Leck St Peter’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 ‘Valuing each person as created in the image of God and therefore of infinite worth.’

* We promote a school community based on sympathetic understanding of the Christian faith and with commitment to the Christian ethos.
* We welcome all children from the neighbourhood irrespective of their parents’ beliefs, providing an environment where faith ideas might be explored.
* We give priority to the spiritual, mental and physical development of all pupils, through all aspects of the National Curriculum.
* We address the changing issues of contemporary society through our Christian ethos and curriculum to prepare pupils to be responsible and caring global citizens of the 21st Century.
* We welcome and support interaction between school, home, church and the wider community.

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 vicar & other worship providers.   **Building / Capital**   * Enhance outdoor provision * Upgrade doors and windows as part of eco initiatives. * Investigate shelter provision for the Infant outside area. |

School Improvement Priorities

Academic Year 2022-2023

* **Music:** To ensure the planning and assessment for music reflects that of other foundation subjects
* **Maths:** To provide children with the skills necessary to make them confident engaged mathematicians.
* **EYFS:** To ensure that all children in the EYFS have developed appropriate social skills to meet the prime areas of the ELGs.
* **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 medium term planning. Make links with specialists.
* **Literacy:** To implement a whole school approach to assessing English. To build upon the progress in reading from last year. To improve spelling.

# Overall Target: To ensure the planning and assessment for music reflects that of other foundation subjects

School Improvement Plan: music

2022 - 2023

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| **Current Situation/Critical Analysis** | **Supporting Evidence** | **Required Changes (particularly teaching and learning)** |
| KS1 music is delivered by the non-specialist class teacher and the assessment sheets are used each half term to assess and help in planning.  Previously KS2 music was delivered by a specialist music teacher. After she left music was taken on by the then deputy but due to ill health, assorted temporary teachers have undertaken to teach music.  OFSTED in Sept. 2022 noted that some subjects, including Music, were not being as well planned and assessed as other foundation subjects. | OFSTED report 2022 | A long term plan - rolling programme - that maps out curriculum coverage in the same format as other foundation subjects.  Medium term planning based on music assessment sheets.  Music assessment sheets regularly updated. |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Costs**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| To audit existing music provision – planning, assessment and resources. | S.B | Spring 2023 |  |  | Up to date information on the status of music teaching in school. |  |
| To ensure staff are aware of the music assessment sheets and that their completion needs to be undertaken after each music unit. | S.B. | Autumn 2022 |  |  | Music assessment sheets being used. |  |
| To ensure music is mentioned in the Foundation subject policy. | S.B. | Autumn 2022 |  |  | A policy that reflects the school’s vision in relation to music. |  |
| To meet with staff (PT) to discuss music teaching eg. planning, resources, mixed aged teaching. | S.B  PT | Autumn 2022 Afternoon |  |  | Teaching in music is being undertaken and is being planned for using the same format as other foundation subjects -long term and medium term. |  |
| To purchase resources for the delivery of music eg, subscription to Charanga programmes. |  | Spring 2023 |  |  | Teachers equipped with necessary resources to deliver the Music curriculum. |  |
| Total costs | | | £100 |  |  |  |

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| **Procedures for Monitoring Actions** | **Procedures for monitoring Impact** |
| SB to provide regular feed back on progress to K S-R and at staff meetings. | Governor monitoring visits  Headteacher reports to governors |

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| **Intended Impact (see overall target)** |
| Music is valued as much as other foundation subjects and is planned and assessed in the same way as other subjects. |
| **OUTCOMES** |

School Improvement Plan: Maths

2022/2023

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

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| **Current Situation/Critical Analysis** | **Supporting Evidence** | **Required Changes (particularly teaching and learning)** |
| Y2 and Y6 SATs were undertaken.  2/3 Y2 children achieved Greater Depth in maths.  4/8 Y6 attained a pass with 3/8 missing out by a few marks.  Y4 undertook the Times Tables test for the first time. 4/5 children attained 20+/25.  Tracking of children has continued using White Rose assessment materials, KLIPs and teacher assessment.  White Rose maths has continued to be used as a means of delivering the maths mastery approach and the maths subject leader has continued to attend NNW Hub Maths Mastery Sustaining training.  Although Maths was an issue in the 2017 OFSTED inspection, the maths “deep dive” in the 2022 Ofsted Inspection found no areas of concern. |  | 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.  Greater use of stem sentences to embed mathematical language to aid reasoning.  Continued development of fluency: -  KS1 addition, subtraction and doubles facts  KS2 multiplication and related division facts  Use of homework, WR “One minute maths”, dedicated lesson time. |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Costs**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| SB to continue with the Maths Mastery training by taking part in sustaining sessions.  Approaches to be shared with staff. | SJB | ongoing  during  2022 - 2023 | free | Staff meetings | Staff more confident in planning and teaching lessons based on the Mastery Approach. |  |
| To continue to develop fluency and the development of good number sense in Reception, Year 1 and Year 2 children, by implementing daily sessions based on the NCETM “Mastering Number” project. Y3/4 children to use the materials as part of intervention where necessary. | SB VM SW  SR/LE | Ongoing during the year | free |  | Children’s fluency improved which can then be applied to reasoning and problem solving. |  |
| Staff training on the use of stem sentences.  “Maths walk” – evidence of visual aids, posters, word wall of maths vocabulary, stem sentences. | SB | Spring 2023 | free | Staff meeting | 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. |  |
| Parent information evening to explain the mastery approach and share resources they can use at home to support their children. | SB | Spring 2023 | free |  | Parents aware of the approach to maths in school. Improved confidence in ways to support their child/ren. Understanding of new White Rose maths scheme. |  |
| To foster enthusiasm and interest in maths, in the children, by holding a whole school World Maths Day. | SJB | Spring 2023 |  |  | Children inspired, enthused and engaged. Respond positively about maths in pupil interviews. |  |
| 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. |
| **OUTCOMES** |

School Improvement Plan – EYFS Development

2022-2023

# Overall Target: To ensure that all children in the EYFS have developed appropriate social skills to meet the prime areas of the ELG

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| Current Situation/Critical Analysis | Required Changes (particularly teaching and learning) |
| Our current cohort of children have missed out on early social interaction, due to Covid lockdowns. They find it difficult to share with other children and show extreme emotions (tantrums/sulking etc) during unstructured times. | Staff have a clear set of rules and adaptions to assist the children in controlling their emotions.  Adapted approach to social skill training. |

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| **Actions (including staff training needs)** | Personnel / **Role** | **Time**  **Scale** | **Cost**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| Attend training on EYFS social skills | VM | Spr1 | £70 | Budget | Come away with ideas on how best to implement any changes. |  |
| Meet with other EYFS teaching staff to decide upon our school approach. | VM SB SW | Spr1 | n/a |  | A decision made on how we will monitor and ensure children are meeting all the prime areas of the EYFS curriculum. |  |
| Implement a positive approach to behaviour and standards in the EYFS | VM SB SW | Spr1 | n/a |  | All staff are aware of the expected standards of behaviour and how we can get the most out of our children. |  |
| Research an effect reward system. | VM SW | Aut2 | n/a |  | Children will be eager to please when system is in place. |  |
| Read PSHE themed books, to discuss things like behaviour. | VM | All year | Class time |  | Children experience behaviour through a range of appropriate stories and in turn model this. |  |
| Circle time discussions and play social games. | VM | Sp2 | n/a |  | Contact the SRE Life Education Bus team, to access their range of resources suitable for the EYFS. Roll these out as a series of sessions for the children. |  |
| Assess the prime progress of the actions, against the ELG. | VM | Sum2 |  |  | Subject Leaders are using the end of year assessment document to assess progression throughout their subjects. |  |
| Total costs | | | £70 |  |  |  |

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| Procedures for Monitoring Actions | Procedures for monitoring Impact |
| Staff meetings  Assessment frameworks in place  EYFS Leader records  Clear record of learning/progression | Audit all staff using new approach to behaviour.  Record of behaviour |

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| **Intended Impact (see overall target)** |
| All children to behave appropriately to all members of our school community. |
| Impact: |

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 been introduced and embedded across the school over the last few years, however we are currently only in the second full year of our Christian Values due to Covid disruptions. We 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 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 with this and need to ensure that our parents/families are more aware of them and their place in our school.  An act of worship takes place daily in different ways: thought for the day, 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 suggests 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. * Outdoor worship area to be reinstated with ‘Wild Worship’ introduced. |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Costs /**  **When?** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| P Tidd to attend RE Conference in Autumn term for training on new curriculum.  Disseminate to RE teaching staff. | P Tidd  (with S Browne) | Autumn term | £100 |  | P Tidd to attend RE Conference.  PT meet with SB to share new syllabus |  |
| To revise RE rolling programs and embed the new Questful RE syllabus, website and resources across school. | P Tidd (with S Browne) | 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. | P. Tidd | 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. | P.Tidd / V Mather | 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. | P. Tidd  S. Browne | 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. | P Tidd /  G Knapp | Weekly |  |  | 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. | P Tidd | September 2022 | 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. | V Mather | Spring / Summer 2023 |  |  | Wild Worship is a regular form of worship, with use of our worship / reflective garden which shares current value. |  |
| Invite additional leaders of worship into school to lead assemblies (Wendy, Sister Sue, Lol) | 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** |
| PT 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 now timetabled weekly.  French activity days have highlighted French across school and given 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. | NJ |  |  | 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. | NJ |  |  |  | MFL to be assessed in line with other school foundation subjects. |  |
| Make links with specialists.  I.e. Sue Cross - volunteer | NJ |  |  |  | Co-ordinator 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 implement a whole school approach to assessing English. To build upon the progress in reading from last year. To improve spelling.

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| **Current Situation/Critical Analysis** | **Required Changes (particularly teaching and learning)** |
| Formative and summative assessment show a small number of children are behind their year group expectations, this is due to the impact of the pandemic.  Many children are not able to spell all the expected words by the end of each year.  Y6 to develop more independence 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 throughout the school.  Money has been requested from PTFA to update current KS2 guided reading books and Lime band books. (September 2022) | Continue to support these children through intervention and class support.  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.  A writing book to show the progress through each child’s learning journey at Leck to be set up, this will be used to monitor progression yearly and through each phase will be set up and the whole school will produce 4 pieces of work based on the same theme each year.  The monitoring and assessment of reading comprehension, inference and CEW reading, spelling and writing has been standardised across school with end of term assessments being reported and analysed. (Sept 2022)  Update KS2 guided reading books to ensure they are current, enjoyable 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 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. |  |
| To update whole class guided reading books in KS2 to ensure they are current, enjoyable and age appropriate.  To supplement the EYFS and KS1 reading scheme with further phonics scheme books. | KS1 staff | Ongoing | ££ for books  £££ | PTA | Re-establish whole school moderation sessions.  To invest further in quality, modern texts and phonics texts. |  |
| To provide extended writing opportunities linking in with current topics for cross curricular writing opportunities.  To develop Y6 independence in writing | All junior teaching staff | Autumn, Spring, Summer | Books  Plastic covers  Course fees. | Staff training budget | Whole school writing pieces to be displayed in a writing book which will show the progress through each child’s learning journey at Leck. Use the book to monitor progression yearly and through each phase. Show how Y6 are developing independent skills.  Y6 teachers to liaise and attend courses on developing independent writing. |  |
| To improve spelling standards across school |  | 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 |  |
| To develop a whole school approach / continuity to assessing in English. |  | Autumn, Spring, Summer |  |  | Whole school continuity in assessing reading spelling and writing to be implemented.  Results to be shared as a whole school so everyone is aware of progress and can identify children in need of intervention. |  |
| Books to match phonics sounds in Key Stage One: following Red Rose Letters and Sounds scheme of learning. | KS1 staff | Aut |  |  | New books to be purchased and added to 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.  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 improve.  Reading remains a priority in planning. |
| **OUTCOMES** |