

Newborough Church of England Primary School



School Improvement Plan
2022 – 2023

'Life in all its fullness' John 10.10

School Improvement Plan

Our School Improvement Plan for the academic year 2022-23 has been developed in conjunction with a range of stakeholders: staff, pupils and Governors. The Plan maps out the path to improved outcomes for pupils by highlighting the school's priorities for the year. Although it is a plan for one academic year, it feeds into the longer-term aims for the school underpinned by our Mission, Vision and Aims:

OUR MISSION: 'Life in all its Fullness' - Living, Loving, Learning Together (John 10:10)

OUR VISION - Our Vision is to enable each child to **reach their full potential**, both spiritually and intellectually, within a loving, safe and nurturing environment where they are central to all that we do.

WE AIM TO:

- Provide a holistic, meaningful and engaging curriculum, which inspires a love of learning.
- Promote equality of opportunity and develop our children's awareness of others and moral, cultural, social and spiritual issues.
- Develop and strengthen the abilities of all individuals, to encourage a high self-esteem, and promote high standards of behaviour making them responsible and valuable members of society.
- Include and involve all members of the school and the wider community of Newborough and the surrounding area in a common enterprise to benefit from the past, learn in our present and strive for our future.

OUR CHRISTIAN VALUES

The following six values are central to all that we do and are focussed on throughout each year:

Fellowship

'Encourage one another and build each other up' Thessalonians 5:11

We are a community who work together, look out for one another and support each other in order to create a happy and positive environment where we feel loved, valued and respected and can reach our full potential.

Forgiveness

'If you hold anything against anyone, forgive them' Mark 11:25

Every day is a fresh start - if something went wrong yesterday, today is a chance to start again! We use our 'Good to be Green' system to help us do this. If someone upsets or hurts us, we try to follow Christian teachings and forgive them quickly. Because of this, we are honest when we have done something wrong and we take responsibility for our actions.

Joy

'The Lord has done great things for us, and we are filled with joy' Psalm 126

Joy is the expression of inner happiness and contentment. At school, we believe that children and adults achieve most through praise and encouragement. We choose to be positive and encourage children to be content so that they become a source of joy to others. We celebrate success with rewards such as: House Points, Proud Of's, celebration assemblies and Governor Awards.

Kindness

'Do to others as you would have them do to you' Luke 6:31

We can show our kindness towards others in many ways – this may be by buddying up with younger pupils and looking out for them around the school or by helping the adults to look after plants and our school environment. We are encouraged to think about how we like to be treated by others and how this should influence how we behave.

Love

'Love one another as I have loved you' John 13:34

We care about the people in our school and local community and look after each other. We empathise and sympathise with others in our school, in the local community and around the world. We understand that there are people less fortunate than ourselves and when able we regularly support different charities either by donating money, goods or help.

Peace

'And the peace of God will guard your hearts and your minds in Christ Jesus' Philippians 4:7

Our school is a place where we feel safe. We know that there are people with different faiths and beliefs and we not only tolerate those differences, but celebrate them too. We have a strong understanding of what is right and wrong that comes from Christian teachings and stories from the Bible. We know that it is very important to behave in school, at home and in the community. We respect people, places, property and nature in our school and local community.

Statement of Religious Ethos:

Recognising its historic foundation, Newborough Church of England Primary School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of meaning and significance of faith, and promotes Christian values, including respect for other faiths, through the experience it offers to all its pupils.

OUR LONG TERM AIMS (By July 2024):

LT1	To ensure that the school is judged to be at least 'GOOD' through both Ofsted and SIAMS Inspections.
LT2	To ensure 100%* of children who attend our school for a minimum of four years attain national expectations or above at the end of KS2 in all nationally assessed subjects.
LT3	To ensure 100%* of children who attend our school from Years 2-6 make expected or more than expected progress as judged by statutory assessments.
LT4	To ensure that the personal and academic conduct of all pupils is at least 'GOOD' and that this is reflected in the school's monitoring.
LT5	To invest in the personal and cultural capital of all children to ensure that they leave our school with a range of experiences and skills (academic, social, sporting and artistic) which enable them to positively engage with society academically, intellectually and socially.

*unless precluded by documented, specific SEND

OUR PRIORITIES FOR 2022-2023 ACADEMIC YEAR

P1	Ensure leaders at all levels are effective in their role and have a positive impact on pupil outcomes.
P2	Develop further opportunities for pupils to revisit and review key learning in Maths and English.
P3	Ensure all teachers utilise their AFL to target and support pupils in making rapid progress.
P4	To further develop and enhance the Christian Distinctiveness of the school.

OUR STRATEGY IN BRIEF

Leadership and Management	Quality of Education
Priority 1: Leaders at all levels are effective in their role and have a positive impact on pupil outcomes.	Priority 2: Develop further opportunities for pupils to revisit and review key learning in Maths and English.
1.1 Rigorous performance appraisal linked to pupil progress 1.2 Subject leaders track and monitor targeted pupils and cohorts to ensure rapid progress 1.3 Leaders ensure resources and funding are prioritised and used effectively to support pupils outcome 1.4 Governors have access to key information from a range of leaders to measure the impact on pupil progress	2.1 Fidelity and consistency to the chosen approach, monitored weekly 2.2 Key milestones identified for formative and summative assessment 2.3 Pupil books demonstrate opportunities for application and overlearning
Quality of Education	Behaviour and Attitudes, Personal Development
Priority 3: Ensuring all teachers utilize their AFL to target and support pupils in making rapid progress.	Priority 4: Further develop and enhance the Christian Distinctiveness of the school
3.1 Regular monitoring to ensure planning is meeting need 3.2 Pupil progress meetings to focus on key cohorts and target groups 3.3 Monitoring the impact of intervention both within and outside of the classroom	4.1 Pupil leadership opportunities enhance the work of the school 4.2 Global awareness enhances pupil's personal development 4.3 Planned opportunities positively impact pupils learning culturally, academically, socially, spiritually and morally

Priority 1 - Ensure leaders at all levels are effective in their role and have a positive impact on pupil outcomes.

Ofsted: Leadership and Management

SIAMS 1,2,3,4,5,6,7

Key Actions	Who	Date by	Intended Impact	Review/Next step
1.1 Rigorous performance appraisal linked to pupil progress.	BM	October Half Term Mid-year review March 2023	<ul style="list-style-type: none"> All staff are clear about pupils' targets and their role in supporting the achievement of these. Pupil targets are consistently achieved. All staff understand and consistently apply school policies. This is closely monitored and swift action is taken where this is not the case. 	
1.2 Subject leaders track and monitor targeted pupils and cohorts to ensure rapid progress.	Subject Leaders	Half-termly monitoring of assessment information (Phonics, Reading, Maths, intervention work)	<ul style="list-style-type: none"> Half-termly PPMs identify pupils at risk and identify priorities/actions to swiftly address this. Triangulated monitoring evidence demonstrates targeted pupils are making rapid progress. The quality of education is at least consistently good with swift action to address any aspect not in line with this. Moderation activities demonstrate the school's accuracy and robustness in assessment activities. 	
1.3 Leaders ensure resources and funding are prioritised and used effectively to support pupil outcomes.	BM SENCOs English & Maths Leaders	Half termly monitoring of intervention work Half termly monitoring of CPD impact.	<ul style="list-style-type: none"> Deployment of staff resources (intervention) demonstrates that pupils are making rapid improvement. CPD and purchasing effectively supports rapid improvement. Pupils in receipt of Tutoring/Booster make rapid progress to close the attainment gap. 	
1.4 Governors have access to key information from a range of leaders to measure the impact on pupil progress.	BM SENCOs Subject Leaders	Termly data reports Half termly impact reports from intervention End of year Impact Reports from Subject Leaders	<ul style="list-style-type: none"> Governors have a clear understanding of the progress made by pupils and what the school is doing to further support pupils causing concern. Governors regularly monitor and scrutinise a range of evidence which demonstrates the work of the school and subsequent impact. Governors visit the school to gain first-hand experience of the school's actions and impact conducting a range of monitoring activities. 	

Priority 2: Develop further opportunities for pupils to revisit and review key learning in Maths and English.

Ofsted: Quality of Education

SIAMS Strand 2 – Wisdom, Knowledge and Skills

Key Actions	Who	Date by	Intended Impact	Review/Next step
2.1 Fidelity and consistency to the chosen approach, monitored bi-weekly.	BM English & Maths Leaders	Bi-weekly monitoring	<ul style="list-style-type: none"> All staff understand and consistently implement school policies. Rapid progress is evident through pupil's work and assessment outcomes. Pupils are able to confidently talk about their learning and what they need to demonstrate in order to be successful. Pupils understand the feedback they receive and how this will support them with making improvements. 	
2.2 Key milestones identified for formative and summative assessment.	BM English & Maths Leaders	October Half Term	<ul style="list-style-type: none"> Staff understand what 'expected' progress is for each pupil and understand the actions which need to occur to achieve this. Pupils make progress in line with targets set. Pupils understand what they need to do in order to achieve success in their learning. 	
2.3 Pupil books demonstrate opportunities for application and overlearning.	BM English & Maths Leaders	Bi-weekly monitoring	<ul style="list-style-type: none"> Pupils are able to demonstrate how they have retained prior learning through opportunities to regularly revisit. Pupils are able to talk with confidence about their learning and apply this into a range of contexts. 	

Priority 3: Ensuring all teachers utilize their AFL to target and support pupils in making rapid progress.

Ofsted: Quality of Education

SIAMS Strand 2 – Wisdom, Knowledge and Skills

Key Actions	Who	Date by	Intended Impact	Review/Next step
3.1 Regular monitoring to	Subject Leaders	Half Termly	<ul style="list-style-type: none"> Pupils are appropriately supported and challenged through learning tasks. Pupils articulate that their work is sufficiently challenging. 	

ensure planning is meeting need.			<ul style="list-style-type: none"> • Cold Tasks are used to effectively plan subsequent lessons which are tailored to need. • Pupils are given the opportunity to regularly re-visit their learning and make improvements in line with marking/feedback. 	
3.2 Pupil progress meetings to focus on key cohorts and target groups.	BM	Termly (All) Half-termly (focussed year groups)	<ul style="list-style-type: none"> • Pupil progress meetings scrutinise a range of evidence to ensure pupils are making rapid progress. • Pupils causing concern are identified and teachers plan how these children will be supported subsequently to catch up. • Staff are clear about the gaps in pupils learning and how these will be addressed. 	
3.3 Monitoring the impact of intervention both within and outside of the classroom.	BM SENCOs Subject Leaders	Half-termly	<ul style="list-style-type: none"> • Intervention work is based upon SMART targets which are known and understood by all involved and lead to improved outcomes. • Any intervention found to be ineffective is rigorously reviewed and swift action is taken to address this. 	

Priority 4 – To further develop and enhance the Christian Distinctiveness of the school

Ofsted: Behaviour and Attitudes, Personal Development

SIAMS 1,2,3,4,5,6,7

Key Actions	Who	Date by	Intended Impact	Review/Next step
4.1 Pupil leadership opportunities enhance the work of the school.	KB BM AM	Ongoing	<ul style="list-style-type: none"> • Pupils have a voice and believe their ideas and opinions are valued. • Pupils demonstrate responsibility and a positive community ethic through their involvement in leadership opportunities. 	
4.2 Global awareness enhances pupil's personal development.	KB LM	10:10 Days Half-termly	<ul style="list-style-type: none"> • Pupils understand more about a diverse range of cultures through experiences/visitors to the school. • Pupils understand about global Christianity and significant people of faith. • Pupils are able to discuss how they are courageous advocates for social injustice. 	
4.3 Planned opportunities positively impact pupils learning culturally,	All	Ongoing Autumn – Workshops Spring - Assemblies	<ul style="list-style-type: none"> • Pupils understand about about different job roles/career opportunities through a programme of visitors to the school. 	

academically, socially, spiritually and morally.			<ul style="list-style-type: none">• Pupils experience a range of extra-curricular opportunities and curriculum enhancing opportunities which positively impact on their education experience.• Planned opportunities for the wider community to engage with the school enhances the provision for pupils i.e. to support with topics/pupil engagement/making learning meaningful.• Pupils are able to articulate <i>who</i> they want to be and how they can positively contribute to society.	
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