RINGMER PRIMARY AND NURSERY SCHOOL IMPROVEMENT PLAN 2025-26

Assigned Governor

Curriculum and Teaching: Phonics - Application activities in phonics to increase the outcomes of learners with SEND and those learners who need a multi-sensory approach – Suzanne Wiles Maths - To embed number sense across EYFS and KS1 and implement in LKS2 – Charlie Northam Jones Maths – To embed the teaching of times tables across the school using the counting stick method - Charlie Northam Jones Reading - Increase the percentage of PPG learners achieving at or above the expected standard in reading in LKS2 and Year 5 – Suzanne Wiles Writing - To revise and embed the school's approach to the teaching of writing to ensure greater opportunities for extended writing – Suzanne Wiles T&L - To embed the school's approach to adaptive practice to close gaps and strengthen understanding. – Phil Lucas Curriculum -To further refine the curriculum to ensure that core knowledge is acquired every lesson by all learners using a range of assessment techniques and adaptive practice – Phil Lucas	**Attendance and Behaviour: -** Lawrence MacAndrew To decrease the number of physical responses that learners use in Years 1, 2,3 and 5 To continue to promote self-discipline and dedication to learning. To ensure that the two identified learners whose attendance is below 50% engage with support and have access to full time education To decrease the % of learners who have between 80-90% attendance to less than 4% Enable learners to manage their own emotions and resolve conflict with others. **Inclusion: -** Matt Halsey Pupil premium strategies make a sustained difference to pupils' opportunities and experiences and impact upon outcomes Embed equity/equality understanding for all learners	**Leadership and Governance:** Embed the new leadership structure – Lucy Halls Embed the focus on data and assessment to ensure they lead strategy – All governors To ensure that subject leaders continue to refine their area of the curriculum to further highlight core learning and support SEND and disadvantaged learners– Phil Lucas Support staff can apply formative assessment techniques to impact teaching and learning in the moment – Phil Lucas To continue to ensure that safeguarding is effective – Lizzie Maulkin

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Achievement: Maths - % of learners that achieve full marks in the MTC is in line with national – Charlie Northam Jones Maths - to increase the percentage of PPG learners who achieve in line with their peers at the end of KS1 and at the end of LKS2 – Charlie Northam Jones Phonics - SEND learners (school action) achieve in line with their non-SEND peers in the Year 1 screening – Suzanne Wiles Reading - to increase the percentage of PPG learners achieving at or above the expected standard in reading (in LKS2 and Year 5) – Suzanne Wiles Writing - To increase the percentage of learners who achieve ARE or above to 70% so that we are line or above national – Suzanne Wiles	**Personal development and wellbeing: -** Rachel Riches To further embed learners' knowledge and understanding of British values and protected characteristics To ensure all learners actively contribute to the life and success of the school by taking on a range of responsibilities that reflect their strengths and interests	**EYFS: -** Alex Winter Communication and language is the key driver to support all learners in making expected and better than expected progress EYPP funding is utilised effectively to close the disadvantage gap.