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Description automatically generatedHornby St Margaret’s CE Primary School

**School Improvement Plan**

**2023-2024**

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  2023-2024 |
| **Priorities for Autumn/Spring Terms 2023/24**  **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 Easter 2024. * All children with a reading age below their Chronological age to make at least 18 months progress in reading age since Dec ‘22.   **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. * Secure the Federation of Leck and Hornby to ensure effective governance by the new Governing Body.   **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 2023-2024

* **Maths:** To provide children with the skills necessary to make them confident engaged mathematicians.
* **Church School Distinctiveness**: To reinforce the school’s Christian values and distinctiveness and ensure that they permeate throughout school life.
* **Literacy:** To improve standards in writing; including the attainment of spelling for year group expectations.
* **Behaviour:** To improve behaviour in school
* **Languages**: To ensure MFL, Speaking and Listening opportunities are increased and methods of recording and assessing are implemented.

# Overall Target: To provide children with the skills necessary to make them confident engaged mathematicians.

School Improvement Plan: Maths

2023/2024

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| Current Situation/Critical Analysis | Supporting Evidence | Required Changes (particularly teaching and learning) |
| Y2 and Y6 SATs were undertaken.  Mathematics end of year assessments showed that lower ability children were not as confident with mastery approaches and this was reflected in the children achieving expected levels.  White Rose maths has continued to be used as a means of delivering the maths mastery approach. |  | Adapting of the WRM Scheme to further suit our different abilities of children (particularly low ability children)  Continued opportunities for reasoning and problem solving are needed and the way in which questions are presented to be rich and varied to enable children to have a better chance of answering these types of questions correctly.  Continued use of stem sentences to embed mathematical language to aid reasoning.  Continued development of fluency:-  Y2 multiplication and division facts for 2, 5 and 10 times tables  KS2 multiplication and related division facts. Use of WRM “One minute maths” and TTRS programmes. |

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| Actions (including staff training needs) | Personnel / Role | Time  Scale | Costs  £ | Funding Source | Success Criteria/Intended Outcomes | Progress |
| EYFS/KS1 and KS2 to start to use the revised and updated White Rose version 3 maths scheme.  Objectives on the Long Term Plan can be moved around so that staff can meet some topics earlier in the year. | All | Throughout the year | Free |  | Staff confident in using the new materials.  Objectives can be moved from the plans to split up long units e.g. Place Value 5 Weeks |  |
| Staff to continue emphasising use of stem sentences and correct terminology. | All | Throughout the year | Free |  | Improved understanding and use of mathematical language when reasoning. Children attempting and answering reasoning questions successfully and not being hindered by lack of understanding of the question eg. use of unfamiliar maths terminology. |  |
| Daily chanting/practise to be undertaken.  From Y2 upwards multiplication and division facts to be homework focus – use of WR 1 minute maths app and TTRS  Tracking every term which tables are known – undertake a baseline test. | KS2/Y2 staff | Through out the year. | Free |  | Improved Y4 times tables test results. Higher percentage of children passing and with higher scores.  Rapid recall of facts to aid fluency when applying to number problems and reasoning – age related from Y2 |  |
| Subject Leader to link with NCETM Maths Hub for CPD and share with staff | AF | Throughout the year | Staff  Meeting Time  Release Time for Courses |  | All staff are aware of approaches modelled as part of the NCETM pathway initiative – Staff Meeting |  |
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| Total costs | | | £ |  |  |  |

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| Procedures for Monitoring Actions | Procedures for monitoring Impact |
| Subject leader (SB) to report back at staff meetings on a regular basis. | Work scrutiny / planning /results of WR assessments, KLIPs Classroom walk throughs. Interviews with children. |

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| **Intended Impact (see overall target)** |
| Greater confidence and enthusiasm in maths as a result of acquiring mathematical fluency and language skills. |

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| **OUTCOMES** |

**Overall Target:** To improve standards in writing; including the attainment of spelling for year group expectations.

School Improvement Plan: LITERACY

2023/2024

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| **Current Situation/Critical Analysis** | **Required Changes (particularly teaching and learning)** |
| Formative and summative assessment show some number of children are behind their year group expectations.  Many children are not able to spell all the expected words by the end of each year.  Not all children are achieving age related expectations in writing. A focus on developing more independence and stamina in writing.  The assessment of reading takes place in various forms across school. To monitor whole school progression more thoroughly continuity is needed.  Reading at home is taking place more regularly. Rewards and incentives are in place to encourage this to continue.  Phonics is taught and monitored well and will remain a focus as it is critical to the development of reading and writing throughout the school.  Money has been given from PTFA to update KS2 guided reading books, add to book bands and purchase a wider range of free read texts. (September 2023) | Continue to support these children through intervention and class support.  Implement a new spelling scheme for years 2-6 (No Nonsense Spelling- September 2023) with 3 timetabled spelling sessions per week. Monitor CEW spellings at the end of each term.  Writing to be moderated through the whole school between the Federation (termly).  The monitoring and assessment of reading comprehension, inference and CEW reading, spelling and writing to be standardised across school with end of term assessments being reported and analysed in Cluster groups, assessment meetings and across Hornby and Leck.  Continue to stay up to date with phonics.  Continue to update KS2 guided reading books to ensure they are current, enjoyable and age appropriate. Focus on SEND texts to make sure the content is interesting and age appropriate. Links to topics and themes if appropriate. |

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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 meetings termly, in order to keep up to date with new initiatives/ catch up / intervention plans.  In addition to this staff to attend raising standards in writing courses CPD.  Literacy subject leader to attend the Lancaster cluster courses for literacy. | SC / NJ | Autumn, Spring, Summer | £95 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.  Re-establish whole school moderation sessions. |  |
| Continue to deliver Red Rose Letters and Sounds in Phonics and using the assessment tools to track progress.  Ensure children throughout school that are below age expected standards are identified and receive phonics intervention. | All infant staff and SC (subject lead)  JP MH – intervention  SENCO to timetable intervention time. | Ongoing | ££ for books  £££ | PTA / budget | Subject leader to observe phonics sessions to ensure good practice is being delivered.  Children receiving intervention are making progress and becoming more secure in their phonics knowledge and can use and apply what they have learnt. |  |
| To raise standards in writing across school. | All junior teaching staff | Autumn, Spring, Summer |  | Staff training budget | A focus on providing ample writing opportunities for children, across the curriculum.  Homework to give extra opportunities for children to write.  Competitions (BBC 500 words) to engage children and spark a love for writing.  Class teachers to liaise and attend courses on developing independent writing. |  |
| To improve spelling standards across school through the use of Non-nonsense spelling in years 2-6. | Infant and junior staff | Autumn, Spring, Summer |  |  | Implement a new spelling scheme for years 2-6, with 3 timetabled spelling sessions per week. Monitor CEW spellings at the end of each term. |  |
| Phase class teachers to moderate termly across the federation including the moderation of SEND pupils attainment. | All teaching staff | Autumn, Spring, Summer |  |  | SEND pupils to be assessed through the use of their individual targets (eg: PIVATS)  Results to be shared as a whole school so everyone is aware of progress and can identify children in need of intervention. |  |
| Continue to update current reading scheme to include age appropriate books for SEND readers.  Request money from PTFA | SC | Ongoing |  |  | New books to be purchased and added to our reading scheme. |  |
| 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.  LAPS used for guided reading assessment.  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 to improve.  Reading remains a priority in planning. |
| **OUTCOMES** |

School Improvement Plan: RE / Church School Distinctiveness

2023-2024

# 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)** |
| RE lessons are taught weekly for one hour and following the new updated Questful RE Syllabus. Lessons are taught as whole class to both KS1 and 2.  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 the children leading the school in saying grace before lunch.  Christian values – Our Christian values are based on the Fruits of the Spirit which been introduced and embedded across the school over the last few years. We are currently in the third full year of our Christian Values and continue to reinforce these values so that they are fully embedded in all aspects of school life - through our star of the week and by prominently displaying them throughout school. They are referred to by school staff and pupils each day through lessons and worship times when songs are chosen linked to the current value. Values 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 with this and need to ensure that our parents/families are more aware of them and their place in our school.  RE Policy was updated in May 2023 | * We are now on year two of a four year cycle of RE – we will continue to embed the new Questful RE syllabus across the school * Themes for worship continue to follow the half termly values, restarting in September with Love. * Updated RE and Worship displays to be in every area of school with relevant scripture verse. * The Juniors Worship Team to be relaunched with a focus on Courageous Advocacy. * Bible verses to be displayed prominently throughout the school. * ‘Wild Worship’ introduced for whole school worship half termly * Wild worship area to be established linked to ‘Where the Wildlings Are’ |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Costs /**  **When?** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| To revise RE rolling programs and embed the new Questful RE syllabus and resources across school. | B. Evans |  |  |  | Continue embedding new scheme throughout the year  Rolling programs reflect new syllabus. |  |
| To monitor the teaching, learning and assessing of RE units - book scrutiny, floor books, assessed work. | B. Evans | Ongoing | Staff meeting |  | The attainment and progress of children more easily identified using the ladder of expectation. Children aware of how to improve. |  |
| To undertake a twice-yearly whole school self-evaluation to monitor evidence of RE, Worship and Christian Values and multi-cultural faiths. | B. Evans | Start of Spring term  Summer term | Staff meeting |  | Strengths and areas for improvement identified which in order to address these throughout the year. |  |
| To continue develop children’s understanding of Christianity as a worldwide faith through use of images, artwork and displays around the school and discussions in RE lessons. | B. Evans | On going within lessons |  |  | Children show their understanding of Christian celebrations from around the world |  |
| 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. | B. Evans | Ongoing |  |  | The whole school family is aware of the Christian values that are embedded across the school. |  |
| Relaunch of the Worship Team – enable them to have a role in planning, leading and evaluating regular worship for the whole school including sharing half termly successes with our school family through the newsletter | B. Evans | September 2023 | Ongoing  Half termly meetings |  | Worship Team to take a lead half termly in whole school assemblies about a topic which is important to them. Also in occasional class worship and assisting in KS2 RE lessons.  Worship team to share with parents though school newsletter. |  |
| Launch Wild Worship and develop an outside worship / reflection area. | B. Evans | Spring 2023 |  |  | Wild Worship is a half termly form of worship, with use of our worship / reflective garden. Liaise with ‘Where the Wildlings Are’ on creating artwork which reflects the half termly value. |  |
| Introduce Courageous Advocacy to the school.  Produce Courageous Advocacy Rolling Program.  Inspire our worship team to conduct regular Courageous Advocacy assemblies. | B. Evans | Ongoing |  |  | Pupils understand what Courageous Advocacy is and how we can be advocates for the world around us.  Training by Jo Williams to support staff in leading in Courageous Advocacy |  |
| Select a charity which we will support this year as part of us being Courageous Advocates | B. Evans | Ongoing |  |  | Pupils research charities and present to the whole school.  All pupils to share in collaborative choice of charity to support this year.  Fundraise to support charity and invite a speaker into school to share about their work |  |
| Invite additional leaders of worship into school to lead assemblies (Wendy, Sister Sue, Jane Lee, Lol and from other faiths) | HT | Ongoing throughout the year |  |  | The effectiveness and impact of worship is deeper. Children are aware of People of Faith outside of our school family and from other faiths. |  |
| Total costs | | |  |  |  |  |

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| **Procedures for Monitoring Actions** | **Procedures for monitoring Impact** |
| PT to provide regular feedback on progress to Headteacher.  Policies to be forwarded to the Curriculum Committee when relevant | Self-evaluation walk-through to look for evidence, at the mid-point and end of the year.  Review impact of Courageous Advocacy and charity fundraising  Monitoring use of new RE scheme through book scrutiny, regular discussions with RE teachers, meetings with school advisor.  Review impact of Courageous Advocacy and charity fundraising at end of year |

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| **Intended Impact (see overall target)** |
| Children, staff and wider school family to show increasing understanding of our Christian values and to demonstrate these in all areas of school life. |

**Overall Target:** To ensure MFL, Speaking and Listening opportunities are increased and methods of recording and assessing are implemented.

School Improvement Plan: LANGUAGES

2023/2024

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| Current Situation/Critical Analysis | Required Changes (particularly teaching and learning) |
| French activity days have highlighted French across school and given an opportunity for children to develop French speaking. This practise is to be mirrored at Hornby.  Assessments are used to plan next set of learning.  Long term / Medium term plans are adjusted according to assessments.  New scheme has been put in place at Leck, 2 year rolling programme. | Make links with specialist teachers & schools with outstanding MFL teaching and share across the federation.  Speaking and Listening opportunities to be increased and recorded for assessment .  Monitor the impact of new scheme of work. |

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| **Actions (including staff training needs)** | Personnel / **Role** | **Time**  **Scale** | Costs **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| Staff to attend cluster subject leader briefing in order to keep up to date with new initiatives. | NJ |  |  | Staff training budget | Staff attend Lune Valley Cluster Subject Leader meeting.  MfL teachers across the federation to meet in addition to the above meeting. |  |
| Speaking and Listening opportunities to be increased at Leck across all KS2.  Recording and storage of Speaking and Listening assessment to be developed at both schools. | NJ |  |  |  | MFL Speaking and Listening attainment to be suitably assessed and stored, and for this to be used for future planning and opportunities. |  |
| Make links with specialists.  I.e. Sue Cross – volunteer  Share this with Hornby. | NJ |  |  |  | Co-ordinator to use advice from specialists to improve French lessons. |  |
| To deliver new scheme of work at Leck. | NJ |  |  |  | To monitor and assess effectiveness of new scheme of work at Leck. |  |
| Total costs | | | £ |  |  |  |

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| Procedures for Monitoring Actions | Procedures for monitoring Impact |
| MfL teachers to attend cluster and meet separately to monitor assessment of both schools. Mirror good practice. | Governor visits.  End of term unit assessments |

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| **Intended Impact (see overall target)** |
| Children to become more confident speakers and listeners which will positively impact all other areas.  Effective assessing of Speaking and Listening. |
| OUTCOMES |

School Improvement Plan – Behaviour

2023-2024

Overall Target: To improve behaviour in school

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| **Current Situation/Critical Analysis** | **Required Changes** |
| Too many children are causing low level disruption in class and in the playground. Staff are dealing with children new to school with behaviour issues which impact on other children.  Pupils with specific behaviour needs are not supported adequately and do not understand the boundaries and expectations of acceptable behaviour in and around the school. | Whole school approach to behaviour management with specific children.  Specialist advice needs to be acted upon to enhance change.  Interventions need to be targeted towards children in most need.  Pupils have a right to/ will have disruption free learning and to also feel secure and safe during playtimes, transitions and lunchtimes. |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Cost**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| Children are identified for behaviour interventions.  Whole school log book is kept of issues to highlight. | All | Spring 2 | Time | Budget | A clear log is maintained of issues to highlight children in need of support and success going forward.  Sanctions and consequences are recorded consistently and with transparency so that pupils behavioural needs can be addressed accordingly. |  |
| Specialist advice sought from Stepping Stones PRU.  Reports are acted upon. | All | Spring 1 | Covered by inclusion hub | Budget  Lancaster hub | Advice is given from specialists.  Feedback reports are shared between all staff to ensure a consistent approach in school. |  |
| Social Skills groups are consolidated and prioritised. | TAs lead group.  All | Spring 2 | Time | Budget | Identified children are part of a regular social skills group.  Behavioural change is implemented through the use of social skills. |  |
| Pupil progress meetings to also consider behaviour alongside curriculum results |  | Ongoing | Staff Meeting Time | CPD Budget | Improvements in behaviour are monitored on an ongoing basis |  |
| Review behaviour policy with all staff  Clarify expectations for behaviour | All | Ongoing | Staff meetings | Budget | All staff are clear on the rules and sanctions laid out in the behaviour policy.  Policy is shared with children and parents. |  |
| Arrange training for all staff with focus on behaviour | All | Autumn / Spring | £25pp | Training budget | Training supports whole school approach to behaviour |  |
| Total costs | | |  |  |  |  |

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| **Procedures for Monitoring Actions** | **Procedures for monitoring Impact** |
| Staff meeting minutes  Monitor intervention plans and specialist reports  Behaviour book audits | Staff identify a long term change in behaviour |

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| **Intended Impact (see overall target)** |
| Issues around low level behaviour improve in school |
| **Outcomes** |