



Quality Improvement Plan 2024-2026

St Mark's Church of England Primary

Area of improvement: Quality of Education

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
1. To ensure children have a consistent learning experience across the school so that every learner is provided with the opportunity to make progress and achieve high success rate	DHT to provide support for best practise in line with R4M pedagogical approach: <ul style="list-style-type: none"> - Regular learning walks and personalised feedback provided to teachers - Team teaching with clear developmental focus 	RJ	Ongoing		
	R4M pedagogic development is incorporated into teacher	RJ/CW	Ongoing; reviewed at start of each term	Release time for appraisals	

	development meetings/appraisal for all teaching staff as a stimulus for coaching discussions				
	Regular learning walks are clearly focused on elements of R4M with an emphasis on elaboration (shining a spotlight on the main part). Personalised feedback is given to staff and linked to appraisal targets where appropriate	RJ, CW	Ongoing 25/26		
	Teachers have opportunity to undertake learning walks across the Prospect Trust, and at Frimley School focussing on specific elements of R4M	CW	July 26	Release time for teachers - Will depend on timetabling across the Trust	
	Planning shows evidence of elaboration and opportunities to rehearse and reinforce learning (including carefully planned retrieval opportunities)	RJ	July 26		

	Whole school approach to marking and feedback is reviewed to ensure it is utilised fully to help pupils make accelerated progress in all lessons	RJ	April 26		
	All pupils are aware of the next steps in their learning through marking and feedback of pupil work	RJ	April 26	CPD input	
	All pupils understand that making a mistake is part of the learning process and pupils have the resilience to learn from mistakes in order to make progress.	RJ	July 26	CPD input	
	Writing leader provide support and ideas for teachers to ensure there is a consistent approach to teaching writing. In turn this will increase number of children working at GDS with writing and close attainment gaps with reading and maths in Y5 and 6 cohorts	LH	July 26	Writing leader to attend Moderation session with Surrey Assessment Team – cost?	
	Maths leader embeds a new whole-school approach to teaching of maths	MB	July 26	Release time for observations across school	

	Reading leader ensures that staff are properly trained so they are able to match pupil's reading books with the phonics knowledge that pupils are taught when they are learning to read	LH	April 26	Training for staff	
	English leader embeds a new whole-school approach to teaching of phonics	LH	July 26	Release time for observations across school	
	Assessments are used consistently across whole school for core subjects and a personalised system is used to track progress	CW	Dec 25	Assessments - termly	
	Analysis of data is used to inform lesson planning to close gaps and CPD	CW	Dec 25 April 26 July 26		
	Internal termly data is monitored and discussed to look for improvements relative to previous years	CW	Dec 25 April 26 July 26		

	Y2 and Y6 SATS data shows positive progress scores	CW, NS and ES	July 26		
	Successes (T+L and Outcomes) are shared and celebrated publicly with staff through regular CPD sessions	CW, RJ	Termly 25/26		
	Teachers are trained in using the "Book Study" approach in order to develop a whole school monitoring approach of the whole curriculum. Teachers work alongside peers from Frimley School to use this approach.	RJ	Ongoing 25/26		
	Teachers are confident in their role as subject leaders of the following subjects (Reading, Writing, Phonics, Maths, Science, RE, PSHE) so that these subjects are taught consistently across the whole school.	RJ	Ongoing 25/26	CPD	
	A review is completed of the Wider Curriculum and current topic (projects) approach to ensure that	RJ	Ongoing 25/26		

	learning experiences are maximised across the whole curriculum.				
2. Every teacher has high aspirations for underserved learners (including the bottom 20%) and delivers a curriculum that enables them to make maximum progress	Every underserved learner has a "champion" member of staff	RJ	Dec 25		
	There is a "no ceiling" approach to Teaching and Learning- every child is challenged in every lesson.	RJ	April 26		
	One page profiles completed for all underserved learners (including E6 and EAL) and shared with all staff	SW	Jan 2026		
	Gaps in learning/understanding of EAL children are identified with clear action plans in place	SW	April 26		
	Staff are given appropriate CPD to ensure that Interventions are selected and Implemented appropriately	RJ	Ongoing 25/26		

	Regular training is provided for staff so they understand how to make starting points accessible for the bottom 20% in all lessons so that children become more independent	RJ	Ongoing 25/26	Sept 25 onwards- CPD for scaffolding learning and supporting bottom 20% and CPD for interventions	
	LSAs understand how to support children to become more independent through providing appropriate support in lesson time	RJ	April 26		
	Vulnerable children are the focus of a discussion at the start of every teacher meeting to ensure they remain high profile and all relevant staff are aware of their needs and how to support them ,	SLT	Ongoing 25/26		
	All children (including underserved learners) are able to verbalise the purpose and journey of their learning, observed during learning walks by a range of leaders	SW and RJ	July 26		
	Internal termly data shows improvements	CW	Dec 25 April 26	Risk factors:	

	relative to previous years for E6 and SEND pupils		July 26		
	Analysis of data is used to inform lesson planning to close gaps and CPD	SW and SC	Dec 25 April 26 July 26		
	Y2 and Y6 SATS data shows positive progress scores for E6 and SEND pupils (based on internal data)	CW, NW and ES	July 26		

Area of improvement: Behaviour and attitudes

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
3. Children take a positive and active part in all aspects of school life, including within the community	Children participate in a range of events with other schools	RJ	Ongoing 25/26		
	Track engagement of all pupils in clubs, school representation and leadership positions	RJ	Ongoing 25/26		

	An increased number of children are provided with an opportunity to volunteer within the community	RJ	Ongoing 25/26	Resources eg litter pickers Approx £100	
	The school is represented at local community events	RJ	Ongoing 25/26		
	A review is completed of 'Job Junction' so that children have a positive impact on what happens in the school	RJ	Dec 25		

Area of improvement: Personal Development

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
4. All members of the school community are provided with timely and appropriate support in order to help support their well-being and	Regular newsletter produced that provides parents with list of relevant resources to use at home to help keep their children safe online (linked with Frimley School)	RJ	Ongoing 24/25		

help them to flourish	Review of Online Safety teaching provision	RJ	Dec 25		
	Parents work alongside school staff to ensure children know how to keep themselves safe online (including phone use and social media)	RJ	Jan 26		
	EAL families are provided with support so they can access all communications from school and can be more actively involved in their child's education	RJ	Jan 26		
	Displays around the school encourage the children to think about challenge, celebrate failure, growth mindset, community	RJ, NS	Feb 26		
	Children are given the opportunity to take on positions of responsibility within the school	RJ, NS	ongoing		

	More children provided with opportunity to attend sports and other events with local schools	RJ and LJ	July 26		
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Area of improvement: Leadership and Management

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
5. All leaders take accountability and are responsible for school wide improvements ensuring that all aspects of teaching, learning and the curriculum are highly effective	Book Study approach is used by teachers to monitor their subject	RJ	Ongoing 25/26		
	Regular learning walks are clearly focused on elements of R4M . Personalised feedback is given to staff and linked to appraisal targets where appropriate	RJ	Ongoing 25/26		
	Ongoing review of leaderships and responsibilities to ensure all staff have the opportunity to thrive and have a voice	RJ and CW	Ongoing 25/26		

	Visit other schools who have mixed aged classes to gather more idea for planning	CW and RJ	April 26		
	All staff invited to take part in Prospect trust Leadership programme to enhance own leadership skills	CW	Ongoing 25/26	10 sessions – no cost	
	All subject leaders undertake regular leaning walks as part of the ongoing monitoring of their subject. Any relevant CPD is put into place as a result	Subject leaders (RJ)	Ongoing 25/26	Release time for teachers –	
	All teachers have a target linked to wider responsibilities as part of Performance Management	RJ	Oct 25		
	All subject leaders meet with subject leaders in other schools and use this knowledge and experience to improve T+L	Subject leaders	April 26	Release time for teachers	

Area of improvement: SIAMS

Specific Objectives with Deadline Date	Interim Success Indicators (milestones)	Accountable Individual/s	Timeline	Resource/Risk implications	Monitoring/evaluation of impact
6. Spiritual reflection opportunities are incorporated into the curriculum	There is a whole school understanding and definition of "spirituality"	<i>RJ and NS</i>	April 26		
	Subject curriculum plans are reviewed and incorporate "theological underpinning"	RJ and NS	July 26		
	Regular reflection time is planed into the timetable so that children are able to verbalise what is important to them	RJ and NS	April 25		

	Children and staff understand what it means to be a global citizen, through Worship. Links with churches around the world and curriculum opportunities	NS and RJ	Dec 25		
7. Children have a deeper understanding of the biblical inspiration for, and application of, the school's core Christian values (Circle Values).	Through planned worship, sessions, the bible story underpinning the Christians vision and values – Wise and Foolish builders- building on firm foundations Matthew 4:24-27	<i>RJ and NS</i>	April 25		
	SIAMs team, with a range of stake holders, established to discuss priorities	<i>NS and RJ</i>	Dec 26		