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Description automatically generatedHornby St Margaret’s CE Primary School

**School Improvement Plan**

**2022-2023**

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
* Ofsted feedback

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  2022-2023 |
| 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 school had up to 30% of children off with covid. There have been no new closures since then but attendance has dropped across the year, partly due to increased infections from a return to normal mixing  **Priorities for Autumn/Spring Terms 2022/23**  **Pupil progress:**   * All children assessed and targets set to close the gap - aiming for all children’s KLIPs scores to improve on Christmas 2022 by summer 2023. * All children with a reading age below their Chronological age to make at least 18 months progress in reading age since Dec ‘21.   **Pandemic Response:**   * 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. * Investigate Federation of Leck and Hornby to secure the future of both schools   **Community and Church**   * Maintain links with church and community and maintain worship provision alongside the new vicar & other worship providers.   **Building / Capital**   * Enhance outdoor provision * Upgrade insulation and windows as part of eco initiatives. * Investigate drainage provision. |

School Improvement Priorities

Academic Year 2022-2023

* **History / Art / DT:** To further develop the curriculum progression.
* **Church School Distinctiveness**: To reinforce the school’s Christian values and distinctiveness and ensure that they permeate throughout school life.
* **Languages**: To ensure MFL is assessed and within planning. Make links with specialists.
* **Literacy:** To deliver a systematic synthetic phonics scheme and develop writing across the curriculum.

# Overall Target: To further develop the curriculum progression in History.

School Improvement Plan: History

2022 - 2023

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| **Current Situation/Critical Analysis** | **Supporting Evidence** | **Required Changes (particularly teaching and learning)** |
| Further develop the curriculum progression record for History, related to knowledge and skills. | OFSTED report 2022 | Long term plans for each Cycle show a clear progression of learning from EYFS – Year 6  Long term plans detail progression in knowledge and skills |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Costs**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| Review the current curriculum LTP and amend to record sequence in learning and knowledge for History. This is to include enquiry questions. | All | Spring 1 | Time | Budget | Long Term Plans for each Cycle show a clear progression and sequence of learning. These are saved centrally for teachers and subject leaders. |  |
| Develop Medium Term Plans for each unit of work to include History objectives, key vocabulary, key texts and enrichments. The front page of this is shared with parents | All | Spring 2 | Time | Budget | Medium Term plans are created for each unit of work and saved centrally. |  |
| Develop a progression of Key Vocabulary from EYFS to Year 6 for History | AH | Spring 2 | Time | Budget | Vocabulary progression is created and referred to in learning and when creating MTP’s. This is shared with parents for each unit of work. |  |
| CPD Opportunities are created for the History Subject Leader | AH | Ongoing | Staff Meet Time | CPD Budget | Attend in Lune Valley Cluster Subject Leader meetings  Access Lancashire History Subject Leader meetings online sessions when appropriate. |  |
| History Subject Leader has dedicated monitoring time for their subject | AH KSR | Ongoing | Monitoring Time  ½ day | Budget | Monitoring time for book scrutiny, learning environment walk throughs, lesson observation and moderating assessment sheets.  History Subject Leader feeds back in staff meeting time and creation of a mini action plan.  History Subject Leader has a termly overview |  |
| To develop understanding of chronology across school | All | Summer 1 | Staff Meet Time |  | History subject leader to lead development of this as part of a staff meeting.  Learning environment reflects development of this e.g. class timelines which include each topic. |  |
| Total costs | | | £100 |  |  |  |

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| **Procedures for Monitoring Actions** | **Procedures for monitoring Impact** |
| Staff meeting minutes  Long Term and Medium Term plans are created with a clear sequence of learning and progression.  History Subject Leader records/CPD Booked  Clear record of learning/progression | Long and Medium Term Plans with a clear sequence in progression are created and evidence of this learning progression is seen in work samples. |

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| **Intended Impact (see overall target)** |
| There is a clear progression in sequence of learning for History |
| **OUTCOMES** |

School Improvement Plan: RE / Church School Distinctiveness

2022/2023

# Overall Target: To reinforce the school’s Christian values and distinctiveness and ensure that they permeate throughout school life.

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| **Current Situation/Critical Analysis** | **Required Changes (particularly teaching and learning)** |
| Christian Values – Our Christian Values are based on ‘The Fruits of the Spirit’, which have been introduced and embedded across the school over the last few years. We are currently only in the second full year of our Christian Values due to Covid disruptions. These values are being continually reinforced so that they are fully embedded in all aspects of school life. This is demonstrated through our star of the week, by prominently displaying the values throughout school and by celebrating and rewarding children on a daily basis who demonstrate these values to others. Our Christian Values are referred to by school staff and pupils each day and have become an integral part of daily school life. Children are beginning to know the bible verse we have chosen for each value. We will continue to deepen the children’s knowledge and understanding of these and now need to ensure that our parents/families are more aware of these values and their place in our school.  An act of worship takes place daily in different ways: class assemblies and reflections, whole school assemblies three times per week, visitors’ assemblies, prayers and saying grace before lunch.  RE lessons are taught weekly for one hour and following the Questful RE Syllabus,  Feedback from work with Diocesan adviser can suggest further areas for improvement, contained within the SEF.  Updated RE policy - May 2019 | * Themes for worship continue to follow the half termly values, restarting from Faithfulness. * Use of the new 2022 Questful RE syllabus and website. * Updated RE and Christian displays to be in every area of school with relevant scripture verse. * The Juniors Worship Team to be relaunched with a focus on the Christian Values. * Bible verses to be displayed more prominently throughout the school. * ‘Wild Worship’ are to be introduced, perhaps where the ‘Quiet Area’ currently resides. |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Costs /**  **When?** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| BE to attend RE Conference in Autumn term for training on new curriculum.  Disseminate to RE teaching staff. | BE | Autumn term | £100 |  | BE to attend RE Conference.  Meet with AH to share new syllabus |  |
| To revise RE rolling programs and embed the new Questful RE syllabus, website and resources across school. | BE | Spring Term |  |  | All RE teaching staff to be familiar with and using new scheme by Easter. Rolling programs reflect new syllabus. |  |
| To monitor the teaching, learning and assessing of RE units - book scrutiny, log books/floor books, assessed work. | BE | Ongoing | Staff meeting |  | The attainment and progress of children more easily identified. Children aware of how to improve. |  |
| To undertake a termly whole school self-evaluation to monitor evidence of RE, Worship and Christian Values and multi-cultural faiths. | BE | Termly | Staff meeting |  | Strengths and weaknesses identified which in order to address these throughout the year. |  |
| To help children’s understanding of Christianity as a worldwide faith eg. use of images, art work and displays in RE lesson which reflect Christianity from around the world. | BE | 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. |  |
| To increase parents’ awareness of our Christian values and how they impact our school life - School newsletter to clearly share our current value and Bible verse referencing the half term’s value. | BE, HJ | Weekly |  |  | The whole school family is aware of the Christian values that are embedded across the school. |  |
| Establish a ‘Worship Team’ – enable them to have a role in planning, leading and evaluating regular worship for the whole school. | BE and AH | Spring 2023 | Ongoing  Monthly meetings |  | Worship Team to take a lead in whole school and class worship and occasionally assist in KS2 RE lessons.  Pupil evaluation of whole school worship. |  |
| Launch ‘Wild Worship’ and develop an outside worship / reflection area. | BE | Summer 2023 |  |  | Wild Worship is a regular form of worship, there should be reference to the current value in the outdoor worship area. |  |
| Invite additional leaders of worship into school to lead assemblies (NISCU representative, the Vicar of Hornby, Sister Sue) | KSR | Ongoing throughout the year |  |  | The effectiveness and impact of worship is deeper. Children are aware of People of Faith outside of our school family. |  |
| Total costs | | | £100 |  |  |  |

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| **Procedures for Monitoring Actions** | **Procedures for monitoring Impact** |
| BE 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.  Monitoring use of new RE scheme through book scrutiny, regular discussions with RE teachers, meetings with school advisor. |

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| **Intended Impact (see overall target)** |
| Children, staff and wider school family to show increasing awareness of the Christian values and to demonstrate understanding by actions. |
| **OUTCOMES** |

Overall Target: To ensure MFL is assessed and within medium term planning. Make links with specialists.

School Improvement Plan: Languages

2022/2023

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| **Current Situation/Critical Analysis** | **Required Changes (particularly teaching and learning)** |
| French teaching is timetabled weekly.  French activity days could highlight French across school and give an opportunity for children to develop French speaking.  Assessments need to be used to plan next set of learning.  Long term / Medium term plans to be adjusted according to assessments. | Assess MFL after each topic.  Use areas of misconception within lesson starters to encourage greater understanding.  Make links with specialist teachers & schools with outstanding MFL teaching. |

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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 briefing in order to keep up to date with new initiatives. | KY |  |  | Staff training budget | Staff attend courses and keeps up to date with changes, new initiatives and passes on relevant information / documents to colleagues. |  |
| Co-ordinator to liaise with other staff and cluster to develop good practice in assessing. | KY |  |  |  | MFL to be assessed in line with other school foundation subjects. |  |
| Make links with specialists.  I.e. Sue Cross – volunteer at Leck | KY |  |  |  | Staff to use advice from specialists to improve French lessons. |  |
| Total costs | | | £ |  |  |  |

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| **Procedures for Monitoring Actions** | **Procedures for monitoring Impact** |
| Ongoing assessment using assessment sheets.  Termly assessment using a range of assessment materials, with analysis of tracking and progress used in next set of planning. | Governor visits.  End of term unit assessments |

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| **Intended Impact (see overall target)** |
| Misconceptions addressed through rigorous assessment.  Children become more confident French speakers. |
| **OUTCOMES** |

School Improvement Plan: Literacy

2022/2023

Overall Target: To deliver a systematic synthetic phonics scheme and develop writing across the curriculum.

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| **Current Situation/Critical Analysis** | **Required Changes (particularly teaching and learning)** |
| Phonics remains a focus with the introduction in April 2022 of the new scheme, ‘Red Rose Letters and Sounds’. We have bought books and guided reading books to match the sounds and staff have attended the training from Lancashire County Council on how to deliver the scheme effectively. To  Analysis of assessment data (KLIPS) shows that writing is an area of focus to ensure that a higher percentage of pupils achieve their year group expectations. | Continue to deliver the recommended ‘Red Rose Letters and Sounds’ scheme in infants.  Ensure ALL infant staff are trained to use the scheme.  Use the assessment data to inform planning and next steps for each child.  To focus on the attainment across the school so that pupils are catching up and making progress towards year group writing expectations.  Provide a range of opportunities for writing and include a focus on cross curricular writing opportunities and encourage writing at home. |

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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. | NJ | Autumn, Spring, Summer | £85 per course | Staff training budget | Staff attend courses and keep up to date with changes, new initiatives and pass on relevant information / documents to colleagues. |  |
| For Key Stage One teachers and TAs to be delivering a systematic synthetic phonics scheme with confidence, consistency and fidelity. | Infant staff | Daily | Book resources |  | Teachers are using ‘Red Rose Letters and Sounds’ and have invested in resources / texts to complement the scheme. |  |
| Books to match phonics sounds in Key Stage One: following Red Rose Letters and Sounds scheme of learning. | AH and SC | Summer | £ not confirmed |  | Governors have agreed to fund any new books that are required to supplement the phases and guided reading texts when required. |  |
| To develop the effectiveness of writing across the curriculum and ensure standards are high across the board.  To provide extended writing opportunities linking in with current topics for cross curricular writing opportunities. | All teaching staff | Ongoing | ££ for books to engage interest.  £££ | Literacy fund / PTA | Timetable whole school writing moderation sessions.  Cluster writing moderation to take place termly.  To invest further in quality, modern texts to gain interest and enhance writing.  To develop pupil’s knowledge of writing expectations. |  |
| Develop an interest in writing at home. | All teaching staff | Autumn, Spring, Summer |  |  | Engage with parents to encourage writing at home.  Fun competition for writing to be promoted for home engagement at the end of each term.  Homework writing tasks sent regularly.  Develop the means to ensure regular and increased writing from children in all subjects.  Handwriting is timetabled in. |  |
| Total costs | | | £85 + |  |  |  |

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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 a range of 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 spelling and writing continue to improve.  Phonics / Reading remains a priority in planning. |
| **OUTCOMES** |

Overall Target: To further develop the curriculum progression in Design Technology.

**School Improvement Plan – Design Technology Curriculum Development 2022/2023**

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| **Current Situation/Critical Analysis** | **Required Changes** |
| Further develop the curriculum progression record for DT, related to knowledge and skills. | Long term plans for each Cycle show a clear progression of learning from EYFS – Year 6  Long term plans detail progression in knowledge and skills |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Cost**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| Review the current curriculum LTP and amend to record sequence in learning and knowledge for DT. This is to include enquiry questions. | All | Spring 1 | Time | PE Budget | Long Term Plans for each Cycle show a clear progression and sequence of learning. These are saved centrally for teachers and subject leaders. |  |
| Develop Medium Term Plans for each unit of work to include DT objectives, key vocabulary, key texts and enrichments. The front page of this is shared with parents | All | Spring 2 | Time | PE Budget | Medium Term plans are created for each unit of work and saved centrally. |  |
| Develop a progression of Key Vocabulary from EYFS to Year 6 for DT | SC | Spring 2 | Time | PE Budget | Vocabulary progression is created and referred to in learning and when creating MTP’s. This is shared with parents for each unit of work. |  |
| CPD Opportunities are created for the DT Subject Leader | SC | Ongoing | Staff Meeting Time | CPD Budget | Attend in Lune Valley Cluster Subject Leader meetings  Access Lancashire DT Subject Leader meetings online sessions when appropriate. |  |
| DT Subject Leader has dedicated monitoring time for their subject | SC KSR | Ongoing | Monitoring Time  ½ day | Budget | Monitoring time for book scrutiny, learning environment walk throughs, lesson observation and moderating assessment sheets.  DT Subject Leader feeds back in staff meeting time and creation of a mini action plan.  DT Subject Leader has a termly overview |  |
| Total costs | | |  |  |  |  |

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| **Procedures for Monitoring Actions** | **Procedures for monitoring Impact** |
| Staff meeting minutes  Long Term and Medium Term Plans are created with a clear sequence of learning and progression.  DT Subject Leader records/CPD Booked  Clear record of learning/progression | Long and Medium Term Plans with a clear sequence in progression are created and evidence of this learning progression is seen in work samples. |

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| **Intended Impact (see overall target)** |
| There is a clear progression in sequence of learning for DT. |
| **Outcomes** |

Overall Target: To further develop the curriculum progression in ART.

**School Improvement Plan –ART Curriculum Development**

**2022/2023**

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| **Current Situation/Critical Analysis** | **Required Changes** |
| Further develop the curriculum progression record for ART, related to knowledge and skills. | Long term plans for each Cycle show a clear progression of learning from EYFS – Year 6  Long term plans detail progression in knowledge and skills |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Cost**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| Review the current curriculum LTP and amend to record sequence in learning and knowledge for ART. This is to include enquiry questions. | All | Spring 1 | Time | Budget | Long Term Plans for each Cycle show a clear progression and sequence of learning. These are saved centrally for teachers and subject leaders. |  |
| Develop Medium Term Plans for each unit of work to include ART objectives, key vocabulary, key texts and enrichments. The front page of this is shared with parents | All | Spring 2 | Time | Budget | Medium Term plans are created for each unit of work and saved centrally. |  |
| Develop a progression of Key Vocabulary from EYFS to Year 6 for ART | SC | Spring 2 | Time | Budget | Vocabulary progression is created and referred to in learning and when creating MTP’s. This is shared with parents for each unit of work. |  |
| CPD Opportunities are created for the ART Subject Leader | SC | Ongoing | Staff Meeting Time | CPD Budget | Attend Lune Valley Cluster Subject Leader meetings  Access Lancashire ART Subject Leader meetings online sessions when appropriate. |  |
| ART Subject Leader has dedicated monitoring time for their subject | SC KSR | Ongoing | Monitoring Time  ½ day | Budget | Monitoring time for book scrutiny, learning environment walk throughs, lesson observation and moderating assessment sheets.  ART Subject Leader feeds back in staff meeting time and creation of a mini action plan.  ART Subject Leader has a termly overview |  |
| Total costs | | |  |  |  |  |

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| **Procedures for Monitoring Actions** | **Procedures for monitoring Impact** |
| Staff meeting minutes  Long Term and Medium Term Plans are created with a clear sequence of learning and progression.  ART Subject Leader records/CPD Booked  Clear record of learning/progression | Long and Medium Term Plans with a clear sequence in progression are created and evidence of this learning progression is seen in work samples. |

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| **Intended Impact (see overall target)** |
| There is a clear progression in sequence of learning for ART. |
| **Outcomes** |