




# St Denys School Improvement Plan 2024/25

Welcome to St Denys School's Improvement Plan for 2024/25. This comprehensive plan outlines our strategic objectives to enhance educational outcomes for all our pupils. Following our GOOD Ofsted rating in March 2019, we continue to build on our strengths while addressing key development areas.

Our school serves a diverse community with 206 pupils across Reception to Year 6. We have identified writing improvement, curriculum refinement, personal development, attendance, and leadership capacity as our key focus areas for the coming academic year.



**by Billy Davies**



# School Context and Pupil Demographics

206

Total Pupils

Across Reception to Year 6

34%

Pupil Premium

Eligible for additional funding

37%

EAL Pupils

English as an additional language

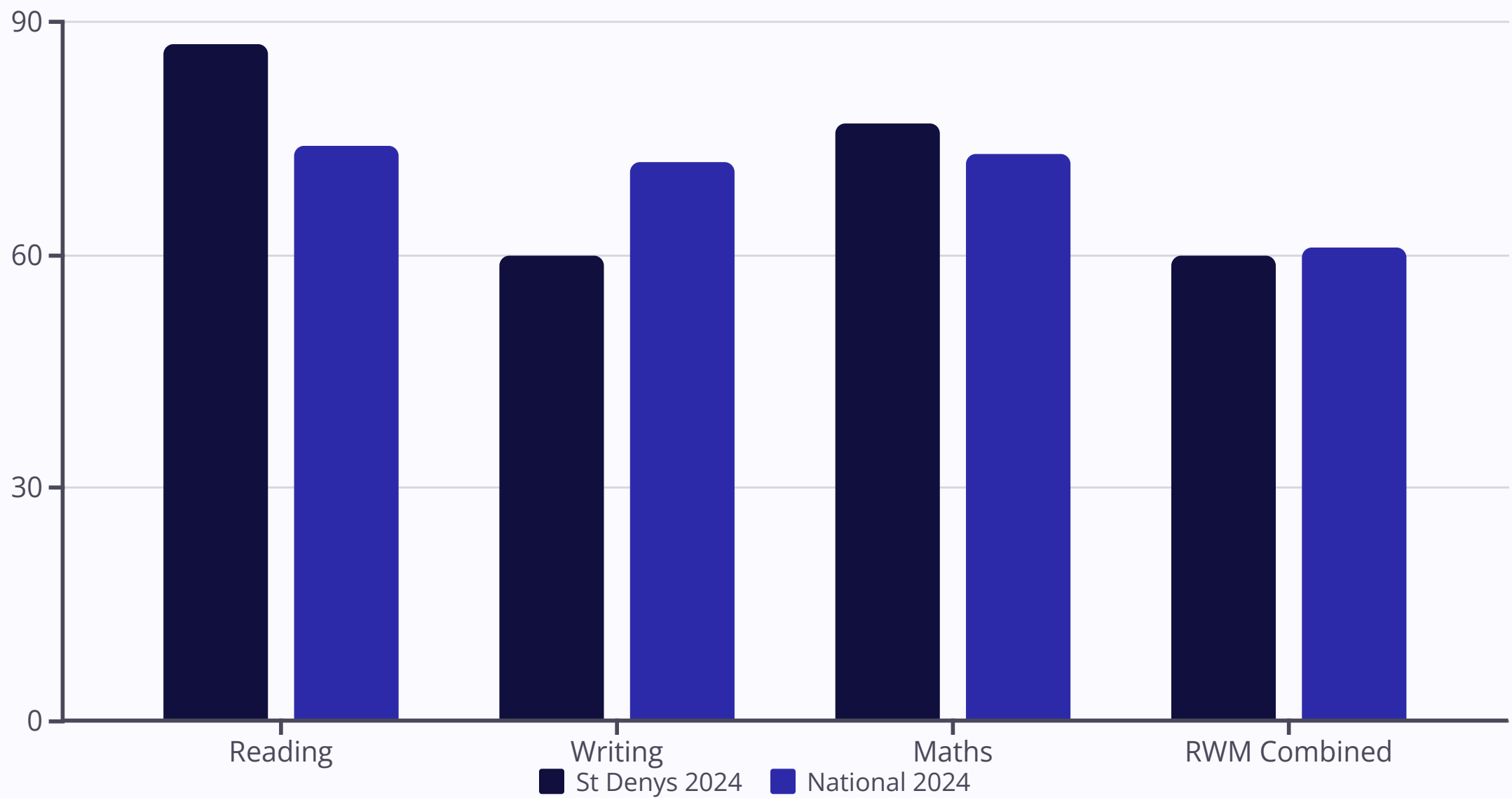
31%

SEND Pupils

Special educational needs and disabilities

Our school has a balanced gender distribution with 54% boys and 46% girls. We have a significant proportion of vulnerable pupils, with 34% qualifying for Pupil Premium funding. Additionally, 37% of our pupils have English as an additional language, and 31% have special educational needs, including 8% with Education, Health and Care Plans.

# Achievement Data and Improvement Priorities



Our 2024 KS2 results show strong performance in reading (87% vs 74% national) and maths (77% vs 73% national). However, writing outcomes (60% vs 72% national) require improvement. While our combined RWM score (60%) is close to the national average (61%), we aim to increase the proportion of pupils achieving greater depth across all subjects.

Key improvement priorities include raising writing standards, enhancing SPAG outcomes, supporting vulnerable groups, and strengthening early years provision to ensure all pupils make excellent progress from their starting points.

# Quality of Education: Raising Standards in Writing



## Improve Writing Standards

Focus on cohesion, SPAG, fine motor skills, handwriting and presentation



## Develop Independent Application

Enhance pupils' ability to apply taught spelling, punctuation and grammar skills



## Maintain Reading & Maths Progress

Build on KS2 improvements with sharper focus on vulnerable groups



## Strengthen Early Years

Enhance phonics and number programmes while increasing parental engagement

Our approach includes INSET and ongoing staff training on the writing process, implementing a structured handwriting policy, and providing targeted intervention for pupils requiring additional support. We will deliver half-termly CPD twilights to share effective strategies and maintain pre-teaching intervention groups for girls and pupil premium children.

By summer 2025, we aim for writing and SPAG outcomes to be at least in line with national averages, with more pupils achieving greater depth across all subjects.



# Captivating Curriculum: Diving Deeper

**Refine Dashboard Curriculum**  
Support long-term retention and enhance cultural capital

**Develop Subject Leadership**  
Provide CPD and monitoring opportunities for subject leads



**Embed Diving Deeper**  
Ensure challenging opportunities across all subjects

**Maximise Connections**  
Strengthen links between different subjects and topics

We will formalise our 'Dashboard' continuous curriculum into whole school provision, focusing on art, geography, music and author studies. Subject leaders will have termly opportunities to lead CPD, monitor effectiveness, and evaluate their subjects. We'll introduce diving deeper strategies to pupils and collect exemplars to support future teaching.

By the end of the academic year, we expect diving deeper opportunities to be securely embedded across all subjects, leading to improved progress and a higher number of pupils attaining greater depth in core subjects.

# Personal Development and Well-being

## Pupil Voice Enhancement

Establish a Learning Power Champion Council to strengthen pupil voice across the school. Extend positions of responsibility for Year 6 pupils to develop leadership skills and support younger children.

## Enrichment Opportunities

Expand our range of visits, visitors, and after-school clubs to provide broader experiences. Enhance playtime and lunchtime provision with wider activities, including 'Ketchup Club' for vulnerable children.

## Mental Health Support

Continue full engagement with the Mental Health in Schools Project to improve well-being of target children and increase the school's capacity to support families going forward.

We will also research the potential for before and after school club provision and further develop links with Trust schools to widen pupils' experience of working with others. By summer 2025, we aim to see children demonstrating good levels of well-being during non-structured times and increased participation from vulnerable groups in our enhanced provision.

# Behaviour and Attendance Improvement



## Refine Attendance Systems

Swift follow-up when attendance slips



## Engage with Trust Project

Share and learn from best practice



## Embed St Denys Way

Consistent implementation of behaviour approach

We will further refine our attendance systems to ensure swift follow-up action when attendance slips, taking account of the new national framework. The Inclusion Family Support Officer will provide targeted support to families at risk of low attendance. We'll continue to engage with the REACH Trust Attendance project to share and learn from best practice.

The St Denys Way curriculum will be reviewed with all staff and taught in all classes at the start of each half term. By summer 2025, we aim to increase attendance from 94.2% to 95.4%, reduce persistent absence to at least in line with national figures, and maintain good behaviour with very rare use of suspensions.

# Leadership and Management Development



We will induct an experienced teacher into the SENDCo role and recruit another experienced teacher to lead on a specific area of school improvement. Our direct coaching programme will support new and less experienced teachers and subject leaders. We'll provide termly opportunities for subject leaders to lead professional development and share monitoring outcomes.

By summer 2025, we expect to see effective shared leadership of SEND, consistent subject provision across the school, and all subject leaders having a clear view of strengths and development areas within their subjects. Learning scrutiny and assessment outcomes should show all groups of children demonstrating good progress in knowing and remembering what has been taught.