School Improvement Focus	Key Issue/Development area
1.Review of progress with previous inspection Key Issues	• **The school should ensure that the writing curriculum is structured so that all pupils gain sufficient practise to develop and embed their essential early writing skills.**
	• **The school should ensure that all aspects of its work are open to appropriate challenge and support from the governing body.**
	• **The school should make sure that teachers have the skills they need to ensure that pupils secure key knowledge as they progress through the curriculum.**
2.Areas for whole school development	• To continue to embed an enriched, personalised, and aspirational curriculum with high quality teaching and learning where children know more than they did before. • Continue to develop strategies that improve attendance to enable the school to reach its target of 94%. • To create and embed an ethos and set of school values, with input from all stakeholders, to guide James Watt Primary School on the next phase of its educational journey. • To increase the number of children achieving the combined expected standard in reading, writing, and maths, as well as increasing the number of children achieving greater depth combined at the end of Key Stage 2. • To further increase the proportion of children leaving the Reception Year having reached a Good Level of Development.
3.Quality of Education	• To improve outcomes in writing across both key stages with a particular focus on quality, content and stamina • To implement a teaching for Maths mastery approach in the Early Years, Key Stage 1 and Key Stage 2. • Maintain and continue to improve provision, outcomes and progress for **SEND** pupils.
4.Behaviour and attitudes	• To enhance the school site and the environment to impact on teaching and learning and raise aspirations. • To develop pupils' attitudes and resilience towards having responsibility for their learning.
5.Personal Development	• To re-establish and extend upon the range of extra-curricular opportunities provided by the school and external providers. • To build stronger links with the wider community and source opportunities for our pupils to become active participants and be proud of their community. • To continue to provide opportunities to develop and enrich children's mental wellbeing, self-esteem and resilience (external trips and visits)

6.Leadership and Management	• Establish the leadership team and governing body with clear roles and remit of work within the school year. Working on priorities for school development and growth. • To distribute leadership throughout school - empowering leaders and prospective leaders to be more effective in developing the quality of education • Ensure safeguarding is highly effective and effective procedures and practices are in place.
7. EYFS	• To further increase (by 5%) the proportion of children leaving the Reception Year having reached a Good Level of Development. • To enhance the provision of the Reception Unit to support outcomes across all areas of learning. • Develop a rich range of vocabulary and language structures through high quality teaching and learning opportunities.

1. Review of progress with previous inspection targets			Strategic Leads: JW, TN, PP, DR, GM, DR, Governors
Target	2024/25 INITIATIVES	IMPACT (Success Criteria)	TIMESCALE (Milestones)
The school should ensure that the writing curriculum is structured so that all pupils gain sufficient practise to develop and embed their essential early writing skills.	• Regular monitoring **(SLT)** • Build writing expectations for pupils, parents and staff **(SLT** • CPD • Appropriate resources purchased • Year group workshops **(ALL STAFF)** • Visits – library **(ALL STAFF)** • Author visits etc **(ALL STAFF) – JW booked**	• Increased writing attainment across KS1 and KS2. • Consistent high quality English teaching across school • Improvements to handwriting across school • Increased phonics scores across KS1.	• Audit of writing 20/11/24 • Phonics workshops – R/KS1 17/9/24 &18/9/24 • Monitoring cycles 3/10/24 – 22/10/24 • Assessment week – 25.11.24 • PP meetings • Author visits/workshops – **Brothers McCloud – Feb 25** • Monitoring cycles • Assessment week • PP meetings • Monitoring cycles 3/10/24 – 22/10/24 • PP meetings • End of KS Assessments
. **The school should ensure that all aspects of its work are open to appropriate challenge and support from the governing body.**	• Governor recruitment **(JW)** • Governor training courses – Flick, BEP, The Key **(SM)** • Gov visits format **(JW)** • Gov visits schedule **(G)** • Gov meeting schedule **(G)** • Subject presentations/reports to Govs **(ALL STAFF)**	• Increased number of governors • Governors have undertaken more training • Gov monitoring schedule in place	• Advertise and appoint governors by 12.24 • Parent/staff/coop gov nominations • Gov training booked/available • Governor monitoring • Governor monitoring • Gov training booked/available • Governor monitoring • Gov training booked/available

| The school should make sure that teachers have the skills they need to ensure that pupils secure key knowledge as they progress through the curriculum. | • CPD for all staff **(SLT)**
• Review curriculum coverage **(PP/SLT)**
• Pupil voice **(JW/Subject Leaders)**
• Monitoring cycle **(SLT)**
• Evaluate curriculum **(PP/Subject Leaders)**
• Subject training
• Subject Leader Interviews **(JW/PP)**
• SL led observations
• School visits
• Trips and visitors – inspired learning
• Clear assessment points | • Confident, empowered teachers and subject leaders
• Empowered and inspired pupils
• Greater curriculum coverage
• Clear progression across year groups
• Increased subject knowledge
• Increased attainment | • Subject/Curriculum **CPD 23/9/24**
• Monitoring cycles **3/10/24 – 22/10/24**
• PP meetings
• Subject/Curriculum CPD
• Monitoring cycles
• PP meetings
• Subject/Curriculum CPD
• Monitoring cycles
• PP meetings |

2. Areas for Whole School Improvement 2024/2025				Strategic Leads – JW, TN, PP, DR, GM, DR Link Governor –
PRIORITY	**Whole School INITIATIVES From 2024**	**IMPACT (Success Criteria)**	**RESOURCES**	**TIMESCALE (Milestones)**
To continue to embed an enriched, personalised, and aspirational curriculum with high quality teaching and learning where children know more than they did before.	• CPD for all staff **(SLT)** • Review curriculum coverage **(PP/SLT)** • Pupil voice **(JW)** • Monitoring cycle **(SLT)** • Evaluate curriculum **(ALL STAFF)** • Subject training • Subject Leader Interviews • SL led observations • School visits • Trips and visitors – inspired learning • Clear assessment points **(Subject Leaders)** • 100 things to do …**(JW/ALL STAFF)**	• Confident, empowered teachers and subject leaders • Empowered and inspired pupils • Greater curriculum coverage • Clear progression across year groups • Increased subject knowledge • Increased attainment	Targeted curriculum resources Sonar subscription	• Subject/Curriculum CPD **23/9/24** • Monitoring cycles **3/10/24 – 22/10/24** • Pupil voice • Governor reports • Subject/Curriculum CPD • Monitoring cycles • Pupil voice • Governor QA • Subject/Curriculum CPD • Monitoring cycles • Pupil voice • Governor QA
Continue to develop strategies that improve attendance to enable the school	• Changes to morning routine/timings **(SLT)** • Revise attendance policy **(JW/DRo)** • Attendance workshops **(JW/DRo)** • Behaviour rewards – pupils, classes, families • Strengthen relationships with outside agencies	• Increased attendance • Improved attainment of pupils • Improved attitudes	Attendance prizes – pupils/families Certificates Breakfast club provision	• Review policy **17/9/24** • Extra time reward Sep 24 • Attendance reports – weekly, monthly, HT, T. • Newsletters • Achievement assemblies

to reach its target of 94%.	• Celebrate good attendance regularly – CD, **(ALL STAFF)**newsletters, assemblies etc. **(ALL STAFF)** • Breakfast club **(DRo)**			• Attendance reports – weekly, monthly, HT, T. • Attendance workshop • Newsletters • Achievement assemblies
				• Attendance reports – weekly, monthly, HT, T. • Newsletters • Achievement assemblies
To create and embed an ethos and set of school values, with input from all stakeholders, to guide James Watt Primary School on the next phase of its educational journey.	• Revise and redevelop school values system **(SLT/ALL STAKEHOLDERS)** • Consistently implement expectations/standards **(SLT)** • Revise and redevelop behaviour policy **(ALL STAFF/SLT)** • Parent/carer workshop **(SLT)** • 100 things to do …**….(JW/ALL STAFF)** • Wider curriculum offer	• Positive behaviours • Empowered pupils, parents and carers • Raise aspirations across community • Increased responsibility for all • Increase pupil numbers • Increased attendance at clubs etc	School value books CPD/Training Supply cover	• Pupil voice • Staff voice • Parent voice • CPD • Behaviour policy • Club/Wider curriculum offer • Governor QA
				• Values/Inset • Pupil voice • Staff voice • Parent voice • CPD
				• Pupil voice • Staff voice • Parent voice • CPD
To enhance the number of children achieving the combined expected standard in reading, writing, and maths, as well as increasing the number of children achieving greater depth combined at	• Reading/phonics workshops (parents/carers) **(DR/GM/SR)** • Maths workshops (SLT) • Writing workshops **(SLT)** • CPD for all staff • Monitoring cycle **(SLT)** • SL led observations • School visits • Half termly PP meetings **(SLT/ ALL STAFF)** • Moderation (in school and across consortia) • Ensure support and challenge evident – SEND and GD	• Improved attainment across Reading, Writing and Maths (across school) • Equal or better results at the end of KS2 • Increased confidence	CPD/Training Supply cover Specific subject resources Sonar subscription	• Subject/Curriculum CPD **23/9/24** • Monitoring cycles **3/10/24 – 22/10/24** • PP meetings • Termly assessment data • Governor QA
				• Subject/Curriculum CPD • Monitoring cycles PP meetings • Termly assessment data

Targets	Actions	Impact	Resources	TIMESCALE (Milestones)
the end of Key Stage 2.				• Subject/Curriculum CPD • Monitoring cycles PP meetings • End of KS assessments
To further increase the proportion of children leaving the Reception Year having reached a Good Level of Development.	• Reading/phonics workshops (parents/carers) **(DR/GM/SR)** • CPD for all staff • Monitoring cycle **(SLT)** • SLT led observations • School visits • Half termly PP meetings • Moderation (in school and across consortia) • Ensure support and challenge evident – SEND and GD	• Increased percentage of children achieving a good level of development. • Staff are confident with the teaching of the new curriculum. • Any amendments are made to ensure full coverage of the Development Matters and EYFS. • Children are prepared for their move into KS1. • Key skills are built upon in a progressive curriculum.	Assorted classroom resources Sonar subscription Small world Role play Resources for parents to take home New furniture Canopy	• Baseline assessments • Phonics workshops – R/KS1 **17/9/24 &18/9/24** • Monitoring cycle • Parent/Teacher Meetings • Phonics workshops • Monitoring cycle • Parent/Teacher Meetings • End of year assessments – GLD • End of year reports

3. Quality of Education			Strategic Leads – JW, GM, DR, PP

Targets	Impact	Resources	TIMESCALE (Milestones)
To improve outcomes in writing across both key stages with a particular focus on quality, content and stamina. **(SR/GM/PP/DR)** To have a clear, consistent approach to teaching writing across school. To provide regular opportunities for all students to write for sustained periods of time To provide regular opportunities to write for pleasure. To embed a consistent approach to presentation across EYFS, KS1 and KS2.	• Progress evident in books and planning. • Improved quality of teaching and learning • Improved attainment • Improved end of KS results	Handwriting scheme CPD School visits Sonar subscription	• End of term assessments • Monitoring cycle • Parent/Teacher Meetings – Oct 24 • End of term assessments • Monitoring cycle • Parent/Teacher Meetings • End of KS assessments • Monitoring cycle • End of year reports
To implement a teaching for Maths mastery approach in the Early Years, Key Stage 1 and Key Stage 2. (GM)	• Progress evident in books and planning. • Improved quality of teaching and learning • Improved attainment across school • Improved GLD and end of KS results	CPD – Mastery courses Sonar subscription TTRS	• Mastery courses **17.9.24** • End of term assessments • Monitoring cycle • Parent/Teacher Meetings Oct 24 • Parent workshops Tuesdays • End of term assessments • Monitoring cycle

Targets	Impact	Resources	TIMESCALE (Milestones)
			• Parent workshops
			• Y4 TT Check • End of term/KS assessments • Monitoring cycle Parent workshops
			• SEND policy • SEND information report • Staff audit • SEND Audit
Maintain and continue to improve provision, outcomes and progress for **SEND** pupils **(DR/SENDCO)**	• SEND Audit • Consistent approaches in place across school • More refined provision mapping	Sensory resources SEND Audit Sonar subscription	• Permanent SENDCo appointment • Action Plan in place • CPD/Training
			• Staff audit • SEND Audit • End of KS data

4. Behaviour and Attitudes — Strategic Leads – JW, DRo, PP

Targets	Impact	Resources	TIMESCALE (Milestones)
To enhance the school site and the environment to impact on teaching and learning and raise aspirations. **(ALL STAFF)**	• Improved attendance • Improved attitudes to learning • Improved attainment • Greater opportunities for outside learning • Increases schools 'offer' – impact on NOR • Enhance community relations • Redevelopment of 'tired;' areas around school	Display boards Reading books Pianos Workshops – Luke Statton, Brothers McCloud Classroom furniture Hooks in KS1 (remove lockers)	• Pupil voice **3/9/24** • New furniture • Display boards – 11.11.24 • Pianos – Sep 24 • Toilet refurbishment
			• Permanent hall display boards in place • Workshops • Toilet refurbishment
			• Toilet refurbishment • Garden area
To develop pupils' attitudes and resilience towards having responsibility for their own learning. **(PP/SLT)**	• Improved attendance • Improved attitudes to learning • Improved attainment	Class ambassador resources CPD/Training Rewards 100 Things	• Pupil voice
			• Develop 100 things list • Pupil voice
			• Pupil voice

5. Personal Development — Strategic Leads -JW, PP, RC, DRo

Targets	Impact	Resources	TIMESCALE (Milestones)
To re-establish and extend upon the range of extra-curricular opportunities provided by the school and external providers.	• Improved attendance • Improved attitudes to learning • Improved attainment • Increases schools 'offer' – impact on NOR • Enhance community relations • Enhance family relations/aspirations	Equipment/resources Additional coaching	• Pupil voice **3/9/24** • Workshops/events **27/9/24** • Clubs (after school and lunchtime) Sep 24 --- • Pupil voice • Workshops/events Clubs (after school and lunchtime) --- • Pupil voice • Workshops/events Clubs (after school and lunchtime)
To build stronger links with the wider community and source opportunities for our pupils to become active participants and be proud of their community.	• Improved attendance • Improved attitudes to learning • Improved attainment • Increases schools 'offer' – impact on NOR • Enhance community relations • Enhance family relations/aspirations	Trip Visitors School council resources	• Pupil leadership/class ambassadors/school council • Special assemblies • Coffee morning • Church visit/Carol singing/Winter Raffle --- • Special assemblies • Handsworth Alumni created --- • Summer Fair • Visitors
To continue to provide opportunities to develop and enrich children's mental wellbeing, self-esteem and resilience (external trips and visits)	• Increased confidence • Happier school/pupils • Increased attendance • Increases schools 'offer' – impact on NOR • Enhance community relations • Enhance family relations/aspirations	MHFA Wellbeing resources	• Pupil voice **3/9/24** • MHFA training **18&19/11/24** • Visits/trips • WMH day --- • Visits/trips --- • KS2 Residential • Visits/trips • Visitors

6. Leadership and Management			Strategic Leads – JW, SLT
Targets	**Impact**	**Resources**	**TIMESCALE (Milestones)**
Establish the leadership team and governing body with clear roles and remit of work within the school year. Working on priorities for school development and growth.	• Clear expectations of roles • Clear expectations of gov meetings	Training/CPD Flick subscription	• Governor meetings • Governor training

	- More confidence in governors - More confidence in staff - Monitoring schedule developed - Recruit more governors		Governor recruitment programme
			- Governor meetings - Governor training
			- Governor meetings - Governor training
To distribute leadership throughout school - empowering leaders and prospective leaders to be more effective in developing the quality of education	- Clear expectations of roles - More confidence in staff - Monitoring schedule developed and embedded - Subject leader plans updated in line with aims and aspirations - More effective subject leader observations - Increased attainment and confidence in pupils - Increased attendance	Training/CPD Supply cover Sonar subscription	- Monitoring cycle - Staff meetings/CPD - Roles and responsibilities established - Pots of Gold - School visits
			- Monitoring cycles - Staff meetings/CPD - School visits
			- Monitoring cycles - Staff meetings/CPD - School visits
Ensure safeguarding is highly effective and effective procedures and practices are in place. **(JW/DRo/DSLs)**	- All systems are highly effective. - All DSLs are trained on relevant safeguarding systems. - There is a continuous programme of staff development, including further training on radicalisation and extremism - New Safeguarding/CP policy adopted - New action plan completed. - Safeguarding audit completed - Register of staff training and completed procedures updated - ongoing. - Evidence of completed tasks online with Ofsted guidance/expectations. - Termly reports to governors - Weekly safeguarding information in newsletters - Safeguarding information clearly displayed around school.	CPOMs subscription Training/CPD Flick Subscription	- Safeguarding/CP training (All Staff) **3/9/24** - DSL Training (JW) **9/9/24** - DSL meetings
			- DSL meetings - Governor reports - CPD – staff
			- DSL meetings - Governor reports - CP - staff - Safeguarding audit
7. EYFS			**Strategic Leads – GM, JW**

Targets	Impact	Resources	TIMESCALE (Milestones)
To further increase (by 5%) the proportion of children leaving the Reception Year having reached a Good Level of Development.(EYFS staff)	• Increased percentage of children achieving a good level of development. • Staff are confident with the teaching of the new curriculum. • Any amendments are made to ensure full coverage of the Development Matters and EYFS. • Children are prepared for their move into KS1. • Key skills are built upon in a progressive curriculum.	• Assorted classroom resources • Sonar subscription	• Adaptation of curriculum following first year of teaching. 2/9/24 • Medium term planning adapted to meet the needs of the cohort. 30/9/24 • Need to know questions implemented to ensure children are retaining knowledge. These questions to be used as part of pupil voice. 2/9/24 • Assistant head to support PPA sessions. 18/9/24 • Monitoring of assessment to ensure there are no gaps in the curriculum. 30/9/24 • Governor QA – 25.11.24 • Monitoring of success of curriculum- book looks, drop ins, pupil voice, planning looks etc. • Governor QA • End of year assessments • Provision review • Governor QA
To enhance the provision of the Reception Unit to support outcomes across all areas of learning. (EYFS staff/GM)	• Children will be given the opportunity to explore the outdoor environment in all weathers. • Phonics and early reading will be taught in a quiet place. • Extraneous noise will hinder progress.	• Canopy installed • Shutter installed • New furniture	• Installation of a shutter in the Reception classroom to ensure quieter areas of learning to maximize children's focus. 2/9/24 • Installation of an outside canopy to ensure children can have access to the outside areas at all times regardless of the weather. 2/9/24 • Ensure a consistent daily timetable is followed with focussed learning and children having access to the outside area at all times. 23/9/24 • Governor QA – 25.11.24

			• Provide children with all weather suits so they are able to access the outside area. • Improve the quality of the outside learning environment with skill based activities. • Governor QA
			• End of year assessments • Provision review • Governor QA
Develop a rich range of vocabulary and language structures through high quality teaching and learning opportunities. **(EYFS staff)**	• Increased percentage of children reaching the expected level at the end of the year. • Children confident with spoken English. • Having a large range of vocabulary will help children learn more. • Increased vocabulary will encourage children to make sense of the world around them. • Communication and language is a EYFS prime area. If it's not developed early it's difficult to achieve later. • Children from more disadvantaged backgrounds may have fewer chances to develop their vocabulary. Research shows that lots can be done in the early years to avoid inequalities in children's language development.	• Small world • Role play • Resources for parents to take home.	• All staff to model correct pronunciation and grammar. 2/9/24 • All children in Reception to be assessed using the LanguageLink tool and an intervention program followed by a group of children. 30/9/24 • All children in Nursery to be assessed and Wellcomm to be taught in whole class. • Small world to be planned for and changed every week linked to the text children are learning about in Literacy. 23/9/24 • Role play area to be changed every half term linked to topic enabling children to use newly taught vocabulary in context. 23/9/24 • Dual coding displayed to support EAL learners. 24/9/24 • Use of resources and props during whole class teaching to extend children's vocabulary. 2/9/24 • Stories and poems shared with children on a daily basis. 2/9/24 • Reading for pleasure timetable followed. 2/9/24 • Monitoring of language rich environment. 7/10/24 • Key questions in planning to support staff. 2/9/24

			• Planned vocabulary in medium term planning and weekly planning. 2/9/24 • Governor QA – 25.11.24
			• Stem sentences embedded through every day teaching e.g. this is the same because… • Training delivered to staff on the importance of promoting oracy in EYFS. • Governor QA
			• Parents workshop at induction meeting highlighting the importance of talking to young children. • Governor QA