



## Silverdale St John's CE Primary School School Improvement Plan 2019 – 2020

Target	Autumn Steps	Spring Steps	Summer Steps	Success Criteria
<b>To raise the standards in reading across school and for KS2 Reading SATS results to be at least in line with national expectations.</b>	<p>All children (inc KS2) to have reading record books.</p> <p>Re-emphasise the need for all children to read daily at home, on a homework letter, including all areas of assessments.</p> <p>Children reassessed to see which reading band they should be on.</p> <p>Guided reading sessions to be reviewed in KS2.</p> <p>Lesson observations by subject leader.</p> <p>Subject leader investigate ideas for motivating reluctant readers and introduce them across school.</p> <p>Reading buddies organised (Harriers/Herons) and introduced weekly.</p> <p>Quiet reading introduced every morning (except Monday) between 8.55 and 9.10am.</p> <p>Focus the children's attention to different times when they need to read in school.</p> <p>Continue trips to the library every 3 weeks.</p> <p>Assessment paperwork to be consistent across school.</p> <p>Children identified for needing extra reading with TAs or volunteers.</p> <p>Subject leader to meet with volunteers (in house training to ensure consistency).</p> <p>English governor visit school.</p>	<p>Reading books and guided reading books to be banded throughout school.</p> <p>Reading challenge introduced.</p> <p>Reading comprehension practice for Year 6 – past papers.</p> <p>Y6 Reading boosters introduced if necessary (following assessments).</p> <p>SATS boosters/practice.</p>	<p>SATS boosters/practice.</p> <p>Teacher assessments and formal assessments analysed.</p>	<b>All children are confident readers across the school, with all Y6 children meeting (or exceeding) their individual targets.</b>
<b>To raise the standards in SPAG across KS2 and for KS2 SPAG SATS results to be at least in line with national expectations.</b>	<p>Phonics/SPAG groups organised across the whole school using Phonics Phases and Non-nonsense spelling.</p> <p>Sessions to be held immediately after play 3x per week.</p> <p>Groups taught by teachers/TAs who work with most of the group in class.</p> <p>Spellings to be sent home weekly, with spelling tests.</p> <p>Glossary sent home to parents with SPAG vocabulary.</p> <p>Basic spelling rules revisited in KS2 – non-negotiables.</p> <p>English governor visit school.</p>	<p>Review system and make changes if necessary.</p> <p>Whole school phonics/SPAG training.</p> <p>SPAG practice for Year 6 – past papers.</p> <p>Y6 SPAG boosters introduced if necessary (following assessments).</p>	<p>SATS boosters/practice.</p> <p>Teacher assessments and formal assessments analysed.</p>	<b>Children understand and can use the terminology to help them access the SPAG aspect of the English curriculum, with all Y6 children meeting (or exceeding) their individual targets.</b>
<b>To ensure all children are making at least expected progress in Maths.</b>	<p>Pupils' progress analysed in relation to attainment and progress.</p> <p>Identified children (not on track in attainment or progress) to be matched with appropriate intervention (provision map) or challenge (planning).</p> <p>TAs and teachers made aware of specific needs and interventions.</p> <p>Parents informed of their children's needs, interventions and their responsibilities for extra support they should give at home (esp Y6 SATs support).</p> <p>Training provided for teachers and TAs if necessary.</p> <p>Maths subject leader attend training</p> <p>Book scrutiny (focus Y6) – with feedback</p> <p>Lesson observations (focus Harriers)</p> <p>Maths subject leader meet with Maths governor</p>	<p>New provision map created and interventions matched to children's needs.</p> <p>Training provided for teachers and TAs if necessary.</p> <p>Maths updates.</p> <p>SATS boosters/practice.</p>	<p>SATS boosters/practice.</p> <p>Teacher assessments and formal assessments analysed for those children identified as needing interventions.</p>	<b>Children's individual needs are identified and met through support in class, interventions, help from outside agencies (when necessary) and through parental support at home.</b>
<b>To ensure all children are accessing the curriculum and making at least expected progress, with appropriate interventions in place for those who</b>	<p>SENCO identify children's needs based on assessments of Maths and English and on social and emotional needs.</p> <p>Identified children to be matched with appropriate intervention (provision map).</p> <p>TAs and teachers made aware of specific needs and interventions.</p> <p>Parents informed of their children's needs, interventions and their responsibilities for extra support they should give at home.</p> <p>All parents informed of the range of interventions we can provide in school and support we can sign post families to for extra support (non-educational).</p> <p>Training provided for teachers and TAs if necessary.</p>	<p>New provision map created and interventions matched to children's needs.</p> <p>Training provided for teachers and TAs if necessary.</p> <p>SENCO updates.</p> <p>SATS boosters/practice.</p>	<p>Teacher assessments and formal assessments analysed for those children identified as needing interventions.</p>	<b>Children's individual needs are identified and met through support in class, interventions, help from outside agencies (when necessary) and through parental support at home.</b>

<b>have identified needs.</b>	SENCO attend update meetings and other relevant twilight meetings (Stepping Stones school). SENCO meet with SEND governor.			
<b>To develop a curriculum which is ambitious and designed to meet the needs of all learners and ensuring all subject leaders are confident about the teaching, skills, content and progression in their subject areas.</b>	Investigate the new OFSTED framework, in relation to subject leaders; intent, implementation and impact. School council to find out about children's favourite topics studied. School council to identify possible new topics for the future. Audit the pupil's needs and the school's strengths for unique selling points and for possible gaps in the children's knowledge and skill set. Subject leaders to ensure their subject is ambitious, is accessible to all and there is good progression and coverage, in line with the timetable (see above). Identify subject leader roles, depending on staff in school in September. Observation and monitoring timetable organised for subject leaders to visit classes, talk to the children and look through books. Subject leaders visit classes (according to the timetable). Update subject leader folders and attend subject leader twilight sessions. Subject leaders to identify training needs and relevant courses. Resources sought and bought for subject areas Investigate the new OFSTED framework, in relation to subject leaders; intent, implementation and impact. Create a timetable for auditing subjects – use Examining Teaching and Learning (LCC)	Subject leaders visit classes/ look through books etc. (according to the timetable). Review the current topics and identify possible new topics, ensuring coverage and progression.	Create a new 4 year rolling programme for KS2, ensuring coverage and progression. End of year assessments collected by the subject leader for each subject – children working below, at or above expectations. Audit of areas to focus on in next year's SIP.	<b>Children are engaged in learning and the topics taught are relevant to what the children in Silverdale School need to help them thrive here and in the wider world. Every subject in school is being taught well and the children are making progress. Subject leaders have a good understanding of how this is happening.</b>
<b>To introduce and embed a vision for the school in line with diocese guidelines.</b>	HT to meet with diocese advisor to consult on the new vision statement. QoE committee to discuss vision. Worship council to discuss vision. Worship council to plan and deliver a worship session based on vision. Vision shared with parents and other stakeholders, with feedback requested.	HT to meet new clergy (if in place) and discuss vision. Vision added to newsletter and on any correspondence (email or paper letters) and displayed around school.		<b>All stakeholders are aware of and work towards the vision, and the bible verse linked to it, for the school.</b>

Many steps from the Autumn and Spring terms continue throughout the year and will be built on and adapted as the year progresses.

\* As part of these targets, we will continue working on the OFSTED targets from Dec 2017;

- staff have consistently high expectations of the accuracy of pupils' spelling and punctuation and the quality of their handwriting
- in mathematics, particularly within key stage 2, teachers move most-able pupils on to new challenges quickly enough so that they reach their full potential.

Ongoing focuses				
EYFS	Extra Curriculum Activities	Premises	Global citizenship	Writing
Ensure transition in September is smooth and good links are created with parents. Continue to make good use of the indoor and outdoor areas to enhance learning. Monitor staffing levels to ensure ratios are met and children make good connections. Continue working with Herons to ensure smooth transition next year to Year 1.	Identify clubs that the children would like offered at school. All subject leaders involved source provision and monitor its use. Newsletters and articles for the Parish magazine include requests for help with after school and lunch clubs.	Meet with Cowans and present list of jobs that need completing, with timescale. Continue fundraising to raise money for the roof repair via newsletter and flyer in parish magazine. Liaise with Cowans in Summer term to minimise disruption while work is going ahead. Review the premises contract and include general tidying up outside.	Continue weekly PHSC sessions using Coram education resources. Watch Newsround and encourage discussion on current affairs. Make links with other places around the world and in this country. Encourage visitors in e.g. missionaries. Y5/6 residential to Liverpool. Use map displayed in corridor to find out about different countries.	Continue focusing on non-negotiables and editing when writing. Continue conference marking using short pieces of writing with those in KS2 who struggle with the non-negotiables. Ensure those things taught in phonics/SPAG are used in writing. Use Big Write books in KS2 to assess independent writing easily and publishing folders for writing produced at the end of each unit of work.

*Throughout each aspect of the SIP we will focus on Leadership and Management, Quality of Education, Behaviour and attitudes and the Personal Development of the children.*