> <li>S/Ls and teachers to visit other settings to develop knowledge and understanding, with a</li> </ul>	<ul style="list-style-type: none"> <li>S/Ls and teachers have strong knowledge of the progression of skills and knowledge within subjects.</li> <li>Adaptations to curriculum planned for, for implementation in Sept 25.</li> <li>Staff to have ownership of their curriculum.</li> <li>Pupil voice opportunities given for all subject areas with information informing future curriculum design, planning, teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Maestro being used throughout the school, with adaptations and personalisation to pupil needs and Stower Provost.</li> <li>S/Ls able to talk about adaptations and personalisation, with associated rationale.</li> <li>Consideration to the teaching of French in KS1 in the future.</li> <li>Pupils excited about the curriculum and are enthusiastic about the rich learning experiences</li> <li>Pupils understand how the curriculum and themes develop and progress.</li> </ul>

<p>pupils, that are linked to the curriculum where possible. HT/SLs</p> <p>Sharing of teaching and learning experiences.</p> <p>Staff</p> <p><i>Subject Leaders and staff</i></p>	<ul style="list-style-type: none"> <li>• Website to reflect and show new curriculum.</li> <li>• Parental engagement meeting to share curriculum, rationale and strategy.</li> <li>• Pupil voice opportunities given for all subject areas to understand pupil's view of new curriculum and their understanding</li> </ul>	<p>view to improving teaching and learning at Stower Provost.</p> <ul style="list-style-type: none"> <li>• S/Ls and teachers can comment and talk about the personalisation of the Curriculum Maestro programme and future adaptations that could be made.</li> <li>• Pupil voice opportunities given for all subject areas with information informing planning, teaching and learning.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils understand the links in their learning within and across subjects and are able to talk about these giving examples.</li> <li>• All S/Ls and staff are confident in the curriculum content, key areas of knowledge to be taught and the skills progression.</li> <li>• Parental body clear about the curriculum, content and rationale.</li> <li>• Governing body to have a clear understanding of the curriculum, how well pupils learn and how it develops enabling them to question and challenge appropriately.</li> </ul>
<p>Monitoring</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Staff meetings with subject focus</li> <li>• Informal / formal observations</li> </ul> <p>With reference to the monitoring cycle</p> <ul style="list-style-type: none"> <li>• Learning walks including book scrutiny</li> <li>• Pupil Voice</li> <li>• Subject leads given time for subject reviews, monitoring and evaluation</li> </ul> <p>Governor / SL / Head monitoring – see monitoring cycle</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Staff meetings with subject focus</li> <li>• Informal / formal observations</li> </ul> <p>With reference to the monitoring cycle</p> <ul style="list-style-type: none"> <li>• Learning walks including book scrutiny</li> <li>• Pupil Voice</li> <li>• Subject leads given time for subject reviews, monitoring and evaluation</li> </ul> <p>Governor / SL / Head monitoring – see monitoring cycle</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Staff meetings with subject focus</li> <li>• Informal / formal observations</li> </ul> <p>With reference to the monitoring cycle</p> <ul style="list-style-type: none"> <li>• Learning walks including book scrutiny</li> <li>• Pupil Voice</li> <li>• Subject leads given time for subject reviews, monitoring and evaluation</li> </ul> <p>Governor / SL / Head monitoring – see monitoring cycle</p>	
<p>Evaluation</p>	<ul style="list-style-type: none"> <li>•</li> </ul>			



## Objective 2 – To develop all round English skills, particularly a love for reading, incorporating the continued effective teaching of phonics and the progression of reading fluency through KS2 and beyond.

Rationale: In response to Ofsted (Jan 23) “Pupils in key stage 1 have significant gaps in their phonics knowledge. Consequently, pupils do not read as accurately or as fluently as they should. Leaders need to ensure that all staff receive the support and guidance to teach phonics effectively across the school and to help those pupils who have fallen behind to catch up quickly.”

In response to Ofsted Monitoring visit (June 24) “The school has rightly focused on improving the reading curriculum. It has implemented a well-sequenced phonics programme. This has had an impressive impact on pupils across the school. Staff assessed every pupil in the school before implementing the programme. This identified gaps in phonics knowledge for any pupil, regardless of age. By matching each pupil to the programme, the vast majority of key stage 2 pupils have secured the knowledge they were missing. Younger children have moved through the programme at the expected rate. They are confident segmenting words and blending sounds. Pupils read with accuracy and fluency.

*Progress towards this objective will be monitored overall by the Teaching, Learning and Well-being Committee of Governors*

Target – What are we intending to do? <i>Who will be leading it?</i>	Actions – What needs to be done and by when? <i>Who will monitor its effectiveness? What will it cost?</i>			Success Criteria - What do we want it to look like?
	Milestone 1 December 2024	Milestone 2 March 2025	Milestone 3 July 2025	
<p>Continued effective use of the Read Write Inc programme for the teaching of phonics.</p> <p>Focus on handwriting skills in all year groups.</p> <p>Planned grammar, spelling and writing curriculum across the school.</p> <p>Teaching staff/TAs</p>	<ul style="list-style-type: none"> <li>S/Ls responsibilities for Reading and English KS1 and KS2 understood.</li> <li>Continued RWI training given to all staff during INSET.</li> <li>RWI session for parents.</li> <li>Reading audit and assessment review dates in the calendar.</li> <li>RWI training pathways for teachers continuing.</li> <li>RWI coaching sessions for teachers to continue with weekly focus.</li> <li>Reading lead to monitor teaching of RWI on a weekly basis, offering teach/TA support and guidance as needed.</li> <li>Reading Lead and S/Ls given time in the timetable to monitor phonics and English effectively and efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>RWI training pathways for teachers continue with individualised programmes of support set up by reading lead, as required.</li> <li>Assessment of all pupils across the school continues.</li> <li>Tracking and monitoring of RWI programme, and effectiveness linked to pupil progress.</li> <li>Continued RWI weekly focus in staff coaching sessions.</li> <li>Interventions and impact logged by TAs and overseen by S/Ls.</li> <li>Progress fed back to governors, parents and pupils.</li> <li>Consider focuses for following year following progress and outstanding elements for forthcoming year (Action Plans)</li> <li>Continued time given to S/Ls to effectively monitor English.</li> </ul>	<ul style="list-style-type: none"> <li>RWI training pathways for teachers continue with individualised programmes of support set up by reading lead, as required.</li> <li>Assessment, tracking and monitoring of all pupils across the school continues.</li> <li>Reading Lead and SLs given time in the timetable to monitor phonics and English effectively.</li> <li>Interventions and impact logged by TAs and overseen by S/Ls.</li> <li>Meet with link/curriculum governors to report on progress – linked to the monitoring cycle</li> </ul>	<ul style="list-style-type: none"> <li>All teachers to have the skills to teach RWI programme.</li> <li>All staff to have clear understanding of how RWI, phonics and pupil progress will be monitored and assessed.</li> <li>Reading lead to set up training pathways linked to monitoring of RWI and its implementation in groups.</li> <li>All staff to engage with RWI training, weekly focus and coaching sessions, supporting one another.</li> <li>Staff have an accurate picture of the children’s phonic stage and next steps to teach.</li> <li>All staff able to articulate and demonstrate effective implementation and teaching of the RWI scheme.</li> </ul>

<p>See an improvement in pupils' handwriting, grammar, spelling &amp; all round English skills</p> <p>Teachers/TAs</p> <p>Introduce accredited opportunities for speaking and listening. (ESB)</p>	<ul style="list-style-type: none"> <li>• RWI interventions carried out as required to ensure pupils catch up to keep up.</li> <li>• Interventions and impact logged by TAs and overseen by S/Ls.</li> <li>• Use of new library established.</li> <li>• Parents informed and understand new approach to handwriting and rationale.</li> <li>• Grammar, spelling and comprehension programme created and shared with staff.</li> <li>• Parents informed and understand new English skills approach and rationale</li> <li>• Introduction of reading certificates across all year groups.</li> <li>• Assess pupils' view of reading.</li> <li>• Explore accredited opportunities for speaking and listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and review of handwriting, spelling, grammar and writing approaches.</li> <li>• S/Ls to advise on adaptations required from assessment and review.</li> <li>• Identify resources required for 2025-2026.</li> <li>• Assess pupils' view of reading and consider adaptations based on results.</li> <li>• Introduce accredited opportunities for speaking and listening (ESB).</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and review of adaptations made to handwriting, spelling, grammar and writing approaches.</li> <li>• S/Ls to advise on adaptations required from assessment and review for 2025 – 2026.</li> <li>• Identify timetable changes that are required for 2025 – 2026 as a result of reviews.</li> <li>• Assess pupils' view of reading and consider adaptations based on results.</li> <li>• Review use of accredited speaking and listening opportunities (ESB).</li> </ul>	<ul style="list-style-type: none"> <li>• Continued evidence showing impact of RWI scheme, as well as target children.</li> <li>• Parents and wider community well informed about RWI content, expectations regarding reading material to be sent home and parental opportunities to support their children at home.</li> <li>• Improved handwriting standards, grammar and spelling evident across year groups and pupils in school.</li> <li>• Recognisable improvement in writing skills evident.</li> <li>• Pupils engaged with reading and enjoying reading opportunities.</li> <li>• Pupils being offered accredited speaking and listening opportunities through the English Speaking Board.</li> </ul>
<p>Monitoring</p>	<ul style="list-style-type: none"> <li>• RWI support package</li> <li>• Collaboration discussion</li> <li>• Learning walks including book scrutiny</li> <li>• Pupil Voice</li> <li>• Planning</li> <li>• English S/Ls and Reading Lead given time to monitor subject effectively.</li> <li>• Time given in staff meetings to RWI / subject training and feedback.</li> <li>• Governor / Reading Lead (RL) / English Lead / Head monitoring – see monitoring plan</li> </ul>	<ul style="list-style-type: none"> <li>• RWI support package</li> <li>• Collaboration discussion</li> <li>• Learning walks including book scrutiny</li> <li>• Pupil Voice</li> <li>• Planning</li> <li>• English S/Ls and Reading Lead given time to monitor subject effectively.</li> <li>• Time given in staff meetings to RWI / subject training and feedback.</li> <li>• Governor / Reading Lead (RL) / English Lead / Head monitoring – see monitoring plan</li> </ul>	<ul style="list-style-type: none"> <li>• RWI support package</li> <li>• Collaboration discussion</li> <li>• Learning walks including book scrutiny</li> <li>• Pupil Voice</li> <li>• Planning</li> <li>• English S/Ls and Reading Lead given time to monitor subject effectively.</li> <li>• Governor / Reading Lead (RL) / English Lead / Head monitoring – see monitoring plan</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Evaluation</p>	<ul style="list-style-type: none"> <li>•</li> </ul>			



## Objective 3 – Further develop high quality first teaching, including inclusive practice and clear pedagogy. Continue to develop the use of assessment and the information it provides to support teachers and pupils with their learning.

Rationale: With new staff joining the school, it is imperative that new staff are inducted appropriately, supported as needed and given guidance with new working systems to ensure teaching, learning and assessment is consistent and strong across the school.

In response to OFSTED (Jan 23) findings: “Assessment information is not precise enough to check what pupils know and understand... Leaders need to ensure that teachers check pupils’ understanding in all subjects so that pupils the key knowledge they need”.

In response to Ofsted Monitoring visit (June 24): “Subject leadership has developed into a strong position. Subject leaders evaluate the implementation of the curriculum. Currently, the focus is to ensure the knowledge and skills are implemented as leaders intend. The school knows the next step is to identify the teaching strategies that will help all pupils learn well.

*Progress towards this objective will be monitored overall by the Teaching, Learning and Well-being Committee of Governors*

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	Milestone 1 December 2024	Milestone 2 March 2025	Milestone 3 July 2025	
<p>Clear and robust assessment and monitoring programmes in place.</p> <p>Use of assessment material effective in the progression of pupil skills and knowledge.</p> <p>Further develop and ensure quality education across the curriculum.</p>	<ul style="list-style-type: none"> <li>INSET linked to school’s pedagogy and introduction to Rosenshine’s principles.</li> <li>Calendar of staff training linked to Rosenshine’s principles agreed, with three weekly focuses.</li> <li>ECL involvement with staff training and monitoring linked to quality first teaching , with feedback given to staff.</li> <li>Staff understand monitoring process and assessment calendar.</li> <li>Teachers to have professional learning and moderation meetings with the HT with agreed targets.</li> </ul>	<ul style="list-style-type: none"> <li>Impact of staff training linked to Rosenshine’s principles, with adapts made as needed.</li> <li>Continuation of staff training linked to Rosenshine’s principles agreed, with three weekly focuses.</li> <li>ECL involvement with staff training and monitoring linked to quality first teaching, with feedback given to staff.</li> <li>Carry out second staff and pupil well-being survey, with consideration to link between action points and results.</li> </ul>	<ul style="list-style-type: none"> <li>Impact of staff training linked to Rosenshine’s principles.</li> <li>ECL involvement with staff training and monitoring linked to quality first teaching, with feedback given to staff.</li> <li>Carry out third staff and pupil well-being survey, with consideration to link between action points and results.</li> <li>Assessment and monitoring programmes in operation</li> </ul>	<ul style="list-style-type: none"> <li>Clear staff development programme linked to Rosenshine’s principles in place with rationale understood by staff.</li> <li>Staff have consistent and clear expectations.</li> <li>Quality first teaching evident in classrooms.</li> <li>Staff and pupils well being is appreciated and understood, with measures and support put in place.</li> <li>All members working to the marking policy</li> <li>Staff using ‘sticky knowledge within pre assessments, planning,</li> </ul>

<p>All staff supported and professional development opportunities offered and encouraged, with a view to furthering skills.</p> <p>Pupils receiving a quality education across the school and subjects.</p> <p>Proactive approach to establishing and ensuring prolonged staff and pupil well-being.</p> <p><i>HT, subject leaders and staff</i></p>	<ul style="list-style-type: none"> <li>Monitoring carried out by HT</li> <li>Staff and pupil well-being surveys carried out with action points highlighted from results.</li> <li>Staff set up with computer log ins and necessary access to carry out teaching, learning and assessment.</li> <li>Assessments and monitoring linked to RWI, curriculum programmes and identified 'sticky knowledge' statements in curriculum plans.</li> <li>CPD opportunities offered to develop teaching and assessment skills.</li> <li>Cascading of any CPD training to other staff facilitated within staff meetings.</li> <li>Individual support programmes as required including quality first teaching offered to pupils.</li> <li>Effective implementation and use of the marking policy.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and monitoring programmes in operation</li> <li>TAs to have meetings with the HT with agreed targets.</li> <li>Touchdown meetings with teachers linked to targets</li> <li>CPD opportunities offered to develop teaching and assessment skills.</li> <li>Quality teaching responding to student learning processes</li> <li>Learning opportunities are effective and involve student feedback and reflection.</li> <li>Sticky knowledge evident within planning and teaching.</li> <li>Inter school moderation with varied year groups, including visits to other schools.</li> <li>Planning for greater depth opportunities and learning evident.</li> <li>Planning and budgeting linked to assessment and curriculum resources to extend and deepen learning opportunities and experiences.</li> <li>Positive learning climates that are supportive, as well as offering challenge evident within classrooms and around the school.</li> </ul>	<ul style="list-style-type: none"> <li>Touchdown meetings with TAs linked to agreed targets.</li> <li>Touchdown meetings with teachers linked to targets</li> <li>Exit meetings with those leaving.</li> <li>Assessments used effectively to further pupil achievement.</li> <li>Pupil progress tracked throughout the year, with 'value added' identified and progress celebrated.</li> <li>Evaluation of assessment programme and ID of target pupils identified for 25-26, and why those IDed are still in need of support.</li> <li>Inter school moderation, including visits to other schools.</li> <li>CPD opportunities offered to develop teaching and assessment skills.</li> <li>Collaborative planning to further extend and deepen learning opportunities and experiences with these translated into subject action plans.</li> </ul>	<p>teaching and post theme assessment.</p> <ul style="list-style-type: none"> <li>Pupil knowledge and understanding is established with knowledge organisers (KOs) used to lead and identify future learning. (KOs to be adapted and personalised as required).</li> <li>Positive learning climate evident around the school, with children eager to engage within their learning.</li> <li>Pupils questioning to further their understanding and offered time to reflect on their learning.</li> <li>Teaching that is rigorous, relevant and inspiring.</li> <li>Teachers that are confident with their teaching practice.</li> <li>A staff where CPD opportunities are embraced and learning is cascaded for the benefit of all in the school.</li> <li>Staff working collaboratively with other schools during visits and the moderation of work at varying year groups.</li> <li>All staff are aware of subject-specific and whole curriculum work within school and between schools, to ensure rising standards</li> <li>Subject displays are evident, up to date, purposeful and engaging to pupils.</li> </ul>
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Monitoring	<ul style="list-style-type: none"> <li>• ECL support and monitoring.</li> <li>• School procedures reviewed and updated regularly</li> <li>• School visit opportunities and tracking</li> <li>• Inter school moderation</li> <li>• Teachers to have ongoing professional learning and reflection meetings.</li> <li>• CPD sharing in staff meetings</li> <li>• Book looks</li> <li>• Learning walks</li> <li>• Pupil Voice</li> <li>• Collaboration discussion</li> <li>• Planning</li> <li>• Website and press</li> </ul> <p>Governor / SL / Head monitoring – see monitoring plan</p>	<ul style="list-style-type: none"> <li>• ECL support and monitoring.</li> <li>• School procedures reviewed and updated regularly</li> <li>• School visit opportunities and tracking</li> <li>• Inter school moderation</li> <li>• Teachers to have ongoing professional learning and reflection meetings.</li> <li>• CPD sharing in staff meetings</li> <li>• Book looks</li> <li>• Learning walks</li> <li>• Pupil Voice</li> <li>• Collaboration discussion</li> <li>• Planning</li> <li>• Website and press</li> </ul> <p>Governor / SL / Head monitoring – see monitoring plan</p>	<ul style="list-style-type: none"> <li>• ECL support and monitoring.</li> <li>• School procedures reviewed and updated regularly</li> <li>• School visit opportunities and tracking</li> <li>• Inter school moderation</li> <li>• Teachers to have ongoing professional learning and reflection meetings.</li> <li>• CPD sharing in staff meetings</li> <li>• Book looks</li> <li>• Learning walks</li> <li>• Pupil Voice</li> <li>• Collaboration discussion</li> <li>• Planning</li> <li>• Website and press</li> </ul> <p>Governor / SL / Head monitoring – see monitoring plan</p>	
Evaluation	<ul style="list-style-type: none"> <li>•</li> </ul>			