

Hornby St Margaret's CE Primary School
School Improvement Plan

2020-2021



We develop the academic potential of each child and cater for the social, moral, physical and spiritual requirements of the individual in a happy and secure Christian environment.

Our Mission Statement and Aims:

Our school encourages and develops the worth within each child in a happy and secure environment. We derive our aims from our mission statement 'We develop the academic potential of each child and cater for the social, moral, physical and spiritual requirements of the individual in a happy and secure Christian environment.'

- We provide a warm, friendly environment in which each child can feel happy and secure and can develop respect for themselves, for others and for the school.
- We provide a curriculum that enables each child to reach their potential by providing a balance of the academic, the practical, physical and cultural aspects of education.
- We provide experiences that will develop lively, enquiring minds.
- We foster an enjoyment in learning and, as children progress through the school, develop self-motivation, organisation and independence.
- We match the curriculum to the abilities, needs and experiences of our children.
- We enable children to find success and satisfaction in their achievements.

Our Vision for Every Learner

We strive, through our Christian ethos and a broad curriculum, to welcome all children into our caring family. We will prepare pupils to be responsible and caring, global citizens of the 21st century. Our children will be guided and supported to achieve their potential as they are all of infinite worth.

Galatians 5:22-23 But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

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This plan sets out our priorities for the Academic Year. It is the culmination of our ongoing evaluation of school effectiveness and a range of other sources that contribute to the identification of future priorities:

- Review of 2019- 20 School Improvement Plan
- Evaluation of Governing Body Effectiveness
- Whole School Tracking and Target Setting Documents
- Analysis of trends in pupil attainment
- Provision maps/evaluations
- LSIP Documentation
- Inspection dashboard
- Target Setting for attainment and attendance
- Staff Continuing Professional Development Needs/changes
- National initiatives
- Whole staff/ Governing Body input
- Governor, Staff, Parent and Pupil input

The impact of our work on these priorities is reviewed on a regular and systematic basis as set out in our monitoring overview and staff appraisal procedures.

What are our strengths?

- A clear vision and direction.
- Strong staff teamwork.
- A broad and rich curriculum which develops the whole child.
- The value placed on 'pupil voice' in school development.
- The strong focus on 'personalised learning' to support achievement for every child.
- The extensive use of the locality and the outdoor environment.
- Close links with parents, local community, Church and wider community.
- The wide range of opportunities for pupils, enhanced by practical experience, visits and visitors.
- High expectations for all.

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Academic Year
2020-2021

Due to the Covid 19 global pandemic the school was closed from March 6th 2020 and did not fully reopen until September 2020.

Priorities for Autumn Term 2020

Pupil progress:

- All children assessed and targets set to close the gap and re-establish learning routines- aiming for all children's KLIPs scores to at least match or improve on Christmas 2019 by summer 2021.
- All children with a reading age below their Chronological age to make at least 12 months progress in reading age since Dec '19.

Pandemic Response:

- Develop online learning using Microsoft OneDrive.
- Adapting the curriculum according to pupil needs.
- Support for children and families with pastoral needs
- Ensure timetabling is effective to cover any work missed and allow children a chance to catch up without stress.

Leadership

- Continue to develop curriculum leadership throughout the school with regard to the foundation curriculum subjects.

Community and Church

- Maintain links with church and community despite COVID constraints and maintain worship provision in the absence of the vicar & other worship providers.

Building / Capital

- Enhance IT provision.
- Investigate drainage provision / replacement for the toilets.

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School Improvement Priorities

Academic Year 2020-2021

- **Foundation Curriculum Development:** Develop the quality of teaching, learning and assessment in the foundation subjects, to ensure the curriculum is balanced and of the highest quality.
- **Maths:** To embed Maths Mastery throughout the school.
- **PSHE / RSE:** To ensure PSHE and RSE policies and rolling programmes are being implemented from September 2020 and the use of the scheme of work across the school is effective and consistent.
- **Church School Distinctiveness:** To introduce the school's Christian vision and values to the whole school and ensure that they permeate throughout the school.
- **English** To improve writing and phonic knowledge throughout the school.

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**School Improvement Plan – Foundation Curriculum Development
2020-2021**

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

Current Situation/Critical Analysis	Required Changes (particularly teaching and learning)
<p>Further develop a 'Curriculum Vision' – Intent, Implementation, Impact</p> <p>Develop teaching, learning and assessment in foundation subjects.</p> <p>Develop the role of Subject Leaders for the Foundation subjects</p>	<p>Staff are clear about Curriculum - Intent, Implementation and Impact.</p> <p>Consolidated approaches to assessment in the Foundation Subjects and review by Subject Leaders.</p>

Actions (including staff training needs)	Personnel / Role	Time Scale	Cost £	Funding Source	Success Criteria/Intended Outcomes	Progress
Review the Curriculum statement with the Head Teacher (Intent, Implementation and Impact)	AH KSR	Aut 1	n/a	n/a	Leadership team are in agreement about Curriculum Intent, Implementation and Impact.	
Inset session to share the Curriculum statement (Intent, Implementation, Impact) with school staff and amend accordingly	All	Aut 1	Inset Day	Inset Budget	All staff have an input into the school curriculum and understand the different components.	
Discuss expectations for recording work and assessments with staff. Clarify Medium Term Planning requirements and share with parents.	All	Aut 1	Inset Day	Inset Budget	Subject Leaders are aware of where work samples are held for their subject. Staff are recording formative skills assessment centrally on the Staff drive (half termly or at the end of a topic) for ease of access to subject leaders. Medium Term Planning front sheets are created half termly, saved on the staff drive and shared with parents.	
Amendment of Curriculum statement to reflect ideas and priorities of all staff	AH	Aut 2	Time		Curriculum statement is amended using ideas from the Inset day.	

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Share Curriculum Statement with Governors	AH KSR	Aut 2	Meeting Time	Budget	Governors are aware of the Intent, Implementation and Impact of our Curriculum and agree on our Curriculum Statement.	
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) Subject leaders to look at progress (Skills Sheets and Books), identify gaps and CPD opportunities.	KSR – staff meeting timetable All – subject leaders	Ongoing	Time CPD costs £10 per subject	Meeting Time Budget	Subject Leaders know about the Intent, Implementation and Impact of their Curriculum area of responsibility and create an action plan for their subject areas.	
Skills sheets are updated half termly and reviewed termly by Subject Leaders.	All	Ongoing	Time	SL time	All subject leaders have a termly overview of their subject.	
Total costs			£70			

<u>Procedures for Monitoring Actions</u>	<u>Procedures for monitoring Impact</u>
Staff meeting minutes/ Governors’ minutes Assessment frameworks in place Subject Leader records/CPD booked Clear record of learning/progression	All staff using Curriculum Statement to guide Curriculum Planning. Subject leaders have a clear understanding of Intent, Implementation, and Impact in their subject.

<u>Intended Impact (see overall target)</u>
Teaching, learning and assessment are improved to ensure that the Foundation Curriculum subjects are balanced and of the highest quality.

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**School Improvement Plan - Maths
2020/2021**

Overall Target: To embed Maths Mastery throughout the school.

Current Situation/Critical Analysis	Required Changes (particularly teaching and learning)
<p>Due the Covid 19 pandemic and consequent school closure, no Y2 or Y6 SATs were undertaken.</p> <p>On return to school in September, the emphasis has been on focusing on the key concepts/skills that need to be learnt, using guidance from DfE.</p> <p>A period of assessing where children are at and moving on from that, using White Rose materials, has been prioritised.</p> <p>The training of staff in the Maths Mastery approach has had postponed due to school closure but this has been started again since September 2020 through a mixture of different methods.</p>	<p>“Leaders monitor closely the progress of mathematics and track the impact of the actions they have recently introduced,” Ofsted</p> <p>The National Curriculum states that pupils should become fluent in the fundamentals of mathematics through varied and frequent practice. While a part of this is about knowing key mathematical facts and recalling them efficiently, fluency means so much more than this.</p> <p>Fluency gives pupils the ability to delve deeper into Maths; to develop number sense and choose the most appropriate method for the task at hand; to be able to apply a skill to multiple contexts.</p>

Actions (including staff training needs)	Personnel / Role	Time Scale	Costs £	Funding Source	Success Criteria/Intended Outcomes	Progress
Improve teaching and learning						
<p><u>Representation and Structure</u> Aims: Teachers model precise mathematical language, and expect the children to do so too, so that they are able to represent their mathematical thinking in full, reasoned sentences. Actions: Lesson obs also through book look. Discussions in staff meeting around understanding and use of stem sentences. Demo from SC on how to use stem sentences and what this looks like in teaching.</p>	<p>SC All staff</p>	<p>1 year</p>			<p>Teachers have a clear understanding of what a stem sentence is and can use these with children.</p> <p>Through observations and ppt planning stem sentences will be evident.</p> <p>Children are using mathematical language to explain their thinking.</p>	

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<p><u>Representation and Structure</u> Aims: Teachers have an understanding of the CPA approach throughout school, and use concrete, pictorial and abstract representations throughout teaching sequences to develop secure understand. Actions: I know this is a feature in Infants and into Year 3 and 4 but interesting to see how it can be adapted in to year 5 and 6 more frequently (discussion needed here as need more info here) CPD on WRM available here.</p>	<p>SC JS/SCott</p>	<p>Ongoing</p>	<p>£100</p>		<p>Teachers using the CPA approach is evident in books and teaching. Through discussions with children and some displays in classrooms where possible.</p> <p>Maths Questionnaire with the children confirms if this approach is helpful to their learning.</p> <p>Staff meetings confirm the use of CPA in Upper Juniors</p>	
<p><u>Mathematical Thinking</u> Aims: Teachers make explicit connections between mathematical concepts Action: Discussions, any gaps could possibly do some cpd (suggestions through using WR cpd as very reasonable)</p>	<p>SC K S-R</p>	<p>Ongoing Staff meeting</p>			<p>CPD is used to extend knowledge and feedback for teachers on how they are finding this along with 4 a day for starters, revisiting past work and in discussions with children on connections.</p>	
<p><u>Fluency</u> Aims: Times tables and addition facts – pupils develop rapid recall of facts, retrieving them to solve problems. Memory is expected! Integrating 4-a-day into every maths session. Actions: Using games were possible and low-stakes quizzes, using WRM to include flashbacks. Fluency addition facts focus on year 1-4. Maxine to work on these with all groups. Also using TT Rockstars across the Juniors</p>	<p>SC All staff</p>	<p>Termly tracking</p>			<p>Regular check in on TT Rockstars shows progress is being made.</p> <p>Conversations with teachers show that fluency is impacted with practice.</p> <p>TA's records show that children are progressing with their learning times tables.</p> <p>Children are using Lancashire times tables sheets</p>	
<p><u>Variation</u> Aims: Teachers vary problems so that as children proceed through them, the key teaching point is explored deeply and the children are made to think and make connections Actions: Using White Rose resources can support this, lots of materials to make sure that variation becomes embedded in teaching. Children are presented with problems in a variety of ways in order to see it in different ways and have discussions around this.</p>	<p>SC All staff</p>	<p>Ongoing</p>	<p>White Rose resources?</p>		<p>A variety of problems are evident in books, observations and ppt planning doc.</p>	

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<u>Coherence</u> Aims and actions: Where children are struggling, teachers intervene quickly and their interventions are positive with a mix This will also include extra interventions through catch-up programmes. Mixture of work with TA and teacher.	SC TA support	Ongoing	Covid catch up fund		Lesson observations show 'on the spot' interventions taking place. Interventions/catch up sessions are scheduled in on timetables and implemented. Additional covid catch up sessions are being used to teach specific skills	
<u>Policy and assessment admin</u> Aims: Update the calculation policy in line with current mastery approach and also introduce using the White Rose assessments to replace Lancashire assessments. Actions: WRM have materials to use for policy updates and will discuss this with staff and within TRG group.	SC	End of Spring Term			Able to view in Staff Folders and shared in Staff Meeting.	
Total costs			£100			

Procedures for Monitoring Actions	Procedures for monitoring Impact
Subject leader to report back at staff meetings on a regular basis.	Work scrutiny/ results of termly Lancashire assessments, KLIPs and SATs analysis/observations.

Intended Impact (see overall target)
Improve children's fluency in mathematics, making connections, problem solving, closing the gaps

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School Improvement Plan – PSHE / RSE
2020/2021

Overall Target To ensure PSHE and RSE policies and rolling programmes are being implemented from September 2020 and the use of the scheme of work across the school is effective and consistent.

Current Situation/Critical Analysis

The new 2020 statutory PSHE and SRE was taught collaboratively between KS1 and KS2 teachers last year up until Spring 2020.

Due to the pandemic the teaching continued as online lessons for the summer term. Both parents and children were directed to online support for mental and social health. This advice was collected from a local NHS mental health forum and charity web links. The school received some positive feedback from both parents and children who found the links useful to help with anxiety and social exclusions during lockdown.

To move forward and strengthen the school’s scheme of work a robust resource link with be devised and used.

*Despite the Covid 19 pandemic and school closure our school is ready to launch our new curriculum from September, although the official revised date is from Summer 2021 onwards.

Required Changes (particularly teaching and learning)

Web links and resource lists added to the bottom of each half terms unit in KS1 and KS2.

Rolling programmes and schemes of work need implementing to ensure that school conforms to the requirements of the new statutory curriculum.

Actions (including staff training needs)	Personnel / Role	Time Scale	Costs £	Funding Source	Success Criteria/Intended Outcomes	Progress
To implement the new policies and rolling programmes for PSHE and RSE. Plan for possible CPD	JS AH	ongoing 2020- 2021	£180	Training budget	Staff confident in teaching the new programmes	
To add web links and resource list to current scheme of work KS1 and KS2.	JS AH	Spring '21	Staff meeting		Links used successfully.	
To introduce the use of class floor books/logbooks to record examples of children’s work.	JS	Spring 21	Class Books £20	YPO	Evidence of PSHE work/activities being undertaken.	
Total costs			£180			

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Procedures for Monitoring Actions	Procedures for monitoring Impact
Subject leader to report back at staff meetings on a regular basis.	Work scrutiny / planning. Classroom walk throughs. Termly staff and governor meetings

Intended Impact (see overall target)
Updated policies, rolling programmes and schemes of work being used from Autumn 2020.

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**School Improvement Plan: RE / Church School Distinctiveness
2020/2021**

Overall Target: To introduce the school's Christian vision and values to the whole school and ensure that they permeate throughout the school.

Current Situation/Critical Analysis

Required Changes (particularly teaching and learning)

Changes in staff who are new to using the "Questful RE" syllabus and its assessment procedures.

RE teacher to take over the role of RE subject leader.

Christian values - work already started with these in order to make all, children, staff, parents, governors, aware of them. However, more needs doing to make them explicit and permeate all aspects of school life.

Feedback from work with Diocesan adviser suggests further areas for improvement.

Make the Christian vision explicit and prominent in classrooms as well as around school.

Make references and links to values, where possible, regularly and through areas other than RE and worship.

Actions (including staff training needs)	Personnel / Role	Time Scale	Costs / When?	Funding Source	Success Criteria/Intended Outcomes	Progress
To ensure staff are aware of the assessment procedures in RE and are implementing them - use of log book and assessment sheets.	K S-R CT	Autumn 2020	Staff meetings		Children assessed three times a year, using the "I know, I can" statements and the "ladder of expectation" system.	
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 Bible quote referencing the values. 6. Reflective garden / school areas to incorporate values into them eg. prayers, poems, quotes and questions.	All staff	Spring 2021 On going	Staff meeting		Children familiar with this year's Christian values and they are seen putting them into action - evidenced in Star of the week, comments in reflective books, worship, school council activities.	

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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.	K S-R CT following Consultant input	Autumn 2020 Spring and Summer 2021	Staff meeting		Strengths and weaknesses identified which can then be worked on throughout the year.	
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.	CT	On going			Children able to talk about Christian celebrations from around the world and show understanding of what being a Christian is like in other places.	
Worship team are involved in planning, leading and evaluating whole school and class workshops. Invite additional leaders of worship into school	Worship Team K S-R MH / JB?	On going			Worship team have more ownership and input into whole school and class worship. The effectiveness and impact of worship is deeper.	
To monitor the teaching, learning and assessing of RE units - book scrutiny, log books/floor books, assessed work.	K S-R CT	Spring 2021			The attainment and progress of children more easily identified in comparison to the national expectations. Children aware of how to improve.	
To continue the transition and changing over the role of RE subject leader to a different member of staff eg. attendance at SL cluster meetings, pupil questionnaire.	K S-R CT	On going	CPD £180		Mrs Trotman to be confident within the role of subject leader by the end of the academic year. Pupil questionnaire provides insight for areas to develop.	
Total costs			£180			

Procedures for Monitoring Actions	Procedures for monitoring Impact
CT to provide regular feedback on progress to K S-R. Policies to be forwarded to the Curriculum Committee.	Self-evaluation walk through, to look for evidence, at the start/end of the year.

Intended Impact (see overall target)
Children and staff to show increasing awareness of the Christian values and to demonstrate understanding by actions. A second set of values to be introduced in following academic year.

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School Improvement Plan ENGLISH; LITERACY
2020/2021

Overall Target: To improve writing and phonic knowledge throughout the school.

Current Situation/Critical Analysis	Required Changes (particularly teaching and learning)
Due to COVID-19 the majority of pupils were educated at home from March through till the end of the Summer term. This unprecedented impact on education has affected standards throughout the school particularly in infant writing and phonics and junior writing. Therefore, we as a school are using the Lancashire literacy catch up units for writing and children are having opportunities to learn missed phonic phases and given extra writing time.	<ul style="list-style-type: none"> To focus on the attainment across the school so that pupils are catching up and making progress towards year group expectations. Infant children are given opportunities to catch up on missed phonic phases due to lockdown ready for the Year 1 (Year 2s) phonics check. Provide a range of opportunities for writing and include a focus on sentence structure / punctuation.

Actions (including staff training needs)	Personnel / Role	Time Scale	Costs £	Funding Source	Success Criteria/Intended Outcomes	Progress
Staff to attend online subject leader in order to keep up to date with new initiatives/ catch up / intervention plans.	SC	Autumn, Spring, Summer	£240	Staff training budget	Staff attends online courses and keeps up to date with changes, new initiatives and passes on relevant information / documents to colleagues.	
Daily sentence work in lower and upper junior classes including spelling themes. Junior staff provide engaging daily sentence writing / structure opportunities as part of the literacy topic. Link sentence writing with weekly spelling / statutory spellings lists. Homework to include writing tasks.	All junior teaching staff	Ongoing		-	Children to understand how to write different types of sentences. Work to show that sentences have improved and are grammatically correct. To inspire and motivate children to write. To produce quality work and increase quality of longer, independent pieces.	
Infant phonics- children to use Jolly phonics program to cover the phases and those missed. Infants to use Twinkl reading skill characters to gain interest and therefore raise standards in writing (Vocabulary, retrieving, Inference, sequencing, predicting)	All infant staff	Ongoing		-	Infants to produce longer, independent pieces of writing. Reading comprehension skills to be used in the children's writing. Children to pass the Year 1 (year 2s) Phonics check in the Summer term.	
Catch up phonics programme for identified children.	JA to deliver to juniors. JW to deliver to infants.	Initially Autumn and Spring term	£	COVID catch up money.	Chn have been identified and are being given some extra time on phonics skills with a TA before school. Focusing on decoding, phonological processing, auditory and visual memory.	

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Total costs	£240		
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<u>Procedures for Monitoring Actions</u>	<u>Procedures for monitoring Impact</u>
Ongoing assessment using KLIPs with analysis of tracking and progress reported in staff meetings. Termly assessment using Twinkl / Lancashire assessment materials with analysis of tracking and progress reported in termly staff meetings.	Phonics check results. Analysis of data from beginning of year assessment to end of year assessment. End of year Assessment – Y2/Y6 SATs.

<u>Intended Impact (see overall target)</u>
Writing and phonic knowledge improve so that the majority of children are operating at age related expectations.

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