

# St Wilfrid's C.E. Primary School



## School Improvement Plan 23.24

Website Version

## Introduction

This document serves as our current (2023.24) School Improvement Plan (SIP). The purpose of the SIP is to identify the areas that our school aims to improve. While there is no set format for the SIP, schools have the freedom to choose what to include and how to present their priorities.

This year, I have decided to structure our School Improvement Plan according to the inspection areas used by Ofsted. This approach ensures that we address the development needs across all the key areas of our school.

It is important to note that the areas mentioned in this plan are not the only aspects we seek to develop. We also consider other areas that may need attention as the year progresses.

We hope you find this document useful.

Mr M Curwen  
Headteacher

## QUALITY OF EDUCATION

Inspectors will make a judgement on the quality of education by evaluating the extent to which:

### Intent

leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life

the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs

learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

### Implementation

teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise

teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches

over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts

teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners

teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

### Impact

learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained

learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

**QUALITY OF EDUCATION (INCLUDING Teaching and Learning / Curriculum / Assessment / Reading)**

KEY PRIORITIES	SUCCESS CRITERIA (How we will know)	WHO IS RESPONSIBLE	PROGRESS MADE: Details will be sent out at the end of the school year.
To ensure that writing outcomes in year six are at least in line with national standards	End of year teacher assessments will compare with national data. Writing will be in line with national data. Resources are utilised to enhance writing engagement Opportunities link to the real-life experiences of the children JS will attend assessment training	SLT JS KT	
To implement the strategies from the Great Teaching Program to ensure high quality first teaching	Autumn Term – Feedback Strategies will be implemented into classroom practice Spring Term – Learning Environment and Culture will be included in classroom practice Summer Term Questioning resources will be made available and used throughout school	KT – Lead All teaching staff	
To ensure Morecambe Bay Curriculum principles are implemented into our school curriculum and use is made of the local area in delivering the school curriculum.	MBC principles are explicit in the St Wilfrid’s Curriculum Classes have made use of the local area for delivery of its curriculum content Outdoor learning is more evident in school	KT All Staff	
To ensure a well-designed and ambitious curriculum that demonstrates knowledge to be taught across school and vocabulary progression.	All teaching reflects the Curriculum matrix Coordinators produce the Unit Plans to aid the accurate teaching of content. Children’s books reflect the development of knowledge and skills in all subjects. KT has led updates during Staff Meetings KT has monitored the development of the Unit Plans All plans are available on the school website	SLT Subject Leaders Class Teachers	

<p>To ensure SEN and AGT groups are planned for and they make measurable progress over the year.</p>	<p>Planning highlights the provision for SEN and AGT children  Sequence of learning allows support to 'track back' learning to begin where the child is at.  Termly targets are sent home and evaluated termly to measure progress</p>	<p>All Staff  AR</p>	
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## BEHAVIOUR AND ATTITUDES

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct

learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements

learners have high attendance and are punctual

relationships among learners and staff reflect a positive and respectful culture.

leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

### BEHAVIOUR AND ATTITUDES (Attitude to learning / Attendance / Positive Environment / Relationships)

KEY PRIORITIES	SUCCESS CRITERIA (How we will know)	WHO IS RESPONSIBLE	PROGRESS MADE: Details will be sent out at the end of the school year.
To further develop the Zones of Regulation as a whole school system by embedding emotional regulation.	Zones of Regulation common language is used within the classroom Updates given to parents, staff and children as to the use of ZoR System is used consistently throughout school and evident in classroom practice Classroom environments reflect the priority of ZoR	All Staff JWB	

<p>To review and update the 'Behavior and Positive Relationships' Policy ensuring that effective rewards and sanctions are in place and common language is used.</p>	<p>SLT and Staff to review the current structures and procedures in place  Update the Positive Relationships and Behaviour policy to reflect required changes  Staff Meeting training to ensure consistency in whole school approach.  Termly evaluations of policy impact</p>	<p>SLT and All Staff</p>	
<p>To ensure teacher and staff are knowledgeable and informed about trauma informed practice/attachment and use understanding to develop teaching strategies and relationships</p>	<p>To attend twilight training on trauma informed practice – Spring term  Embed strategies into daily classroom routines</p>	<p>MC  JWB  All Staff</p>	
<p>To ensure lunchtimes are more enjoyable and engaging.</p>	<p>Assembly to set out expectations  Monitoring of behavior  Asking the children for their thought and future ideas</p>	<p>All staff</p>	

## PERSONAL DEVELOPMENT

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents

the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

at each stage of education, the provider prepares learners for future success in their next steps

the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics.

### PERSONAL DEVELOPMENT (Broader Development / Character Development / Equality, Diversity and Justice)

KEY PRIORITIES	SUCCESS CRITERIA (How we will know)	WHO IS RESPONSIBLE	PROGRESS MADE: Details will be sent out at the end of the school year.
To establish the teaching of Kidsafe throughout school	Staff are trained in Kidsafe – x2 TAs having a day out of class to undergo training A program of delivery is in place Chosen classes / year groups receive training	MC AW VL DP	
To implement idea from the Equity Diversity, Justice training into worship and the school curriculum	MC to attend the EDJ conference and feedback to staff 2 <sup>nd</sup> Conference to be attended by MC and key staff Principles to become part of everyday classroom practice	MC SLT CT	
To develop the children's understanding of Multicultural Christianity	Attend training on the promotion of Multicultural Christianity Ensure resources used are promoting this aspect Examples used in weekly worships and lessons seek opportunities to develop this understanding	All Staff CT KS	



Ensure Worships are relevant to the lives of our children	Look to link bible teaching to the everyday Ensure up to date resources are used. Apply Bible teachings to the everyday lives of our children.	All Staff CT KS	
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## LEADERSHIP AND MANAGEMENT

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice

leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time

leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling (there is no legal definition of 'off-rolling'; however, we define 'off-rolling' as the practice of removing a learner from the provider's roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interests of the provider rather than in the best interests of the learner – off-rolling in these circumstances is a form of 'gaming')

leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services

leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload

leaders protect their staff from bullying and harassment

those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training

those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners

the provider has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults

Inspectors will always report on whether arrangements for safeguarding learners are effective.

**LEADERSHIP AND MANAGEMENT (Subject Leadership / Governing Body / Community Links / Wellbeing /**

KEY PRIORITIES	SUCCESS CRITERIA (How we will know)	WHO IS RESPONSIBLE	PROGRESS MADE: Details will be sent out at the end of the school year.
To evaluate the school vision and aims (begin in Summer term)	To gather various stakeholder and discuss the aims and vision of our school Update the school vision and aims if required	Whole School All Stakeholders represented	
To ensure the new headteacher becomes familiar with the school policies and procedures	Headteacher has updated and shared statutory policies Headteacher has ensured procedures in school have been reviewed and updated Headteacher has established himself in the network of local schools Headteacher has attended training required to be familiar with policy requirements (DSL)	MC SLT	
To ensure Governors and Staff are prepared for the Ofsted Inspection and SIAMS Inspection	Attend training to understand latest frameworks Complete SEF Complete SIAMS SEF Train the staff on updates Communicate with the governing body to ensure challenge and understanding of the needs of school Update the Subjects Action Plans and Governor reports to be one document relevant to all in school Governors to attend school in the day to meet Subject leaders and become familiar with their subject and its Coordinator	Gov Body MC KS CT	

<p>Subject leaders produce action plans based upon evidence from their monitoring of each subject.</p>	<p>Subject leaders know what the progress and attainment is like in their subject from EYFS to Year 6 and use this to identify precise next steps in developing their subject. School has a consistent and rigorous approach to subject leadership enabling smooth succession of leaders as appropriate.</p>	<p>Subject Leaders</p>	
<p>To improve communication and engagement of school and the wider community</p>	<p>Introduction of a weekly newsletter  Update the school Website  Introduce a social media platform that is accessible to the community outside the immediate school  Meet the Teacher Evening established  Class Assemblies reintroduced – For each class  Set up a ‘Communications Working Group’ made up of different Stake Holders to look at ways communication can be improved and action some/all of its recommendations</p>	<p>Communication working group  MC  All staff</p>	

## EYFS

KEY PRIORITIES	SUCCESS CRITERIA (How we will know)	WHO IS RESPONSIBLE	PROGRESS MADE : Details will be sent out at the end of the school year.
To ensure all reading resources are matched to the phonics stage of the child in both Home Readers and Guided Reading	Resources are in school and available to use and record their use. Home readers evidence the use of Home School Reading books	Amu KL SLT	
Phonics teaching leads to assessment outcomes in line or better than national data	Our phonics scheme meets the strengths/needs of children. Provision is high-quality. EYFS/KS1 phonics Teaching is dynamic and engaging, enabling children to make swift progression and meet end-of-key-stage targets. School supports parents with understanding phonics.	Amu KL SLT	
Develop fine and gross motor skills to enable early writing development.	Specific Planning of fine and gross motor skills is explicit in weekly provision. Children with gaps in this area are highlighted and receive extra support where necessary	Amu KL SLT	