

Twineham CE Primary School
Strategic School Improvement Plan (SSIP) 2024-25

Inspection Framework:	Summary of key priorities:	Lead:
1. Quality of Education	1i: To increase phonics outcomes by the end of KS1 to enable more pupils to access the curriculum and gain knowledge over time. 1ii: Through consistent quality first teaching, to further develop and broaden the way the curriculum is adapted to meet the needs of all pupils. (IQ2) 1iii: Further develop and enhance provision for pupils with SEND including the consistent and effective implementation of the sensory focus recovery programme. (IQ2)	1i: ET 1ii: SND & MF 1iii: MF
2. Leadership & Management	2i: To further develop and sharpen governor monitoring activities to increase their knowledge and understanding of the school and support effective challenge. 2ii: Through effective CPD and staff training, further upskill and develop subject leadership so that the curriculum is well implemented so pupils learn as well as they should.	2i: RS 2ii: SND
3. Behaviour & Attitudes	3i: To fully embed therapeutic thinking approaches to effectively support and improve behaviour across the school. (IQ1, IQ4, IQ5)	3i: ET
4. Personal Development	4i: To review and refine the RSHE curriculum to ensure that it is reflective of, responds to and meets the needs of all pupils and the community. (IQ2, IQ3, IQ4) 4ii: To broaden and embed pupil leadership roles across the school, including the introduction of a school council. (IQ5)	4i: SND 4ii: ET
5. Early Years Foundation Stage	5i: To further develop and embed high-quality and positive adult interaction in the R/1 class (IQ1, IQ2) 5ii: To increase the frequency and range of writing opportunities offered to pupils in R/ 1 class	5i: ES 5ii: ES & ET
6. Christian Distinctiveness	6i: To further develop, refine and sharpen the school's Christian distinctiveness in line with SIAMs. (IQ1, IQ2, IQ3, IQ4, IQ5, IQ6)	6i: SND & Governing Board

Links to SIAMS inspection questions:

IQ1: How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

IQ2: How does the curriculum reflect the school's theologically rooted Christian vision?

IQ3: How is collective worship enabling pupils and adults to flourish spiritually?

IQ4: How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

IQ5: How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

IQ6: Is the religious education curriculum effective?