

Moor End Community Primary School
School Improvement Plan 2024/25
Actions/tasks columns should be RAG rated at the end of each term to indicate what has been achieved , what has been started but not yet embedded and what has not yet been achieved .

EYFS

Key priority/focus	To implement a curriculum to meet the needs of the 2024 cohort at Moor End. To establish common play behaviour within the classroom and improve adult interactions. To continue to develop and improve the outdoor area to enable purposeful learning. To establish Moor End Playgroup within the community.
Measures of success Required improvements	EYFS curriculum reviewed taking into account the needs of the cohort. All staff to be familiar with cohort needs and curriculum. Greater knowledge and skills on how to move the children on in their learning New resources to meet the children's interests and needs.
Success evaluated by	EYFS Leader & EYFS Governor.

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
To review EYFS curriculum and make changes that reflects the needs of the children at Moor End School.	- To re-evaluate our curriculum to meet the needs of the 2024 cohort which has a high percentage of girls. - Reflect on last year's progression skills in pre-school and reception and change to support the content of coverage for this year.	EYFS Lead Pre-school teacher.	Start of September and ongoing throughout year - Initial needs of cohort identified during transition visits and meetings in Summer 2. - After baseline completed new planned curriculum to be looked at and any areas of concern to be identified and to be reflected in Autumn term planning. - To incorporate skills/knowledge from Kapaw into Moor End curriculum in EAD/PSED. - Any gaps in previous years coverage to be identified and planned for.	EYFS Lead and pre-school teacher to reflect together on their cohort needs.	To deliver our Moor End curriculum in light of the needs of the September 2024 cohort and review the effectiveness of the curriculum throughout the year.

	- New timetable to be compiled to support needs of 2024 cohort. - Support New Preschool teacher with curriculum.			All staff. To support .	
	To introduce messaging centre to Reception and Scribble club to Pre-school.		During Autumn 1 and ongoing throughout year. Introduce messaging centre and scribble club after baseline or when cohort ready.	Initially EYFS Teachers and the Ta.	
	Attend EYFS local authority clusters and own local school network for all EYFS staff to keep up to date.		Start of Autumn and ongoing throughout each term during the year. Reception and pre-school teacher to attend class teacher sessions and for reception and pre-school TAs to attend TA sessions provided by local authority. Teachers to attend school cluster sessions one per term.		
To promote play group and increase numbers	- Weekly Facebook posts to promote attendance. - Create flyers to leave in library/community	All EYFS staff L Booth lead expert, supported by EYFS Lead.	End of Autumn 2024 and ongoing throughout the year. - Space is appropriately resourced to challenge and maximise potential attainment established in all areas, financially dependent on being able to resource areas from EYFS budget. - Improved questioning and engagement of adult interactions with children.	EYFS Lead to report to governors (TBA) Arrange learning walks with Headteacher and deputy. Lead practitioner in Common play behaviour to support colleagues and EYFS Lead to support higher quality interactions with staff. All EYFS staff to help create environment.	To create an environment that creates engaging spaces, linked to the children's interests that are underpinned by skill.
To continue to develop the outdoor learning space and adult interactions.	- To change the outdoor space to fit the needs/interests of the 2023 cohort. - Continue to replace/improve tired resources such as mud kitchen. - Improve storage and accessibility of	All EYFS staff.	Start Autumn 1 and ongoing throughout year - Once interests and needs of cohort identified planned daily interactions. - Staff to have evaluated their own interactions and then use ShRec approach to improve interactions. - Staff observed teacher's interactions with children.	All EYFS staff HT and governors to allow funding of resources.	For the outdoor space to be engaging and adults to support the children's learning and needs through high quality interactions.

