



Dream Big, Aim High  
& Make a Difference

**Potley Hill Primary School**  
**School Improvement Plan 2024 – 2025**  
**Review February 2025**

**Rag Rating Guidance**

Actions are completed or on track to be completed in line with expectations

Actions are partially completed and further work is required

Actions have not been completed as scheduled

Actions have not yet been scheduled so have not yet taken place

<b>Intent I:</b> To refine the skill of teaching to impact on pupil progress across all subjects.		<b>Impact:</b> - Quality of teaching and instruction in the six identified areas improves -The percentage of pupils working at EXS+ within each wider curriculum subject across the whole school increases by 5%.		
<b>Implementation:</b>	<b>Action &amp; Responsibility</b>	<b>Time scale</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
Specific CPD plans in place for all teachers	Weekly CPD sessions take place focussing on areas for teacher development (HT&teachers)	Ongoing	Cost of any external training	
	Learning Walk feedback identifies specific areas of focus (SLT&teachers)	½ termly	Time	
	Robust induction of new teachers with specific training identified based on schemes of work, e.g. Little Wandle (AHT&new teachers)	December	Time and course cover	
	Learning logs used by teachers to chronicle feedback from SLT and training attended (Teachers)	Ongoing	Time	
	Personalised training identified and attended based on teaching needs (SLT&teachers)	Ongoing	Up to £250 per teacher	This is likely to be negatively impacted due to budget needs
	Robust performance management meetings with teachers to discuss performance and identify next steps (SLT&teachers)	October & March	Time & cover costs	
'Teaching Sprint' philosophy used to develop specific areas of pedagogy	SLT to know details of the philosophy of Teaching Sprints and range of 'WalkThrus' by Tom Sherrington (SLT)	September	£20	
	Link school to be identified and visited to see effective use of Teaching Sprints and the impact on teaching and learning (HT)	November	Time	
	Two allocated CPD sessions per half-term (launch and review) to focus on pedagogy (SLT&teachers)	2 x half-termly	Time	
	Paired/modelled/team teaching amongst teachers to focus on the particular area for development (Teachers)	Ongoing	Time & cover cost	This has taken place with specific teachers with particular areas for development

Language of SOLO Taxonomy used across the curriculum	Revisit SOLO Taxonomy language with staff and how it enables deeper learning (HT)	November	Time	Area of SOLO Taxonomy and future use has been amended in line with outcomes from the OFSTED Inspection.
	Share overarching SOLO Taxonomy language with children - pre-structural, unistructural, multistructural, relational & extended abstract (HT&teachers)	January	Time	
	Language of SOLO Taxonomy used for Learning Objectives in English and Maths (HT&teachers)	March	Time	
	Language of SOLO Taxonomy used for Learning Objectives in 'project based learning' (HT&teachers)	June	Time	
	Language of SOLO Taxonomy used for Learning Objectives in other areas of the wider curriculum (HT&teachers)	July	Time	
Increase learning environment expectations to support quality first teaching	Clear and concise learning environment expectations in established (SLT)	September	Time	
	Monitoring of learning environment against expectations checklist (SLT)	Half-termly	Time	
	Learning walls to be fully utilised to support learning in English, Maths and project lesson (SLT & teachers)	January	Time	
Specific learning needs of pupils are catered for within lessons, e.g. SEND, FSM.	Costed provision map in place for all pupils with an EHCP (SENCo)	October & Ongoing	Time	
	Provision maps in place for all SEN pupils and those in receipt of pupil premium funding (AHT&SENCO)	Ongoing	Time	
	Lowest 20% of readers and lowest 20% mathematicians have specific provision maps in place (AHT&Eng Leader)	Ongoing	Time	
	Refined intervention map for both pastoral and academic interventions containing starting points and end points (SENCo & AHT)	December & Ongoing	Time	
	Revised personal plan templates are in place for every child on the SEN register (SENCo&teachers)	September & ongoing	Time	
	Needs of specific children/groups of children evident in planning (Teachers)	September & ongoing	Time	
Embed lesson expectations for each subject	Teaching non-negotiables for each subject shared with teachers (Teachers)	September	Time	
	Modelled lesson expectations by subject leaders (Subject leaders)	Ongoing	Time & cover costs	This has taken place with specific teachers with particular areas for development
	Monitoring and feedback of lessons against lesson expectations (Subject leaders)	November & ongoing	Time & cover costs	
<b>Evidence Sources</b>	CPD termly calendar, Teacher Learning logs, displays, planning, books, performance management documentation, personal plans, provision maps, lowest 20% documentation, subject leader and SLT monitoring file.			

<b>Intent 2:</b> To improve the consistency in attainment and progress in Maths across all pupil	<b>Impact:</b> Attainment of pupils across the school working at the expected standard increase by 6%, with a 4% increase of those working at greater depth. -Over 95% of pupils across the school making expected progress from their starting points, with 15% making accelerated progress.
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groups.				
<b>Implementation:</b>	<b>Action &amp; Responsibility</b>	<b>Time scale</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
Further develop subject knowledge and expertise of Maths leader to enable improvement	Attend Hampshire Core Provision training for Maths each term together with any network meetings or webinars (AHT)	Ongoing	Core provision and any cover costs	
	Continue membership of Maths Hub to ensure up-to-date pedagogical understanding (AHT)	Ongoing	Maths Hub membership cost	
	Read key documents, blogs and articles to refine subject knowledge (AHT)	Ongoing	Time	
	Identify partner school with similar mastery approach to Maths and utilisation of 'White Rose Maths' to be a critical friend (AHT)	December	Time	
Improve and support all staff on current practice and approaches in the teaching of Maths, including mastery and the pre-teach model	Revise and update Calculation Policy (AHT)	November	Time	We are adopting the White Rose Calculation policy.
	Share with and train all staff in revised Calculation Policy (AHT)	December	Time	
	Half-termly 'Maths chats' to support specific provision needed for each class (AHT)	October & ongoing	Time	
	Modelled examples of calculations available on school website (AHT)	February	Time	These models are on as part of the calculation policy – NW will be doing Year group workshops to support parents with the calculation methods for their specific year group to be held as "surgery style/drop in sessions"
	Pre-teach method of teaching shared through CPD with monitoring identifying next steps for support (AHT)	October	Time	
	Modelling of teaching reasoning and problem solving carried out by AHT for those identified for support (AHT)	October and ongoing	Time & cover costs	
	Through monitoring activities, clear next steps are identified for each teacher with Maths leader providing support, e.g. team teaching, paired marking, planning support. (HT&AHT)	Ongoing	Time	
Appropriate interventions used to target lowest 20% of mathematicians.	Identify lowest 20% of pupils in maths in each class and track progress and intervention throughout the year (AHT)	September & ongoing	Time	
	Use error analysis to identify specific areas for improvement of lowest 20% (AHT&teachers)	October	Time	
	Refine use of Numbersense project (KS1) and Mastering Number Project (KS2) to maximise impact on lower attainers (AHT)	October	Time	
	Lowest 20% of pupils in maths have clearly identified packages of support/intervention put in place (AHT)	Termly	Time	
	Audit resources ensuring a wide range of concrete apparatus is used to support lower attainers (AHT)	October	Time	

Improve and support staff in their understanding of the expectations of outcomes of pupils working at WTS, EXS & GDS	Internal moderation of children's maths books in line with national guidance material. (SLT&teachers)	December	CPD Time	
	Monitor and moderate teacher assessment judgements against evidence in books (AHT)	Termly	Time	
	External moderation of maths books with partner school who has been identified as a critical friend (AHT&teachers)	Termly	CPD Time	
	Pupil Progress Meetings (SLT&teachers)	Termly	Time and relevant cover costs	
Profile of Maths to be raised across the school	Parent workshop to be led providing practical support for parents to support the teaching of maths including through the Calculation Policy (AHT)	October	Time	
	Gifted and Talented Maths Club created across KS2 (AHT&teachers)	Spring	Time	
	Girls Maths Club in place for UKS2 due to underperforming group (AHT&teachers)	Autumn	Time	
	Participate in activities linked to National Maths Week (11 <sup>th</sup> – 17 <sup>th</sup> November) and other national/local initiatives e.g. National Numeracy Day (21-5-25), Maths Challenge, (AHT),	Ongoing	Time and participation pack costs	
<b>Evidence Sources</b>	CPD termly calendar, Maths Action Plan, planning, assessment grids, Lowest 20% mathematicians provision, Pupil Progress Meeting documentation, SLT & Subject Leader monitoring folder, school website.			

<b>Intent 3:</b> To further develop the expertise of subject leaders to improve the acquisition of skills and knowledge by pupils across the wider curriculum.	<b>Impact:</b> -The percentage of pupils working at EXS+ within each wider curriculum subject across the whole school increases by 5%. -Subject leaders showcase provision within their subject across the cluster or Hampshire			
<b>Implementation:</b>	<b>Action &amp; Responsibility</b>	<b>Time scale</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
All teaching staff understand, contribute to and are confident in the design and delivery of the curriculum	Curriculum overviews, project overviews and planning accurately reflect learning in classes (HT)	Ongoing	Time	
	HIAS subject specific newsletters are distributed to all teachers for every subject in order to equip them with ideas to utilise (HT)	Ongoing	Time	
	Clear expectations provided on schemes of work & their completion (HT&subject leaders)	September	Time	
	Rationales for curriculum sequencing established (HT)	November & ongoing	CPD Time	
	CPD time allocated to the review and refinement of each project and subject (HT)	Termly	CPD Time	
Embed the use of the subject specific knowledge	Subject specific knowledge and vocabulary documents evidenced in planning and lessons (Subject leaders)	Ongoing	Time	

and vocabulary document to support lesson design	Subject specific pupil voice shows retention of knowledge and vocabulary (Subject leaders)	February	Time	
	Implementation of curriculum knowledge with the support of teaching sprints (HT&subject leaders)	Spring	CPD Time and cover costs	
Further develop staff expertise to accurately assess outcomes for pupils working at WTS, EXS & GDS in each subject	Moderation activities with St Peter's Junior School Farnborough (Subject leaders)	Termly	Time	
	Analysis of teacher judgements made on 'wider curriculum assessment documents' and match with evidence in books (SLT&Subject Leaders)	Termly	Time	
	Compile examples of learning at the expected standard (for relevant projects) in each subject with evidence from more than one school (Subject Leaders)	February	CPD Time	Scheduled to complete with partner school later in Spring and Summer term
Share subject leader expertise across the teaching body	HIAS events are used to enable networking and further develop subject leader knowledge (Subject Leaders)	Ongoing	Time, cover costs and training costs	Attendance at future events is likely to be negatively impacted due to budget needs
	Allocated CPD time to provide updates/initiatives for each subject (HT&Subject leaders)	Termly	CPD Time	
	Learning logs updated following subject specific training with key expertise or information disseminated to all teachers (Subject leaders)	Ongoing	Time	
	Subject leaders to team teach, support with the planning of their subject or assessment with teachers who require support (Subject Leaders)	Ongoing	Cost of class cover	This has taken place with specific teachers with particular areas for development
	Utilisation of teachers with explicit skills to teach specific subjects (Teachers)	Ongoing	None	
	Computing and Music subject leaders to review schemes of work and implement updated expectations (Computing and Music leaders)	January	Updated scheme cost	
Effective monitoring and partnership working ensures an accurate picture of the current teaching and learning strengths in each subject and areas for future development	Allocated subject leadership time to complete monitoring activities to assess strength/areas of development in subjects (Subject Leaders)	Ongoing	Time and cost of class cover	
	Link made with St Peter's Junior School Farnborough to visit each other's setting and review subject specific expectations (Subject leaders)	2 x per academic year	Time	
	Learning walks and book scrutinies provide evidence of position of subject (Subject Leaders)	Termly	Cost of class cover	
	Whole school subject specific pupil voice sessions to capture and evidence thoughts of pupils (Subject leaders)	Autumn & Spring	N/A	
	Engagement with HIAS subject leaders to support with the identifying of strengths and areas for development, together with subject specific training (Subject leaders)	Ongoing	HIAS cover charges	
	Robust subject actions plans established for each subject forming part of Performance Management expectations (SLT&Subject leaders)	October	Time	

<b>Evidence Sources</b>	Curriculum documentation, website, CPD termly calendar, Teacher learning logs, pupil books, displays, wider curriculum assessment, SLT & subject leader monitoring folder
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<b>Intent 4:</b> To further develop our wider school offer to maintain our high standing within the local community.	<b>Impact:</b> The percentage of the school's pupil capacity increases by 12% (to 94%) by September 2025. The digital footprint of the school is more professional and coherent.			
<b>Implementation:</b>	<b>Action &amp; Responsibility</b>	<b>Time scale</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
Engage with local community to improve links	'Potley Hill Help Out Days' provide members of school community to gather in informal ways and improve the school site (HT)	2 x per year	Up to £300	
	PHPS 50 <sup>th</sup> anniversary celebrations and establishment of the Community Orchard to enable improved links and prominence in Yateley (HT)	December & April	Up to £500	
	Reception Class to regularly visit Age Concern care home completing a range of activities, e.g. reading, game playing, sharing, national events, (EYFS Teacher)	Ongoing	None	
	Potley Hill pre-school to bring across small groups of children to engage with our Reception Class (HT&EHFS Teacher)	Weekly	None	
	Year 4 pupils to visit Potley Hill pre-school to complete story time (HT&Y4 Teacher)	Weekly	None	However, this is now with Year 3 pupils rather than Year 4
	School Council to reach out to local businesses and organisations to establish links (HT&School Council)	January	None	
Review our role and presence within the digital community	Review and upgrade the school website to ensure it is fit for purpose and user friendly for parents and prospective parents (HT)	November	Approx £2000	Launched in late Decemebr
	Creation of PHPS page on social networking sites to promotes whole school events/initiatives (AHT)	October	Time	Facebook and Instagram
	Promotional materials used for prospective parents to access relevant information (HT)	September	Approx £500	
Further embed our School Values in the daily lives of pupils beyond school	Project based learning to have links to school values evidenced in planning (Teachers)	January	Time	
	Update Potley Hill Pupil Guarantee to align more closely with the values and current curriculum (HT)	January	Time	
	Develop Potley Hill Personal Pathway Programme – which relates to how pupils are encouraged to live the values outside of school (HT)	March	Time	
	Foster links with school in South Africa (Moutainside) with same motto and share similarities/differences with experiences (HT)	January	Time	

Review use of and role within school of external providers ensuring value for money	Conduct review of HCS3 (lunchtime provider) within school and sustainability of this service (HT&SAO)	April	Time	Notice has been served on HC3S and a tendering process is underway in collaboration with other schools
	Engage a parent working group to review the effectiveness of school uniform, current provider (Brenda's) and sustainability moving forward (SLT)	February	Time	
	Review Kids R Us wrap around and feasibility of expansion to include Holiday Activities and Food Programme (HT)	April	Time	
Review after school club offer, including accessibility for vulnerable pupils	Engage with current and potential peripatetic teachers to generate higher pupil numbers (HT&Music leader)	September	Time	This has proved challenging based on a lack of peripatetic teachers in the wider area
	Collate and analyse after school club data to identify levels of engagement, vulnerable pupil attendees and possible future clubs (HT&MF)	October	Time	
	Collaborate with local cluster/FCC to provide a wider range of clubs across the schools to broaden the offer whilst ensuring they are financially sustainable for the provider (HT)	April	Time	
Redevelop outside area of Reception	Explore use of space and ensure it is fit for purpose (HT)	September	Parent volunteer time & skip	
	Use 'Early Excellence' to help zone the outside area and make it purposeful (HT&YR teacher)	October	£300	This didn't take place however an alternative company was used
	Purchase new equipment to re-enforce learning and replenish resources (YR teacher)	Spring	£20,000	
<b>Evidence Sources</b>	Website, CPOMs/behaviour records, pupil numbers, school meal take-up, After School Club numbers.			