St Edmundsbury and Ipswich Diocesan Multi Academy Trust

St. Marys C of E Primary School- Hadleigh

Clear – Not yet addressed
RED: – No Impact
AMBER: – Starting to make an impact but does not match the 'Intended impact' yet
GREEN: – Intended Impact reached and evidenced

Autumn Review	Spring Review	Summer Review

Key Priorities for this year are:
(linked to staff meeting 'cycles of improvement', first key priority will be the focus of Peer Review)
Quality of Education:

- Consistently high expectations of learning
- KS2 Outcomes in RWM
- Robust curriculum across all subjects
- Robust and consistent use of behaviour strategies and policy

Other Priorities for this year are:
Christian Distinctiveness: To review our school vision
Personal Development: To reintroduce Children's University
Behaviour and Attitudes: To develop mental health and well being support in school by including Wellbeing Hub
Early Years: Quality of learning through continuous provision- new EYFS teacher Sept 2025
Leadership and Management: To develop senior and middle leadership roles

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Area linked to SEF	***INTENT***	***Implementation***	***Impact***
QofE 1	***To improve outcomes In Writing at KS2 in line with national or better (74%+ ARE)*** All staff to deliver a consistent writing curriculum structure / framework that enables children to confidently use grammar to upskill sentences: 75% of EYFS to be able to speak in short sentences 75% of KS1 to correctly use simple sentences including full stops and commas 75% of LKS2 to correctly use Adverbial Phrases 75% of UKS2 to correctly use Complex Sentences	New Essential Writing curriculum beginning Sept 2025. CPD for teachers in Summer 24-25 (introduction of EW) - All English lessons consistently delivered using similar strategies outlined in EW. - To ensure teachers and pupils have a clear understanding of the expectations in writing for each year group – particularly grammar progression. Behaviour strategies (through updated behaviour policy) implemented and consistently used throughout school. LSAs to take small groups for focused teaching to ensure good standard of learning and teaching.	

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QofE 2	***To improve outcomes In Maths at KS2 in line with national or better (74%+ ARE)*** Children to use their fluency effectively when problem solving and reasoning: a) 50% of EYFS Nursery children to recognise conceptual subitizing to 3 b) 80% of EYFS Reception to use perceptual subitizing to identify and explain numbers under 10 c) 90% of KS1 Year 1 children to be able to rapidly and accurately recall number facts d) 90% of KS1 Year 2 children to be able to rapidly and accurately recall and apply number facts when problem solving e) 90% of LKS2 Year 3 can reason, make connections and explain their thinking	Implement NTS assessment and shine program To review assessment for learning (AfL) - How are gaps assessed? - How are interventions used and impact? To review Arc Mastery scheme CPD on Maths Mastery for teachers and LSAs. To review fluency (arithmetic and variance) To review problem solving – can pupils solve multi-step word problems in an unfamiliar context. To review maths structure – Mastery, CPE use, maths meetings,	

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Area linked to SEF	***INTENT***	***Implementation***	***Impact***
	(reasoning) f) 90% of LKS2 Year 4 can reason, make connections and explain their thinking (reasoning) when problem solving (APE) g) 90% of UKS2 Year 5 can solve problems using CPA h) 90% of UKS2 Year 6 can solve problems using CPA and can reason	fluency strategies APE structure for reasoning introduced Oracy Behaviour strategies (through updated behaviour policy) implemented and consistently used throughout school. LSAs to take small groups for focused teaching to ensure good standard of learning and teaching.	
QofE 3	***To improve outcomes In Reading at KS2 in line with national or better (74%+ ARE)*** 75% of LKS2 answer retrieval questions with accuracy 75% of UKS2 answer retrieval questions and	To review reading curriculum and timetabling. Essential writing. - To review phonics in EYFS/KS1 - To review reading in KS2	

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Area linked to SEF	***INTENT***	***Implementation***	***Impact***
	inference questions with reference to the text (APE)	including: - Structure of guided reading with focus on comprehension skills (retrieval, vocab, inference etc) Behaviour strategies (through updated behaviour policy) implemented and consistently used throughout school. LSAs to take small groups for focused teaching to ensure good standard of learning and teaching.	
QofE 4	***To complete a curriculum in all subjects that plans for mixed, split and standalone year groups and clearly maps progression in knowledge and skills- starting with Writing, History and Geography.***	Kapow History & Geography, Essential Writing Consider all subject planning in light of new class structure/ organisation.	

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Area linked to SEF	***INTENT***	***Implementation***	***Impact***
B&A 1	***To increase attendance to in line or better than national- particularly for our disadvantaged pupils***	EWO, wider curriculum, targeted interventions, building relationships with families.	

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Next Year: