



Silverdale St. John's CE Primary School – School Improvement Plan 2025-2026

Mission Statement:

Inspiring Success through Learning, Community and Faith.

1 – Religious Education and Worship; Vision and Values

Lead Personnel: Caroline Tetchner Sarah Sanderson Governors: Rev. Eve Quillian Mr. P. Barfoot	Overall Target: To ensure that the school's distinctive Christian vision is established and promoted at all levels to enable our children, adults and the community we serve, to flourish.	Success Criteria: <ul style="list-style-type: none"> Staff are confident in the expectations/implications of the new SIAMS The school community share and live out our vision All stakeholders are involved in the M&E of collective worship Church links are developed further.
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INTENT (Including staff training needs)	Task	Who/What/When (IMPLEMENTATION)			Cost	IMPACT Success Criteria/Intended Outcomes
		Autumn Term	Spring Term	Summer Term		
To consider the long-term implications of the new SIAMS framework	Ensure key staff receive dedicated time to discuss and plan action required.	SS/CT: Schedule time SS/CT: Plan action required	SS/CT: Schedule time SS/CT: Commence changes needed; gather evidence of how school has addressed framework	SS/CT: Schedule time SS/CT: Assess changes	N/A	SS will work closely with Foundation Governors on the SIP – and it will have been evaluated termly. There will be half termly dates in the diary to meet with vicar/TBA.
	Ensure key staff and Foundation Governors receive necessary updates/ information/ training to support them in the actions agreed.	CT: Train staff and governors in new SIAMS framework	CT: Brief staff and governors	CT: Brief staff and governors	N/A	Termly meetings with Pete Barfoot and the new vicar with regards training. Sharing of information and expertise. This will then be fed back to staff at staff meetings.
	To develop school prayers linked to our Christian vision.	CT: Develop School Prayers	CT: Commence use of School Prayers		N/A	School prayers will be embedded across school from nursery upwards. These will be: The Grace at lunch time Going Home prayer The Lord's prayer will be shared at least once a week (on Monday) in worship.
	Survey parents, staff and children to gain relevant information to	SS/CT/Governors: Parent Questionnaire to survey parents; assess results; prepare initial draft	CT/SS/Governors: Redefine V&Vs. Roll out to policies.	CT/SS	N/A	The Vision will be embedded across school and will be a header on every policy and planning document. The Vision will be displayed in every classroom. The children will be



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	help support our Vision.					able to share what the Vision of Silverdale St John's is from year 2 upwards.
	Ensure Pupil Voice is regularly heard - pupil interviews on purpose of prayer, reflection and stillness.	SS/CT: Instigate Pupil Voice	SS/CT: Pupil Voice session on prayer, reflection and stillness. JJ carry out pupil questionnaires with Year 4	SS/CT	N/A	Every School Council meeting will have worship on the agenda. The children will be encouraged to have input to the planning of Collective Worship – festival days and charity days. The will be a Worship Action Plan.
	Visit other schools to share good practice AOW.	SS: School visits to assess other schools' good practice	SS: plan and implement changes to AOW	SS: Monitor AOW	N/A	PB/Vicar will have input to the Collective Worship Plan. S/he will follow the theme, not just reading Bible stories, encouraging children to be part of the worship and to use artefacts in church. Children to practise speaking in church and reading from the Bible.
To ensure that the school's vision of 'Inspiring success through learning, community and faith' encourages children to behave with high levels of respect to others and is embedded into the everyday life of school.	Courageous Advocacy Children are encouraged to use their voices and raise awareness of issues important to them.	School Council to raise an issue termly that enables the school community to make a difference locally, nationally, internationally. Encourage wider community to become involved SS: Convene termly School Council Meeting	SS/Convene termly School Council Meeting SS: Follow up from previous term	SS/Convene termly School Council Meeting SS: Follow up from previous term	N/A	All children in school will feel they have made a difference to the chosen cause. Jan 2025 Cards for loneliness Hair cut for cancer research Elf run Refugees? Engage School Council in a cause for Spring term.
	Incorporate 'big questions' into our RE topic planning/ lessons.	CT: Teach the children about the background of charity days and help the children to explore the issues further. CT: Explore with children the charities/projects they wish to support and why	CT: report and monitor	CT: report and monitor	N/A	Children will be given background on any charities that are being supported for that year. The School Council will choose the charity and will do their own research.



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		CT: Choose charity; fund raise				
	All to consider, how do we live out our vision every day at school and beyond?	SS: Discuss at staff meetings, Gov meetings, in class, worship.	SS: Discuss at staff meetings SS: take on board changes to vision and implement	SS: Discuss at staff meetings SS: take on board changes to vision and implement	N/A	The children will have chosen a local, national and international charity to support and will familiar with how they support and be able to track progress and impact of their efforts as global citizens.
Theologically rooted Christian vision	Ensure Vision meets school's requirements	Governing Board to discuss	Families and children to discuss Agree Vision	Publish and promote Vision	N/A	The Vision will be embedded across the school and will be a header on each policy and planning document. The vision will be displayed in every classroom. The children will be able to share what the vision of Silverdale St. John's is from Year 2 upwards.
IQ1 - How does the school's theologically rooted Christian vision enable pupils and adults to flourish?	How is the Christian vision expressed?	Collate Christian Values Hold children session to agree Values Promote academic year Values to children, staff and governors Discuss with teachers how to promote Values in classrooms Add sessions on School Vision to Collective Worship	Modify teaching to include Christian Values Review use of Values in teaching		N/A	To promote the school's vision throughout all activities in school. To ensure pupils are aware and understand the vision and values that are central to the school's philosophy
	What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish ?	Reference Vision in FGM and committee meetings Evidence that decisions taken consider V&Vs Add Vision to header of each school policy and procedure			N/A	To ensure that all staff in school, including governors, understand and buy into the Vision and Values and use these to govern, focus and direct the school.



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IQ2 – How does the curriculum reflect the school's theologically rooted Christian vision?	How is spiritual development an intrinsic part of the curriculum?	Facilitate discussion on spirituality in staff debates Form curriculum around how to learn spirituality Train teachers in how to learn topic. Ensure teachers have necessary tools			N/A	To develop spirituality in all the school, from those with faith to non-believers. To promote the sense of being a part of a larger entity To promote a sense of awe and wonder, to take joy and pleasure in small things To understand that spirituality gives a person and offers something to respond to
IQ7 - What is the quality of Religious Education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?	What is the quality of teaching ?	Assess teachers' abilities Train where necessary Assess non-religious world views. Train where necessary			N/A	To ensure that teaching staff have the training and confidence to teach RE across school in a consistent manner.
	How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?	RE Subject Lead monitoring visits to all classes	SL monitoring visits to all classes SL to use Learning Maps to judge progress	SL monitoring visits to all classes	N/A	To ensure that the SL and teachers have the tools and knowledge to assess progress in RE learning
	How does assessment inform teaching and learning?	Modify approach on content of RE teaching	Assess RE content taught across whole school		N/A	To use available feedback from pupils, staff and te pupil teams to learn and modify what and how the teaching of RE is carried out in school to improve.



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2 - Quality of Education

Lead Personnel: Sarah Sanderson Clare Hodkinson Governors: Mr. S. Edge (Maths) Mrs. P. Broadhurst (English)	Overall Target: To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and Cultural Capital they need to achieve well and succeed in life.	Success Criteria: An effective and engaging curriculum is implemented and delivered across the school which enables the application of Maths and English skills and a greater depth of understanding & application of knowledge and skills across all subjects Staff are confident in providing learning and teaching styles which engage and support ALL learners.
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INTENT (Including staff training needs)	Task	Who/What/When (IMPLEMENTATION)			Cost	IMPACT Success Criteria/Intended Outcomes								
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To ensure Quality First teaching for all	CPD to support teachers in planning for the application of basic skills and enriching pupils' vocabulary in each subject. Support from consultants – Engaging Learners/use of formative assessment.	CH to do lesson visits on English – focus on basic skills and vocabulary. CT to attend Talk for Writing course	All CTs to visit other schools and have opportunity to see other good practice.		N/A	Training records show that CPD training has been taken. Staff will feel confident with new initiatives. SL will lead by example when teaching on their subject and will be confident in sharing with and have others observe lessons.								
To ensure that all Subject Leaders identify what the key knowledge is for each year group and that this is progressive across all classes. OFSTED Improvement Point: 'Demonstrate that the school has a clear understanding of how well pupils are increasing their knowledge over time'.	Focus subjects to be developed – DT, Art Training for staff to develop their pedagogy to ensure that the implementation of the above is effective. HT to identify training needs. CH/SS Spelling course	SLs to use Subject Leader Toolkits to support how they use their time effectively. SLs to seek WAGOLS for year groups so as to ensure they know what year group expectations are. <table><tr><td>English</td><td>Claire Hodkinson</td></tr><tr><td>Maths</td><td>Julia Jackson</td></tr><tr><td>Science</td><td>Claire Hodkinson</td></tr><tr><td>RE</td><td>Caroline Tetchner</td></tr></table>	English	Claire Hodkinson	Maths	Julia Jackson	Science	Claire Hodkinson	RE	Caroline Tetchner	Lessons visits from SLs documented on correct form:	SL pupil discussions documented on correct form:	N/A	The curriculum as a whole is well designed – key knowledge is identified and children make good progress. Work in books demonstrates high expectations and strong outcomes. Pupils' knowledge demonstrably increases over the school year. Pupil knowledge builds on concepts and information learned in lower classes.
English	Claire Hodkinson													
Maths	Julia Jackson													
Science	Claire Hodkinson													
RE	Caroline Tetchner													



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		SEND Sarah Sanderson				
Comprehensive and consistent lesson planning OFSTED Improvement Point: ' Some staff are unsure how to meet the needs of pupils with SEND ' OFSTED Improvement Point: ' Some staff do not adapt their delivery of the curriculum to meet pupils' additional needs well enough '.	Teachers liaise with TAs to share plans – Monday mornings – provide them with a copy.	Children with SEND to be planned for with their needs in mind – not always given adult support. Appropriate resources readily available to children with SEND	SS to monitor lesson plans		N/A	TAs are clear about their roles in lessons due to receiving plans ahead of the week's teaching. Specific plans for pupils with SEND are developed and followed. Pupils with SEND are taught to their needs and demonstrate increased learning and engagement.
To accelerate progress in Maths across the school	Continue to use Times Tables Rockstars across school Implement White Rose Maths across school	All CTs will set time aside for TTRS daily. Maths SL will monitor this. TTRS Leader Board will be updated weekly.	SL to Evaluate White Rose Maths		N/A	Children will be encouraged to use Times Table Rockstars at home and at school. RRMS scheme will be embedded and will be used for homework. Improvement in use of TTRS at home.
To accelerate progress in Reading across the school	Continue to develop Early Reading by: - Monitoring of Phonics to ensure all staff are teaching this effectively - Monitor the progress of weaker readers across the school - impact of any interventions	CH - Lesson visits of spellings and phonics sessions. Feedback given to CTs and TAs. Check reading books match children's phonics reading phase.	Explore accelerated reader. Start to develop reading books for the scheme		N/A	To increase pupils' love of reading to give benefits across the whole curriculum. When questioned a wide group of pupils speak positively about reading. Better use of school library.



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OFSTED Improvement Point: 'Improve the pupils' love of reading'	<ul style="list-style-type: none"> - Ensure that weaker readers are heard to read 1:1 daily? - Develop a Love of Reading. Explain strategies – class novels – use of library, texts in English overviews etc	Questioning of CTs: Are your children being stretched and challenged? All CTs/TAs to check reading records daily – feedback to parents if not happening				Engaged parents in helping children read more and wider. Positive reports about pupil reading from parents.
	Implement Accelerated Reader across KS2	Promote AR to school and parents Pilot and roll out AR across KS2	Monitor AR and modify approach and implementation as needed	Monitor AR and modify approach and implementation as needed	£4k over 3 years	To increase pupils' love of reading to give benefits across the whole curriculum. When questioned a wide group of pupils speak positively about reading. Better use of school library. Engaged parents in helping children read more and wider. Positive reports about pupil reading from parents.
Improve Work Presentation	Improve pupil's understanding of what good quality presentation is and their adherence to the requirements for this.	In lesson visits ensure handwriting is being modelled and is near/cursive (precursive in EYFS).	Pupils will know what a 'good one' looks like and what the expectations are.	CH build on feedback given in autumn term from lesson visits ensuring handwriting is being modelled and is near/cursive.	N/A	Pupils will know what good presentation is. Pupils' work presentation will improve term on term. All exercise books will have DUMTUMS in and will show care and consideration of pupils' work. Handwriting is neat/cursive and follows the school's handwriting scheme. Children will be able to improve on work in sessions and will feel proud in what they have produced.



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	CH to monitor marking and feedback to ensure common errors are picked up and high expectations of writing and handwriting / presentation are matched in all subjects.	CH to revisit marking and feedback policy. Seek support from school adviser.	Pupil discussions regarding marking and feedback. Are children given time to respond to mark and feedback? Talk to children about systems for this in class.		N/A	Consistency of marking in all classes and subjects. Evidence that pupils understand feedback area re given time to revise work.



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3 - Behaviour and Attitudes

Lead Personnel: Sarah Sanderson Governors: Mrs. C. Greenall	Overall Target: To ensure consistently high expectations for ALL learners' behaviour and conduct throughout the school, resulting in positive attitudes to learning.	Success Criteria: Pupils' conduct throughout the school, at all times of the day, is good. Pupils are supported to develop the necessary life skills to cope with 'failure'. Pupils take responsibility for their attitude/behaviour.				
INTENT (Including staff training needs)	Task	Who/What/When (IMPLEMENTATION)			Cost	IMPACT Success Criteria/Intended Outcomes
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To provide children with the skills to 'help themselves'	Children to be learning ready for all curriculum subjects. Classrooms set up to encourage children to be independent thinkers and learners.	All CTs – all classrooms to be set up with age appropriate resources to help children with the basics to help get them ready. Clearly labelled. No 'hot spots' Ref Adele Thompson training Determine a reward structure emphasising pride in community and school values	Implement reward structure	Monitor reward scheme	N/A	The Christian value of responsibility will permeate throughout school. Each class will have Rights and Responsibilities poster displayed. Children will not only accept encouragement from adults, but they will encourage one another.



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4 - Leadership and Management

Lead Personnel: Sarah Sanderson Julia Jackson Governors: Mrs. C. McDonald Mr. J. Harrison	Overall Target: To develop all levels of leadership	Success Criteria: CPD improves staff's subject and pedagogical content knowledge so that: •Writing attainment improves at the end of FS, Y2, Y4, Y6 •Writing progress increases (FS - KS1; KS1-KS2) •Reasoning is an embedded teaching process •Leaders can talk with confidence and knowledge about their areas of responsibility				
INTENT (Including staff training needs)	Task	Who/What/When (IMPLEMENTATION)			Cost	IMPACT Success Criteria/Intended Outcomes
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To develop the role of subject leaders in monitoring curriculum provision and outcomes	Staff to attend the Subject Leader training. Rigorous monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given, with a formalised timetable for governor learning walks linked to SIP priorities.	Toolkits – revisit Reschedule SL time	Implementation	SS to monitor	N/A	SLs will carry out a range of monitoring and evaluation activities - choosing a focus for each one, linked to the SIP. Feedback will be given in a timely manner, and opportunity for development shared. SL are clear about the strengths within their subjects and areas requiring improvement. CTs will be confident in next steps, and how best to improve. Guidance and support given throughout from SL, HT, SA.
To ensure Wrap-around Care (WAC) is of good quality	To assess the curriculum of WAC and outcomes	Conversations about finances of WAC and quality.	Modify WAC based on outcomes of autumn term discussions			



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5 – Early Years Provision						
Lead Personnel: Caroline Tetchner Governor: Mrs. P. Broadhurst	Overall Target: To ensure ALL children make accelerated progress towards a good level of development at the end of the Early Years	Success Criteria: <ul style="list-style-type: none"> ●Proportion of children with good level of development moves closer to national average ●Writing attainment improves ●Disadvantaged children make progress that is at least equal to their non-equivalent peers, with the majority making better progress ●Identified individuals make accelerated progress. 				
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To ensure Quality First teaching for ALL	Ensure that ALL staff are knowledgeable in the teaching of early writing and early reasoning skills	SS: Assess training requirements SS to speak with JF and research CPD opportunities. Commission training where needed	Continue	Continue	N/A	Staff will have completed the 'Talk Reception: A year-long early literacy CPD programme designed to improve outcomes for children in Reception' training on how and when children write best.
	Targeted intervention from the outset	CT: Identify where interventions are needed. Pupil progress meetings CT/SS: Schedule and run targeted interventions	CT: Identify where interventions are needed CT/SS: Schedule and run targeted interventions	CT: Identify where interventions are needed CT/SS: Schedule and run targeted interventions	N/A	All staff will provide provision maps for children in class; this will include SLCN groups. This will include adult support and resources used.
	Maintain close working relationships with parents throughout the year to ensure school readiness and a smooth transition.	CT/SS: Meet with parents to set expectations and inform them on school approach		CT/SS: Meet with school parents to set expectations and inform them on school approach	N/A	Given the names given by prospective parents, the EYFS lead will make contact in the Spring term and work closely with other practitioners.
To ensure high expectations of ALL children	Class teacher will implement structure and routine that enable the children to be thinking for themselves and can take responsibility for their own learning. Area of learning will be clearly defined inside and out, & the characteristics of learning will be evident in all areas of the classroom.	SS: Assess Area for Learning in each classroom SS: Feedback to teacher			N/A	An organised and accessible, language rich environment that encourages children to be independent and ensure they understand roles and responsibilities.



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	Handwriting. Children will be taught pre-cursive using the 'patter' from the Red Rose Phonics Scheme. There will be opportunities for writing in most areas of the classroom.		SS: Book look of WOW writing for end of unit pieces of work SS: Take books to cluster moderation to moderate against other schools	SS: Take books to cluster moderation to moderate against other local schools	N/A	All children will have a clear understanding of where letters start (on the line) and what size they should be. Consistency is very important. Class teacher will model writing at every opportunity. Parents will know the handwriting policy and will be secure in how it is taught in school. The impact will be handwriting that is legible.