



Silverdale St John's CE Primary School

School Improvement Plan 2021 – 2022 (inc COVID recovery)

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.

Target	Autumn Steps	Spring Steps	Summer Steps	Success Criteria
INTENT	IMPLEMENTATION			IMPACT
<p>Writing To improve the quality of writing across school.</p>	<p>First two weeks – KS2 recap non-negotiables Identify gaps Create individual targets Big Write books used to keep independent writing separate from class work* Global learning each morning with two sentences to write/edit* Fix it time with a TA every afternoon – conference marking* High quality phonics/SPAG teaching – staff up skilled if necessary High quality text used to inspire writing* Modelled writing – on display* Eng SL – Support with planning cycle, discussions with staff and English ambassadors* Wow wall for writing/certificate in Celebration Assembly* Focus/time built in for editing* Writing training for SL and teachers Opportunities for purposeful writing linked to theme* – e.g. poetry day Teacher Assessments – half termly</p>	<p>Moderation - book scrutiny Update individual targets when achieved* SL - Lesson walkthroughs SL – 1:1 time with teachers to identify gaps and targets for children SPAG boosters</p>	<p>Moderation – cross school SPAG boosters</p>	<p>All children are making expected or better than expected progress, with most writing at their Year Group Expectations or at Greater depth.</p>
<p>Support To ensure all children's additional needs are met.</p>	<p>TAs clear about role – KM redeployed - providing emotional/behavioural and social support CPOMS purchased – staff trained Children with additional needs identified and provision map created – educational and emotional/behaviour* SENCO meeting with TAs* KM training – proven interventions for emotional/social/behaviour KM visit other school to get ideas about interventions that could be introduced Different interventions are used and impact evaluated* IPPs evaluated and adapted with parents* Parents informed of Early Help they can access Staff aware of different needs of children – understand that behaviour is communication and interact/support accordingly*</p>	<p>Evaluate impact of interventions – change and adapt if necessary* Provision map updated as necessary* Y6 children needing support with SATS identified Booster groups for identified children (Y6)</p>	<p>Booster groups Support for Y6 children with SATS</p>	<p>All children with additional needs are being supported, with progress in all areas clear.</p>
<p>Curriculum To build staff confidence when leading their subjects, ensuring that the</p>	<p>Plan curriculum around key identified areas – DIVERSITY, GRATEFULNESS AND ENDURANCE* All teachers plan together to ensure skills progression* Ensure parents understand skills progression through repeated topics across school</p>	<p>Subject leaders teach own subjects in different classes (half a term) – Computing & Art</p>	<p>Subject leaders teach own subjects in different classes (half a term) – Science & Geography</p>	<p>All Subject Leaders are confident ambassadors for their subjects and children are making</p>

<p>curriculum is being covered fully and children are accessing the key skills in every subject at the right level.</p>	<p>SL – ensure we have resources necessary to teach high quality lessons* Monitoring schedule re-established SL to monitor – lesson walkthroughs – Science, DT, Maths and Computing SL to gather evidence of high quality teaching and learning – Science, DT and Computing SL – organise subject leader files* SL – meet with ambassadors from each class* Review themes after a complete cycle and plan Spring term – making changes if necessary SL – report to govs about subject Science and Maths SL – twilight training sessions*</p>	<p>Assessment – create clear guidelines for below, at and greater depth in curriculum areas for theme* Lesson walkthroughs – RE and Geography SL - report to govs about subject – English and RE</p>	<p>Lesson walkthroughs – DT, Computing, PSHE/Class Worship SL - report to govs about subject – Geography and Computing</p>	<p>progress in all areas of the curriculum.</p>
<p>Extra curricular/enhanced curriculum To provide the children with a range of different experiences in school and out of school hours</p>	<p>School council/worship teams reformed House Captains decided Visit to Borwick Forest School sessions for all year groups* Whole school trip – Eureka? Clubs reinstated* – football (MFC), rugby (Kirkby), running (parent), multi skills (Tim Fletcher), Young Voices (KW) Children take part in Small Schools Competitions* Request for volunteers to run other clubs on newsletters/FB* Science Week/Poetry Day Christmas DT projects Visits by people who work with electricity – request on FB/newsletter Trip to Heysham Power station Survey – future after school clubs Contact After School club providers based on survey Pupil Parliament visits* Visits to Bleasdale school and children come to us (if possible)* Christmas Play/Performance (with Bleasdale if possible)</p>	<p>Visitors from other faiths in school* Visitors from different places around the world in school* Create link with Dallas Road – visit school and do forest school session with them* Re-evaluate clubs and change if necessary* Trips linked to theme* School Council to share ideas for fund raisers or extra activities*</p>	<p>Create link to another school/charity in a different country. Residential for Year 5/6 Sleepover in hall for Year 3/4? Sports Week – visits and visitors Summer Performance (Gaskill Hall)</p>	<p>All children have access to a wide range of activities/experiences to build a variety of skills.</p>

* Autumn and Spring targets continue throughout the year and will be built on and adapted as the year progresses.

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.