

## Hornby St. Margaret's C.E Primary School Improvement Plan 2019 – '20

**Develop the quality of teaching, learning and assessment in the foundation subjects, to ensure the curriculum is balanced and of the highest quality.**

Inset session to decide as a staff on our Curriculum vision – Intent, Implementation, Impact

Preparation of a Curriculum statement

Share Curriculum Statement with staff and Governors

Review of each foundation subject and progress is planned into staff meeting timetable.

Subject Leaders are responsible for leading a review of their subject as part of the meeting – use Lancashire Examining Teaching and Learning materials as a guide (£10 per subject)

Skills sheets are updated half termly and reviewed termly by Subject Leaders.

Subject leaders to look at progress (Skills Sheets and Books), identify gaps and CPD opportunities.

**To improve mathematical fluency to lead to improvement in mathematical thinking (making connections and chains of reasoning problem solving)**

Maths co-ordinator to take part in Maths Hub Mastery training over the year. Stem questions, variation, explanations, generalisation, different representations, children all working on the same thing, challenge for more able, teaching in small chunks, small steps, partner talk, regular revisit on daily maths practice

Times tables – to improve recall and understanding of times tables especially in year 2 and 3

What to do when you don't know what to do? Make time to implement strategies to aid children to become more independent learners in maths – what resources do I need? Etc.

Analyse school tracking each term, putting in place and providing intervention for those children who are borderline entering each year group. A mixture of gap, catch up and pre-teach intervention.

Question analysis of 2019 Maths SATs papers and KLIPs analysis to help determine areas of weakness.

Book scrutiny - look for evidence of a variety of number problems, puzzles and challenges involving reasoning. Observe reasoning sessions –correct use of maths vocabulary, questions being presented in a variety of ways.

Maths Pupil voice questionnaire in maths – assess children's attitudes and understanding of maths and the bigger picture

Improve addition fluency facts from year 1-4

Review and amend Maths policy, as appropriate

**To ensure PSHE and SRE policies and rolling programmes are in line with the compulsory teaching of RSE in these subjects from September 2020.**

To audit the PSHE rolling programme and scheme of work to highlight where PSHE and SRE is being taught and to determine whether it complies with the new curriculum -PSHE Association mapping tool.

To introduce the use of class floor books/logbooks to record examples of children's work.

To review and update PSHE and SRE policies in line with new statutory guidance and Blackburn diocesan materials.

To improve the class teachers' knowledge of the new statutory curriculum by highlighting any changes and sharing materials eg. PSHE Association's updates, SCARFE on-line materials, PSHE Education Programme of Study Key Stages 1-5 and mapping document.

To invite pupils, parents and staff to contribute suggestions for issues/ areas of importance for the needs of our school - meetings, questionnaire, school council.

**To introduce the school's Christian values to the whole school and ensure that they permeate throughout the school.**

To ensure new staff are aware of the assessment procedures in RE and are implementing them - use of log book and assessment sheets.

To ensure the Christian values are promoted and made explicit:-

1. Values activity day - introduce the six for this year with hall and classroom displays created for reference.
2. Star of the week to be based on the half term's Christian value -eg. love and new certificates to be created.
3. Reflective areas around the school to be based on the Christian value for that half term.
4. Worship to be based around the values and changed each half term.
5. School newsletter to contain a Bible quote referencing the half term's value.
6. Reflective school areas to incorporate values into them eg. prayers, poems, quotes and questions.

To undertake a whole school self evaluation "walk through" to look for evidence of RE - emphasising "big questions, Christianity as a multi-cultural faith and the Christian values.

To change over the role of RE subject leader to a different member of staff eg. attendance at SL cluster meetings, pupil questionnaire. (Autumn)

To ensure children are aware that Christianity is a worldwide faith eg. use of images, art work and displays in RE reflecting Christianity from around the world.

To monitor the teaching, learning and assessing of RE units - book scrutiny, log books/floor books, assessed work.

Worship team are involved in planning, leading and evaluating whole school and class worships.

Invite additional leaders of worship into school.

**To develop teaching and learning within reading and writing.**

Staff to attend subject leader course every term in order to keep up to date with new initiatives.

Develop the effectiveness of whole class guided reading throughout school.

- To provide quality CPD to staff on delivery strategies for whole class guided reading. - To monitor whole class guided reading to develop consistency.
- To invest further in quality texts. (Madeline Lynley)
- To develop pupil's knowledge of reading skills (using the domains).

Provide extended writing opportunities from the reading text.

Junior children to use guided writing booklets to record any writing opportunities.

Daily sentence work in lower and upper junior classes including spelling themes. Junior staff provide engaging daily sentence writing / structure opportunities. Link sentence writing with weekly spelling / statutory spellings lists.

Continue weekly Year 6 grammar intervention.