Leck St Peter’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 ‘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  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 doors and windows as part of eco initiatives. |

School Improvement Priorities

Academic Year 2023-2024

* **Maths:** To provide children with the skills necessary to make them confident engaged mathematicians.
* **EYFS:** To develop speech, attention and listening skills of our EYFS children and build on their resilience.
* **Church School Distinctiveness**: To reinforce the school’s Christian values and distinctiveness and ensure that they permeate throughout school life.
* **Languages**: To ensure MFL, Speaking and Listening opportunities are increased and methods of recording and assessing are implemented.
* **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 implement whole school approach to assessing English. To build upon the progress in reading from last year. To improve spelling.

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 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.  Not all children are achieving age related expectations in writing. 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.  In addition to this staff to attend raising standards in writing courses CPD | 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. |  |
| . | KS1 staff | Ongoing | ££ for books  £££ | PTA | Re-establish whole school moderation sessions.  To invest further in quality, modern texts and phonics texts. |  |
| To raise standards in writing across school. Including raising attainment of spelling in line with year group expectations. | 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 through the use of Non nonsense spelling. |  | 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. |  | 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. |  |
| Update current reading scheme to include age appropriate books for SEND readers.  Request money from PTFA |  |  |  |  | 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 |

**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: 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. | P Tidd (with S Browne) | Autumn Term |  |  | 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. | P. Tidd | 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. | P. Tidd  V Mather | 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. | P. Tidd  S. Browne | 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. | P Tidd  G Knapp | 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 | P Tidd | 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. | V Mather | 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. | V Mather  P Tidd | 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 | V Mather  P Tidd | 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) | Headteacher | 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 K S-R.  Policies to be forwarded to the Curriculum Committee when relevant | Self-evaluation walk-through to look for evidence, at the mid-point and nd 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. |
| OUTCOMES |

# 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.  2/4 (50%) Y2 children achieved Expected in maths.  6/9 (73%) Y6 attained a pass – up from 71% in 2022  Y4 undertook the Times Tables check - 3/7 attained a pass  White Rose maths has continued to be used as a means of delivering the maths mastery approach.  A maths information evening for parents was offered in January and October but both were cancelled, due to lack of interest.  An enjoyable Maths Day was held in March with children responding enthusiastically to a range of problems and puzzles. |  | 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:-  KS1 – Y1 addition, subtraction, doubles and halving facts  Y2 multiplication and division facts for 2, 5 and 10 times tables  KS2 multiplication and related division facts  Use of homework, WR “One minute maths” and TTRS programmes.  Designated lesson time. |

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| **Actions (including staff training needs)** | Personnel / **Role** | **Time**  **Scale** | **Costs**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| EYFS and KS1 to start to use the revised and updated White Rose version 3 maths scheme. | SJB VM SW | Throughout the year | free |  | Staff confident in using the new materials. |  |
| Staff to continue emphasising use of stem sentences and correct terminology – WR maths power point slides, work books, displays. | SB | Throughout the year | free |  | Children attempting and answering reasoning questions successfully and not being hindered by lack of understanding of the question eg. use of unfamiliar maths terminology.  Evidence of correct vocabulary in workbooks. |  |
| Material from mastery sessions to be shared with staff.  Daily chanting/practise to be undertaken.  From Y2 upwards multiplication and division facts to be homework focus – use of WR “One minute maths” app and TTRS  Tracking every term which tables are known – undertake a baseline test. | KS2/Y2 staff | Through out the year. |  |  | 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 |  |
| 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, tables tests, KLIPs |

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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

2023-2024

**Overall Target:** To develop speech, attention and listening skills of our EYFS children and build on their resilience.

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| **Current Situation/Critical Analysis** | **Required Changes** |
| Our EYFS class were babies during the pandemic and SALT levels are low throughout. The children have poor independence and lack emotional resilience. | Improved communication and speech sounds.  Improved resilience in all situations/ |

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| **Actions (including staff training needs)** | **Personnel**  / **Role** | **Time**  **Scale** | **Cost**  **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| WellComm baseline for children we have recognised with SALT gaps. | VM | Aut 1 | Time | Budget | We will have a starting point to develop from during the year and specific areas to work on. |  |
| WellComm assessments for target children, every half term. | VM | Half termly | Time | Budget | To identify gaps within the areas of communication and language. |  |
| WellComm activities, taken from the handbook, according to gaps. This will include whole class and 1:1 activities. | SW  JN | Ongoing | Time | Budget | To bridge the gaps, so that all children make expected levels of progress, using the WellComm handbook suggestions to plan activities. |  |
| To encourage children to become more independent, dressing and undressing, shoes, toileting, coats. | All staff | Ongoing | Time | Budget | Children to make expected levels of progress in the area of PSED.  Staff to step back and allow children time to carry out these self-regulation tasks, teaching them these skills if need be. |  |
| To encourage children to become more resilient. | All staff | Ongoing | Time | Budget | Engaging in whole class activities to develop resilience and children achieving expected of progress in PSED: Managing Self.  To achieve this we will conduct sessions in: forest schools, Borwick hall, new activities and trips, Where the Wildings are initiative, courageous advocacy activities. |  |
| Total costs | | |  |  |  |  |

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| **Procedures for Monitoring Actions** | **Procedures for monitoring Impact** |
| Regular WellComm assessment to ensure progression.  Observations of children for independence and resilience.  Tracking children’s progress. | To ensure that all children have made expected levels of progress with the ELG, monitored through regular tracking. |

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| **Intended Impact (see overall target)** |
| To develop speech, attention and listening skills of our EYFS children and build on their resilience. |
| **Outcomes** |