

# South Avenue Primary School Improvement Plan – 2022-2023

## School Vision

At South Avenue Primary we believe that every child regardless of their background; has the right to be given the opportunity to be the best that they can be, this is at the heart of everything we do.

We will encourage and nurture every child so that they are able to learn in an inclusive and supportive environment where they feel safe and valued, where it captures their imagination, so that they can **discover, learn and grow**.

We want every child that leaves South Avenue to have achieved the best that they can in all areas of learning so that they can take responsibility for their learning and become independent citizens.

## Our Values and Ethos:

Our ethos is to provide an education, which places importance on the development of the whole child, academically, intellectually, physically, emotionally and socially. We will endeavour to make our children feel safe and valued.

## **Together We Discover, We Learn, We Grow.**

Values - At South Avenue we love to **LEARN**: Listen, Encourage, Ambitious, Resilient and respectful, Nurturing

## Key Priorities for 2022-2023

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| The Quality of Education | To develop the love of reading.<br>To embed Essential Letters and Sounds in the school.<br>To develop writing across the school.<br>To embed the progression of knowledge in our teaching.<br>To embed a broad and ambitious curriculum for all children.<br>To develop the progression for greater depth.<br>To develop Arbor assessment so that progress is tracked to support reducing gaps.<br>To reduce the gaps in learning by identifying the barriers so that the correct support can be found.<br>The well-being of the children is embedded in all that we do.<br>Quality of teaching and learning delivered by all staff is Good+. |
| Behaviour & Attitudes    | To develop behaviour processes and procedures to ensure continuity across the school.<br>To embed the learning behaviour across the school.<br>To increase attendance from 92% to 96%.<br>To reduce the numbers of Persistent Absentees from 27.5% in 2021/22 to 10% 22/23.   |
| Personal Development     | To embed the delivery of RSE/PSHE.<br>To ensure that the teaching of the protected characteristics is included in the curriculum.<br>To develop and deepen the understanding of British Values across the school.   |

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|                         | To embed Thrive across the school.  |
| Leadership & Management | Leadership ensures that all aspects of teaching, learning, assessment and the curriculum are highly effective.<br>To develop the leadership team so that it supports all areas of the school.<br>To develop subject leaders and their knowledge of their subject.<br>To develop the role of the Governors within the school.<br>To introduce and develop the ECT programme.                           |
| Early Years             | To develop the role of EYFS Phase Lead.<br>To embed the EYFS programme to ensure that it is broad and ambitious and meets the needs of all children.<br>Quality of teaching and learning delivered by all Early Years Practitioners in the EYFS is Good+.<br>To develop the outside area of EYFS to ensure the outdoor learning enhances their development.<br>To increase intake for September 2023. |

| Key Objective   | What will happen? / How it will happen!?  | Impact   | Evidence  |
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| <b>1. The Quality of Education</b>                                      |   |  |   |
| <b>1.1</b> – To develop the love of reading.                            | <ul style="list-style-type: none"> <li>Children in EYFS/KS1 to take books home in addition to their phonics books that want to share with an adult</li> <li>The teaching of reading to be delivered at least 3 times a week</li> <li>AR reading scheme to be used to encourage reading – targets met every term will lead to being entered into a raffle for a Kindle, when a child reads 1m million words, they get a special T-shirt to wear so the whole school knows</li> <li>Parents invited in to sit with children to read a book – every year group, Book and Biscuit</li> <li>Reading workshop for parents in all key stages (EYFS, KS1 and KS2) to promote the importance of reading</li> <li>Age-appropriate support/interventions for children that cannot read so that they can access the rest of the curriculum</li> <li>Develop the library so that children and staff ‘want to’ use the area – story telling could happen</li> <li>Develop a library on the KS1 side of the school</li> <li>Staff develop children’s love of reading through reading aloud and telling stories and rhymes</li> </ul> | Children enjoying reading will increase by 10% by the end of the year.<br>Each year group will achieve targets set – see below.<br>Reading will be through every curriculum area and seen throughout the school. | Lesson visits<br>STAR test, AR quiz results,<br>Tracking of reading age,<br>pupil questionnaire, pupil voice, timetables. |
| <b>1.2</b> – To embed Essential Letters and Sounds (ELS) in the school. | <ul style="list-style-type: none"> <li>Teaching of phonics will be good or better to ensure that all children become confident fluent readers</li> <li>Teaching of phonics will be with fidelity across EYFS/Year 1</li> <li>KS2 teachers will have knowledge of the teaching of phonics so that they can support children as needed/ interventions</li> </ul>  | 81% of year 1 2022/23, will pass the phonics screen.<br>38% of year 2 2022/23, who did not pass the screen in year 1, will pass making the   | Monitoring across the school, lesson looks, planning,   |

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|  | <ul style="list-style-type: none"> <li>• Sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the ELS programme of study</li> <li>• Assessments support groupings and help identify gaps/ progress</li> <li>• observing good practise of ELS in other schools</li> <li>• Targeted reading/ interventions for the lowest 20% across KS1 – Phonics TA</li> </ul>   | total 81.6% of the cohort passed the screen.<br>Teaching of phonics will good or better in KS1.  |   |
| <b>1.3</b> - To develop writing across the school.                       | <ul style="list-style-type: none"> <li>• Writing lead to support with the planning, teaching and assessment of writing across the school</li> <li>• Moderation with other local schools to support assessment and help identify gaps in learning and teaching</li> <li>• Whole school writing moderation against the expected and greater depth standard to support with data drops</li> <li>• Whole school writing projects/ competitions to encourage writing</li> <li>• Writing seen on displays around the school</li> <li>• Handwriting scheme developed to support the handwriting across the school</li> <li>• Extended writing book created where children will write one creative piece a term from Reception – Year 6. This book will follow the children up into the next year group</li> <li>• Member of staff carrying out KS2 writing moderation training</li> </ul> | All year groups achieve their targets – see below.<br>Planning shows the progression of knowledge from Yr R to Yr 6.<br>Writing projects are accessed throughout the year.   | Planning, monitoring, lesson looks, moderation notes, evidence of writing competitions- internal and external, handwriting improvements seen – more pen licences giving out in 2022/23. |
| <b>1.4</b> - To embed the progression of knowledge in our teaching.      | <ul style="list-style-type: none"> <li>• Secure the planning and teaching of all skills and knowledge</li> <li>• Curriculum maps to be live documents and show the key components of a lesson: previous learning, adapted curriculum, skills and knowledge</li> <li>• Use of topic sheets to help support previous learning of knowledge</li> <li>• Use of knowledge organisers to show the new knowledge being taught each term</li> <li>• Throwback Thursdays to be used in Maths</li> <li>• Upskill TAs on the knowledge and skills progression, so that they can support with the delivery of lessons, especially in English and Maths</li> <li>• Interventions to be reviewed to ensure delivery enhances the teaching and secures knowledge</li> </ul>   | Topic sheets are seen in all books for all subjects.<br>Planning shows planning for review of previous learning.<br>Children can recall their previous learning.<br>TAs are confident in what they support and with interventions. | Subject monitoring, lesson looks, planning, assessments, pupil questionnaires/ interviews, CPD records for TAs, TA observations, intervention reviews.                                  |
| <b>1.5</b> - To embed a broad and ambitious curriculum for all children. | <ul style="list-style-type: none"> <li>• Skills and knowledge sheets (Year Group Curriculum Maps) reviewed throughout the year to ensure they match the needs and likes of the pupils</li> <li>• Skills and knowledge to be shared with all children – previous learning and where it will take them</li> <li>• Trips/ visitors to secure learning in topic areas</li> </ul>   | Pupils will recall experiences they have had through their learning and in discussions.<br>Experiences will be linked, clearly, to the topic.  | Planning, monitoring, lesson looks, pupil questionnaires/ interviews, moderation of writing to show depth of writing, record of   |

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|  | <ul style="list-style-type: none"> <li>No curriculum is limiting the progression of knowledge</li> <li>All areas of the curriculum are taught</li> <li>Opportunities for GD pupils are increased</li> <li>Teachers consider the adapted curriculum for each subject area in order to enable all children to make progress</li> </ul>   | Opportunities for GD pupils have increased from previous year.   | trips/opportunities for GD pupil's record.  |
| 1.5 - To develop the progression for greater depth.  | <ul style="list-style-type: none"> <li>Challenge for all – secure teachers understanding of what this looks like for their year group</li> <li>Ensure planning is appropriate and challenging</li> <li>Develop teachers understanding of the knowledge for their year group so that GD is within all lessons and end points are met</li> <li>Opportunities/ experiences for GD pupils increase on last year.</li> <li>Moderation is carried out focusing on Greater Depth children against end of key stage exemplification materials</li> </ul> | GD % increases in each year group – targets met, see below.  | Planning, lesson looks, monitoring,   |
| 1.6 - To develop Arbor assessment so that progress is tracked to support reducing the gaps.                | <ul style="list-style-type: none"> <li>Staff to use Arbor to record data, 3 x a year, so that slow progress is identified early, and interventions put in place to support</li> <li>Teachers have a secure understanding of their class and data, where the gaps are, who are the focus children and what areas need to be their focus in teaching</li> </ul>  | Arbor is used successfully to identify gaps in learning. All assessment is on Arbor and data tracking used by Leas to identify trends/ gaps. All teachers use Arbor to support pupils learning as shown at PPMs. | PPMs, data collections, planning, lesson looks  |
| 1.7 - To reduce the gaps in learning by identifying the barriers so that the correct support can be found. | <ul style="list-style-type: none"> <li>Moderation across schools to be used to help identify gaps in learning and teaching</li> <li>Use of tutors to help fill gap/ secure knowledge for disadvantage/ SEN pupils</li> <li>Interventions are reviewed to ensure that they support the gaps/ barriers identified</li> <li>Question Level Analysis is used in Years 2-6 to identify gaps in learning after PiXL assessments</li> </ul>   | Gaps are reduced – data shows that there is an increase of pupils at E2 and E1 as the year progress across all year groups. B2 numbers decrease throughout the year.   | Provision maps, planning, PPMs, data reviews, planning, interventions                 |
| 1.8 – To develop the whole child through their well-being and through all we do.                           | <ul style="list-style-type: none"> <li>Interventions to support EAL children – especially when new to the school and the country, where English may be new to them</li> <li>Disadvantaged pupils and pupils with SEND acquire the knowledge and skills they require to succeed in life</li> <li>Cultural Capital is used to help develop all children’s knowledge</li> </ul>   | Thrive profile identifies needs; interventions are then implemented for the pupils and improvements are seen for the pupils.   | PPMs, wellbeing meetings, intervention reviews, pupil questionnaires/interviews, data |

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|  | <ul style="list-style-type: none"> <li>Well-being plans and interventions are reviewed to ensure that they are appropriate</li> <li>Thrive profiles are used with confidence to review the needs of the whole child</li> <li>Thrive practises are seen being used by all across the school</li> </ul>   | SEND and disadvantage pupils, make good progress and the gap between them and the non-disadvantage/ SEND decreases.   |  |
| 1.9 - to increase GD in Maths across the years 1-6.  | <ul style="list-style-type: none"> <li>Year 6 have additional support – 1 teacher, to help deliver maths in smaller, more focused groups</li> <li>Additional maths interventions to support GD</li> <li>GD targeted events for children throughout the year</li> <li>CPD for staff – Maths lead, teachers and TAs</li> </ul>  | All year groups achieve targets set – see below   | PPMs, Data, intervention reviews,  |
| <b>Key Objective</b>   | <b>What will happen? / How it will happen?</b>  | <b>Impact</b>   | <b>Evidence</b>  |
| <b>2. Behaviour and Attitudes</b>  |   |   |  |
| <b>2.1</b> - To develop behaviour processes and procedures to ensure continuity across the school. | <ul style="list-style-type: none"> <li>Review the policy and ensure that it is up to date</li> <li>Review processes and procedures and integrate across the school</li> <li>Staff meetings to be held to review behaviour and adapt as needed</li> <li>Record behaviour incidents onto CPOMs/Arbor</li> <li>Everyone knows that we are all responsible for behaviour</li> <li>Behaviour plans are used to support the key children</li> <li>Restorative justice to be reviewed and training given to staff</li> <li>Introduce the Zones of Regulation to all pupils</li> <li>CPD to be given to staff on the different zones and how to use this with the pupils</li> </ul> | Children feel safe in and around the school. Behaviour processes will be consistent across the school. Restorative justice is used by all when supporting behaviour incidents. Behaviour incidents will decrease as children will identify feelings quicker and have the skills to regulate themselves. | Lesson looks, pupil questionnaires, staff questionnaires, CPD record, CPOMS, Governor to review. |
| 2.1 - To embed the good learning behaviours and behaviour across the school.                       | <ul style="list-style-type: none"> <li>Reduce low-level behaviour across the school</li> <li>CPD/ staff meetings on behaviour and expectations throughout the year,</li> <li>School rules are shared and visible around the school</li> <li>Assemblies based on behaviours throughout the year</li> <li>Staff model the behaviour</li> <li>Good leaning behaviours are shared with all – assemblies, recognition boards in classes, house points</li> </ul>   | 100% of pupils feel safe around the school, 100% of pupils are seen to want to learn, they know the expectations, Low-level behaviour is dealt with quickly. Assemblies remind pupils of rules and expectations.  | Pupil questionnaires/ interviews, lesson looks, pottering, CPOMS,                                |

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| <p>2.3 - To improve attendance so that it is above the national average; increase attendance from 92% to 96%.</p> | <ul style="list-style-type: none"> <li>• Review the role of Attendance officer and appoint a new one</li> <li>• Attendance officer to build a positive working relationship with the local authority school attendance service</li> <li>• Attendance policy to be reviewed and updated</li> <li>• Attendance Officer to develop own knowledge of attendance and data usage</li> <li>• Attendance Officer to identify absences and needs of parents and support as required</li> <li>• Visits to homes to be completed as soon as required</li> <li>• Early interventions to be initiated as soon as possible</li> <li>• Referrals to outside agencies to be made as soon as possible</li> <li>• Incentives for families/ parents to be introduced to encourage good attendance</li> </ul> | <p>Attendance is at 96%+ year end, an increase of 4% on 2021/22.<br/>The gap between disadvantage/SEND and non-disadvantaged will reduce to 10%.</p> |  |
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### 3. Personal Development

| Key Objective  | What will happen? / How it will happen?   | Impact   | Evidence   |
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| <p>3.1 - To embed the delivery of RSE/PSHE across the school.</p>                                    | <ul style="list-style-type: none"> <li>• Policy to be reviewed and updated</li> <li>• Scheme to be reviewed to ensure that it covers all areas needed</li> <li>• Protected characteristics to be included within the teaching of RSE and throughout the curriculum</li> <li>• Pupils aware that we are all different and have different needs</li> <li>• All children are respectful of diversity and equality -share with pupils some of the needs/ medical support pupils may have</li> </ul> | <p>Pupils have a good understanding of how to be safe in and outside of school.<br/>Pupils know what a safe relationship is.<br/>All children are respectful of diversity and equality</p> | <p>Lesson looks, planning, Governor reports, letters to parents, pupil questionnaires/ interviews, assembly records.</p> |
| <p>3.2 - To ensure that teaching of the protected characteristics is included in the curriculum.</p> | <ul style="list-style-type: none"> <li>• Review on when and how the protected characteristics are in the curriculum</li> <li>• CPD as needed – whole teaching staff to update/develop knowledge in this area</li> <li>• Pixl programme used to support the teaching of PSHE, to include these areas in an age-appropriate way</li> </ul>  | <p>Pupils are aware, in a way suitable for their age, of the different characteristics. PSHE/RSE scheme teaches these in a way that is age appropriate.</p>                                | <p>PiXL programme reviewed, planning, Governor reports, lesson looks, CPD records</p>                                    |
| <p>3.4 - To develop and deepen the understanding of British Values across the school.</p>            | <ul style="list-style-type: none"> <li>• British Values are taught throughout the year for all pupils – assemblies, PSHE, and in other curriculum areas when appropriate – debating, voting, mutual respect etc</li> <li>• Pupils are taught about being resilient, responsible, respectful and active citizens in PSHE and other curriculum areas</li> </ul>   | <p>Pupils know about rules, processes and how to be a good citizen.<br/>Pupils are respectful of each other.<br/>Pupils are resilient.</p>   | <p>Pupil questionnaires/ interviews, Lesson looks, planning, assemblies, special events/ assemblies</p>                  |

| 3.5 - To Develop the child as a learner.   | <ul style="list-style-type: none"> <li>Curriculum allows all pupils to know and use a range of learning styles</li> <li>Curriculum helps develop pupils' resilience and encourage a 'can do' environment</li> <li>Pupils learn about how they learn best</li> <li>Pupils know what they need to learn</li> </ul>   | Curriculum is delivered in a range of ways. Pupils can identify how they learn best. Pupils are independent in their learning.   | Lesson looks, planning, Governor reports, pupil questionnaires/ interviews, assemblies   |
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| 3.6 - To embed Thrive across the school.   | <ul style="list-style-type: none"> <li>Thrive profiling is used across the school to identify barriers/ interventions</li> <li>All staff use Thrive practises to support pupils</li> <li>Thrive interventions are used for all pupils as needed</li> <li>CPD for all staff</li> </ul>  | Staff know how Thrive can support the teaching and learning for all – this is seen in planning and in how they speak to children.  | Staff questionnaires, pupil questionnaire/ interviews,                                   |
| Key Objective  | What will happen? / How it will happen?  | Impact   | Evidence   |
| <b>4. Leadership and Management</b>  |  |  |  |
| 4.1 - Leadership ensures that all aspects of teaching, learning, assessment and the curriculum are highly effective. | <ul style="list-style-type: none"> <li>Staff will be given the opportunity to share good practice across the school and with other schools</li> <li>Moderation within and with other schools to secure judgements</li> <li>CPD to support the areas of learning/ the school/ own development – Phase leaders, subject leaders, teachers, TAs</li> <li>Embed on-going cycle of monitoring, evaluation, feedback and development</li> <li>Lesson looks and pottering are used to help support teaching and the curriculum</li> <li>Pupils' assessments and data are reviewed and scrutinised to help support decisions around the areas covered in the delivery of the curriculum</li> </ul> | Data will show that the curriculum has filled gaps and pupils have made progress by year end, targets will have been achieved – see chart. Monitoring and feedback develop staff so that teaching is 100% good+. | Lesson looks, pottering sessions, data, assessments, PPMs, governor reports,             |
| 4.2 - To develop the leadership team so that it supports all areas of the school.                                    | <ul style="list-style-type: none"> <li>Head of School continues to develop the SLT, making adjustments to roles as needed to ensure that the team can support the staff and the pupils</li> <li>Vice Head of School and SENDCo, receive training as needed to support own development and needs for the school.</li> <li>CPD is given to develop the Phase leader roles</li> <li>Phase Leaders to complete NPQs – where appropriate</li> <li>Well-being of pupils and staff is high</li> <li>Workload is considered and adjustments made to schedules as needed</li> <li>Supervision is used for the EYFS team as well as other staff when needed</li> </ul>                               | Head of school supports development of the leaders across the school. Leaders are knowledgeable in their areas, and support staff accordingly. Phase Leaders complete their NPQs.                                | PPMs, CPD record, Phase meetings, appraisals, monitoring schedule, staff questionnaires, |

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|  |  | Workload is constantly reviewed to ensure wellbeing is high. Leadership Team is good or better at next Ofsted.   |  |
| 4.3 - To develop subject leaders and their knowledge of their subject. | <ul style="list-style-type: none"> <li>• CPD is used to develop subject leads knowledge and expectations – these are found on both The National College and the Education people</li> <li>• CPD is shared with all staff so that good practice is shared</li> <li>• Subject leadership action plans in place and reviewed termly to ensure they support the school development areas as well as the teachers/ teaching of the subject</li> <li>• Subject leaders review the development of the knowledge within their area and adapts as needed to ensure progression across the school</li> </ul> | Subject leaders are knowledge of their subject for primary. Action plans support the development of their curriculum and knowledge. The curriculum is adapted for their areas as needed to ensure that a balanced curriculum is being delivered.         | CPD records, staff meeting notes, Action plans, lesson looks, appraisals, monitoring time, |
| 4.4 - To develop the role of the Governors within the school.          | <ul style="list-style-type: none"> <li>• Form a governing body that has a range of skills/ abilities – training to be gained through The National College and the Education People</li> <li>• Governors are present in school and write reports to support the different key areas</li> <li>• Governors have a good knowledge of the school and of its developmental areas</li> <li>• Different Governors have key areas to focus on and support the development within these areas</li> </ul>   | Governors understand their role and have a positive role in the school's development. Governor's reports show how the school is doing and what areas need developing.  | Governors' visits, reports, meetings.  |
| 4.5 - To introduce and develop the ECT programme.                      | <ul style="list-style-type: none"> <li>• Continue to develop the induction processes for all</li> <li>• Mentors to attend all training and support needed for them to achieve their role – Thames Gateway</li> <li>• ECTs to be supported – weekly meetings, time out of class, watching good practice</li> <li>• ECT's to attend local hub meetings to share/receive good practise with others</li> <li>• A programme of induction meetings is designed and implemented for ECTs and all new staff, so that all key areas are covered – health and safety, safeguarding, SEND</li> </ul>          | ECTs pass the first year of their induction. Mentors are confident in their role and support ECTs. All new staff are confident with the process within our school. All new staff have a good understanding of the process and procedures for our school. | ECT reports, mentor reports, CPD records, Governor reports, appraisals for non-ECTs        |
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## 5. Early Years

| Key Objective   | What will happen? / How it will happen?   | Impact  | Evidence  |
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| <p><b>5.0</b> – To develop the role of EYFS Phase Lead.</p>   | <ul style="list-style-type: none"> <li>• Lead to attend training as required</li> <li>• Lead to attend local EYFS leads forums</li> <li>• Links to other local EYFS to be made and good practice shared</li> <li>• Planning monitored and reviewed</li> <li>• EYFS have a clear vision and understanding of their roles</li> <li>• Action plan meets the areas of development for EYFS and is reviewed termly</li> <li>• Support HLTAs to deliver good sessions when in EYFS</li> </ul> | <p>EYFS is lead well and up to date with all new initiatives. Teaching is good+. EYFS lead is confident in area. HLTAs are supported in their delivery of sessions.</p> | <p>Lesson looks, Phase meetings, appraisals, Governor visits, CPD records, HLTA discussions</p> |
| <p>5.1- To embed the EYFS programme to ensure that it is broad and ambitious and meets the needs of the children.</p> | <ul style="list-style-type: none"> <li>• Planning shows the curriculum to be flexible and child led.</li> <li>• All areas of the curriculum are delivered.</li> <li>• Activities allow children to develop their skills so that GLD is achieved.</li> <li>• Moderation with other schools to ensure that the curriculum and assessment are developed with the children’s views and own ideas.</li> <li>• Curriculum is reviewed and adapted as needed</li> </ul>                        | <p>75% to achieve GLD at year end. Curriculum meets the needs of the pupils and their interests.</p>  | <p>Lesson looks, planning, Governor visits, assessments</p>                                     |
| <p>5.2 - Quality of teaching and learning delivered by all Early Years Practitioners in the EYFS is Good+.</p>        | <ul style="list-style-type: none"> <li>• CPD for all practitioners to develop own knowledge</li> <li>• Local forums attended</li> <li>• Local moderation attended</li> <li>• Planning ensures progress of knowledge for all pupils</li> <li>• HLTAs knowledge of EYFS is developed to ensure they are confident in delivering sessions</li> </ul>   | <p>100% of the teaching is good or better. 75% to achieve GLD at year end. HLTAs deliver good or better sessions when in EYFS.</p>                                      | <p>Lesson looks, pottering, planning, SLT meetings,</p>   |
| <p>5.3 - To develop the outside area of EYFS so that the outdoor learning enhances their development.</p>             | <ul style="list-style-type: none"> <li>• Review the outside area and create an action plan for its development</li> <li>• Update the risk assessment for the outside area</li> <li>• Resource the area so that it meets the curriculum and development of all pupils</li> <li>• Visit local schools to share good practice for the outside area</li> </ul>  | <p>The outside area will support the development of all pupils and will support their development of the EYFS goals. 75% to achieve GLD at year end.</p>                | <p>Action plan, lesson looks, monitoring,</p>   |

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| 5.4 - to increase intake for September 2023 | <ul style="list-style-type: none"><li>• Look at how we complete tours of the school for the new intake</li><li>• Look at other ways of getting new parents into our school to then choose us for their child – children form nursery to visit us during term 6 for new YrR 2024</li><li>• Visit to year R term 2 from nursery children who will be joining September 2023</li></ul> | Increase in uptake for September 2023 |  |
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