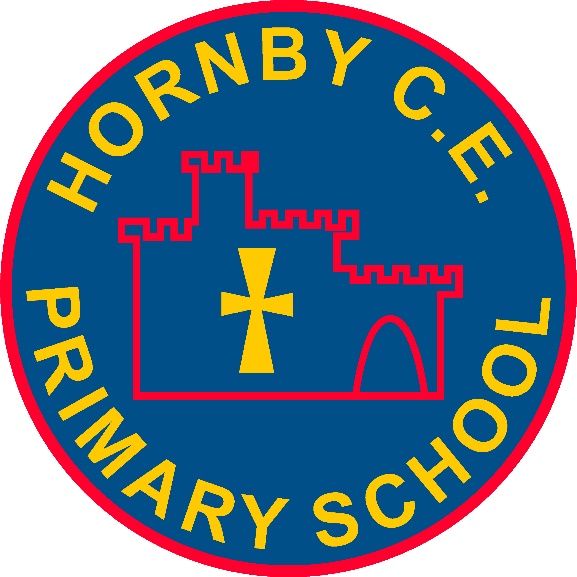
Hornby St Margaret’s CE Primary School

**School Improvement Plan**



**2021-2022**

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.

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 previous School Improvement Plan
* Evaluation of Governing Body Effectiveness
* Whole School Tracking and Target Setting Documents
* Analysis of trends in pupil attainment
* Inspection dashboard
* 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 meeting 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  2021-2022 |
| Due to the Covid 19 global pandemic the school was closed from March 6th, 2020 and did not fully reopen until September 2020. From then on, the school was closed in spring 2021 before fully opening through the summer. In autumn 2021 the scholl had up to 30% of children off with covid.  **Priorities for Autumn/Spring Terms 2021/22**  **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 improve on Christmas 2021 by summer 2022. * All children with a reading age below their Chronological age to make at least 12 months progress in reading age since Dec ‘20.   **Pandemic Response:**   * Continue online learning using Microsoft OneDrive for homework and isolations. * 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 outdoor provision. * Investigate drainage provision / replacement for the toilets. |

School Improvement Priorities

Academic Year 2021-2022

* **Foundation Curriculum Development:** Develop the role of Subject Leaders in the foundation subjects to ensure the quality of teaching, learning and assessment is of the highest quality.
* **Maths:** To develop fluency within Maths Mastery throughout the school.
* **EYFS:** To ensure the new EYFS curriculum is embedded in all subjects.
* **Church School Distinctiveness**: To continue introducing the school’s Christian vision and values to the whole school and ensure that they permeate throughout the school.
* **Literacy:** To deliver a systematic synthetic phonics scheme and develop reading to improve standards across the Key Stages.

School Improvement Plan

2021-2022

# Overall Target: Develop the role of the Subject Leaders for Foundation Subjects to ensure the quality of teaching, learning and assessment is of the highest quality.

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| Current Situation/Critical Analysis | Supporting Evidence | Required Changes (particularly teaching and learning) |
| Develop teaching, learning and assessment in Foundation subjects.  Develop the role of Subject Leaders for the Foundation subjects  Develop the monitoring and evaluation of Foundation subjects |  | Consolidated approaches to assessment in the Foundation Subjects and review by Subject Leaders.  Subject Leaders have an overview of their subject through use of the monitoring and evaluation documents.  Subject Leaders have a mini development action plan for their subject for the year. |

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| **Actions (including staff training needs)** | Personnel / **Role** | **Time**  **Scale** | **Cost**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| Discuss expectations for recording work and assessments with staff. | All | Aut 2 | Inset | Meeting  Time | 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. |  |
| Inset Discussion around Knowledge elements of the whole school curriculum and ensuring progression of this.  Subject Leaders to look at Long Term Planning and to ensure progression of knowledge across cycles and throughout the school in their subject | All | Aut 2 | Inset | SL Time | Subject Leaders are clear about progression in knowledge for their subject.  Detail added to Long Term Plans if necessary to clarify progression in knowledge. |  |
| 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 (Assessment 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 a mini action plan for their subject areas. |  |
| Assessment 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. |  |
| Subject Leaders arrange to drop into some lessons, look at books or talk to children about their subject. | All | Ongoing | Time | SL Time | All subject leaders have had a chance to monitor their subject through watching part of a lesson, or looking at work samples or talking to children. This will inform mini action plan for their subject |  |
| Subject leaders collaborate with Leaders at Leck St. Peters and other Leaders from the Lune Valley Cluster to share ideas and best practise. | All | Ongoing | Cluster Meetings | SL time | Subject Leaders have had a chance to collaborate with a Leader/s from another school to share ideas. |  |
| Total costs | | | £70 |  |  |  |

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| Procedures for Monitoring Actions | Procedures for monitoring Impact |
| Staff meeting minutes/ Governors’ minutes  Subject Leader records/CPD booked  Clear record of learning/progression | Mini action plans completed and actions are being carried out  Subject leaders can articulate strengths and an area for development in their subject.  Record of progression in Knowledge seen in observation notes, work samples, record from talking to children. |

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

# Overall Target: To develop fluency within Maths Mastery throughout the school.

School Improvement Plan - Maths

2021/2022

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| Current Situation/Critical Analysis | Required Changes (particularly teaching and learning) |
| Through assessment (formative and summative) some children have been identified as being behind ARE (some as a result from COVID), the aim is to put a plan in place to support these children through intervention and in class support.  Change in policy and assessment materials means that we require a review of how we assess the children and track their progress.  Fluency for all and how this impact the children’s learning will be a focus. | “Leaders monitor closely the progress of mathematics and track the impact of the actions they have recently introduced,” Ofsted  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.  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. |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Costs**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| Policy and assessment admin – rollover from last SIP  **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. Thoughts and discussions needed around how we use the data to track progress (inset on 22nd Oct) | SC | End of Autumn Term  Inset time | Cover for TRG meetings? | NCETM funding | Able to view in Staff Folders and shared in Staff Meeting. To use White Rose edited version, will discuss with staff on how they are using it and what parts we will adopt.  New assessment materials to be used to track children who are below age-related expectations (progression maps from NCETM) KLips will no longer be used. |  |
| Question – fluency KS2  Does doing four a day every day improve fluency for all children? | All | End of Autumn Term | End of Autumn Term |  | KS2 – fluency improved in Autumn end of term assessment plus through teacher assessment carrying over from last year. |  |
| Question – Fluency KS1  Does taking part in Mastering number programme KS1 improve year 1 and 2 number sense?  Plan to roll it out to Reception in summer term using what we have learnt from Yr1&2. Programme not set for mixed age so needed to adapt to what worked for our school and children. | AH | Ongoing  Summer ‘22 |  |  | To see a positive impact on children’s understanding of number through formative and summative assessment – this will be over the space of the year. |  |
| Interventions  Review assessment recording materials for children below ARE and revisit interventions and how we use them.  How will we monitor this and attempt to close some of the gaps for these children? | SC  All staff | Ongoing |  |  | Materials have been introduced, review end of Autumn term as to how everyone is finding it are positive.    Adjustments are made if needed. |  |
| Question - Mathematical thinking (Spring Term)  Does starting every session with a problem improve children’s problem solving and reasoning skills? | All | End of Spring term |  |  | Children’s problem solving and reasoning improve within the year |  |
| Improving attitudes to Maths  Complete a pupil survey – as a staff review the surveys and discuss ways we can improve children’s attitudes towards Maths based on the feedback | All | Beg Jan – End July |  |  | Notice any changes in attitude towards Maths – ask survey again at the end of the year and evaluate responses |  |
| Total costs | | | £200 |  |  |  |

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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/ results of termly Lancashire assessments, KLIPs and SATs analysis/observations. |

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

# Overall Target: To ensure that the new EYFS curriculum is embedded in all subjects

School Improvement Plan – EYFS Curriculum Development

2021-2022

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| Current Situation/Critical Analysis | Required Changes (particularly teaching and learning) |
| End of year assessments need to change to include the new EYFS statements  Subject Leaders need to develop the role for knowledge of the new EYFS curriculum. | Staff are clear about curriculum changes, especially in subjects that they lead.  A new approach to end of year assessment for subject leaders is in place for the EYFS, |

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| **Actions (including staff training needs)** | Personnel / **Role** | **Time**  **Scale** | **Costs**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| Attend training on new EYFS curriculum. | VM at Leck with feedback | Aut 1 | £70 | Budget | Subject Lead has clear ideas on how best to implement the curriculum. |  |
| Meet with other EYFS teaching staff to decide upon our school approach. | AH &TAs | Aut 1 | n/a |  | A decision made on how we will show progression, throughout the foundation stage. |  |
| Share new EYFS curriculum, including progression and Early Learning Goals with relevant subject leaders. | VM | Aut 1 Inset | n/a |  | All staff are aware of the changes to the new EYFS curriculum in their subject area. |  |
| Lead meeting to discuss new framework and how it will affect subject leaders. | AH | Aut 2  Spr 1 | Meeting |  | Staff to understand the progression throughout the EYFS and into KS1. Help given to understand expectations. |  |
| Create an end of year assessment document that can be handed out to subject leaders. | AH | Spr 1 | n/a |  | EYFS staff are all happy with how to use the end of year assessment. Also shared with subject leader so that they can process ready for summer term.  End of year assessments are clearly recorded. |  |
| Subject leaders to look at progress within their subjects, from EYFS through to end of KS2 | All – subject leaders | ongoing |  |  | Subject Leaders are using the end of year assessment document to assess progression at the start of and throughout their subjects. |  |
| Total costs | | | £70 |  |  |  |

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| Procedures for Monitoring Actions | Procedures for monitoring Impact |
| Staff meetings  Assessment frameworks in place  Subject Leader records  Clear record of learning/progression | All staff using new EYFS assessment sheet.  Subject staff meetings also refer to EYFS? |

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| **Intended Impact (see overall target)** |
| All staff have a clear understanding of their subject, from EYFS, through to year 6. |

School Improvement Plan: Church School Distinctiveness

2021/2022

# Overall Target: To continue introducing the school’s Christian vision and values to the whole school and ensure that they permeate throughout the school.

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| Current Situation/Critical Analysis | Required Changes (particularly teaching and learning) |
| 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. |

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| **Actions (including staff training needs)** | Personnel / **Role** | **Time**  **Scale** | **Costs /**  **When?** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| To ensure the Christian values are promoted and made explicit:-  Star of the week to be based on the half term’s Christian value -eg. love and new certificates to be created.  Reflective areas around the school to be based on the Christian value for that half term.  Worship to be based around the values and changed each half term.  School newsletter to contain Bible quote referencing the values.  Reflective garden / school areas to incorporate values into them eg. prayers, poems, quotes and questions. | All staff | On going  Ongoing  Aut 21  Ongoing  Summer 22 | 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. |  |
| To undertake a whole school self evaluation “walk through” to look for evidence of Christianity - emphasising “big questions, Christianity as a multi-cultural faith and the Christian values. | K S-R  CT following Consultant input | Spring and Summer 2022 | 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 worships.  Invite additional leaders of worship into school whilst vicar is interregnum | Worship Team  K S-R | On going |  |  | Worship team have more ownership and input into whole school and class worship.  The effectiveness and impact of worship is deeper. |  |
| Total costs | | | £ |  |  |  |

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| Procedures for Monitoring Actions | Procedures for monitoring Impact |
| Input from Diocesan SIAMS adviser  Scrutiny of newsletter feedback re certificates | Self-evaluation walk through, to look for evidence, at the start/end of the year.  Worship record of themes. |

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| **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. |

School Improvement Plan: Literacy

2021/2022

# Overall Target: To deliver a systematic synthetic phonics scheme and develop reading to improve standards across the Key Stages.

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| Current Situation/Critical Analysis | Required Changes (particularly teaching and learning) |
| Formative and summative assessment show some children are behind their year group expectations, this is due to the impact of the pandemic. The aim is to support these children through intervention and class support.  Reading at home has not been taking place regularly for some children, therefore we need to increase ‘reading for enjoyment’.  Phonics is a main focus and critical to the development of reading throughout the school. | To focus on the attainment across the school so that pupils are catching up and making progress towards year group expectations.  Provide a range of opportunities for reading and include a focus on comprehension through group guided reading.  Ensure guided reading is a regular part of the timetable.  Deliver the new recommended Red Rose Letter and Sounds Phonics by the end of Summer 2022. |

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| **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 | £85 per course | Staff training budget | Staff attends courses and keeps up to date with changes, new initiatives and passes on relevant information / documents to colleagues. |  |
| To develop the effectiveness of whole class guided reading throughout school.  To provide extended writing opportunities from the reading text. Infants to use Twinkl reading skill characters to gain interest and therefore raise standards in writing. | All teaching staff | Ongoing | ££ for books  £ | Literacy fund / PTA | To provide quality CPD to staff on delivery strategies for whole class guided reading. - To monitor whole class guided reading to develop consistency.  Re-establish whole school moderation sessions.  To invest further in quality, modern texts.  To develop pupil’s knowledge of reading skills (using the domains).  Junior children to use back of their literacy books to record any writing opportunities. |  |
| Develop an interest in reading throughout school and at home. | All junior teaching staff | Autumn, Spring, Summer |  |  | Engage with parents to encourage reading at home.  Fun competition for reading to be promoted for home engagement.  Homework reading tasks sent regularly.  Develop the means to ensure regular and increased reading from children.  Guided reading is regularly timetabled in. |  |
| For Key Stage One teachers and TAs to be delivering a systematic synthetic phonics scheme with confidence, consistency and fidelity. | AH, MH, JA, JW | Daily | Free course |  | Teachers to adapt ‘Letters and Sounds’ that they currently use.  Staff to attend the free course from Lancashire which will introduce the new scheme of ‘Red Rose Letters and Sounds’ which school will then move onto to follow when it is released in Spring 2022. |  |
| Total costs | | | £ |  |  |  |

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| Procedures for Monitoring Actions | Procedures for monitoring Impact |
| 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 | Analysis of data from beginning of year assessment to end of year assessment.  End of year Assessment – Y2/Y6 SATs and optional SATs |

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| **Intended Impact (see overall target)** |
| Standards in reading improve.  An updated systematic synthetic phonics scheme is in place |