

# Grimsargh St Michael's

## 2022 -2023 SIP Development Plan



SCHOOL IMPROVEMENT PRIORITIES	Current Situation/Critical Analysis	INTENT
<p>To implement our new GSM mastery curriculum in all year groups and for all pupils.</p>	<p><b><u>Current situation</u></b></p> <ul style="list-style-type: none"> <li>• A new GSM curriculum rationale, intent, implementation and impact statement written, agreed and shared with all stakeholders. Also, uploaded to our school website.</li> <li>• Staff have received relevant subject leadership training so they are effectively able to lead their subjects and to ensure they have the most up-to-date information to disseminate.</li> <li>• Time given in staff meetings for all staff to share their subject visions and plans.</li> <li>• Subject leaders to include a focus towards the implementation of our new curriculum in the SDPs.</li> <li>• Teaching and Learning leader (Penny Todd) attended SLT to discuss objectives for this SIP.</li> <li>• Penny Todd and HT to lead a Twilight (Mon 26<sup>th</sup> Sept) with the focus on our Teaching &amp; Learning approach- TAs and Governors to be invited.</li> </ul> <p><b><u>Critical analysis</u></b></p> <ul style="list-style-type: none"> <li>• Need to share the approach (in line with our implementation statement) we want to adopt across school.</li> <li>• At present, there is a lack of consistency across school re teaching &amp; learning approach.</li> </ul>	<p>To ensure consistency in approach of teaching and learning across school.</p>
<p>To further embed the children's understanding of diversity to ensure all children value uniqueness.</p>	<p><b><u>Current situation</u></b></p> <p>During our last SIAMs inspection (June 2019), it was identified that some children's understanding of diversity seems superficial. As a school, we've focused on this during since 2019 but Covid 19 restricted progress. Last year we:</p> <ul style="list-style-type: none"> <li>• critically analysed racist incidents in school and will continue to do this, supporting children and families if/ when necessary through internal and external support.</li> </ul>	<p>To ensure all children have a sound understanding of diversity, resulting in them valuing uniqueness in all aspects of their lives socially, morally, culturally and emotionally.</p>

	<ul style="list-style-type: none"> <li>• Liaised with the subject leaders and ensured that teaching staff actively encourage the children to further develop their understanding of diversity to ensure that all children value uniqueness.</li> <li>• Redesigned the curriculum rationale and launched a new curriculum, enhancing the quality of learning and teaching by introducing five golden threads (authenticity, resilience, Christian values, vocabulary and diversity) incorporating a variety of meaningful visits and visitors to embed the children's understanding of diversity to ensure all children value uniqueness.</li> <li>• Through the gradual introduction of the new online RE curriculum, we developed and deepened the children's understanding of diversity including faith, culture and ethnicity. The new curriculum goes live in September 2022, therefore this target will continue.</li> </ul> <p>In addition to this document, continue with the objective, relating to valuing uniqueness from the RE and worship subject development plans for 2022-2023</p> <p><b>RE- To ensure that our RE syllabus reflects our vision, with children developing an understanding of our big ideas for RE (empathise, reflect and react) and a better understanding of different faiths, valuing uniqueness.</b></p> <ul style="list-style-type: none"> <li>• All stakeholders have an understanding of our big ideas for RE and value uniqueness.</li> <li>• To improve the quality of RE lessons, enabling them to develop their own thinking and their understanding of Christianity and other faiths.</li> <li>• To improve assessment in RE.</li> <li>• To enhance the quality of RE teaching, ensuring that it is broad, balanced and authentically rich and develops the children's understanding of diversity.</li> <li>• To improve the leadership of RE and worship in school.</li> <li>• To develop courageous advocacy in schools.</li> </ul> <p><b>Worship- To ensure that worship is inclusive, invitational and inspiring.</b></p> <ul style="list-style-type: none"> <li>• Worship in school enables us to live out our vision.</li> <li>• To further develop opportunities for courageous advocacy in school.</li> </ul>	
<p>To develop a rich reading environment, with deeper vocabulary understanding, that supports children progress</p>	<p><b>Current situation</b>  In September 2021, we began a 3-year journey to develop the reading culture of Grimsargh St Michael's. We have implemented a variety of reading experiences this year to work towards this objective, such as new libraries and library areas, TRIC, guided reading and reading interventions. We have also</p>	<p>To encourage all children to be lifelong readers with deeper vocabulary knowledge.</p>

<p>in reading and writing across the school community.</p>	<p>begun to prioritise the teaching of vocabulary and actions have been put in place to support this focus. Support, encouragement and monitoring of previously implemented actions for reading and vocabulary should be a focus moving forward. Even though standards in reading and writing have improved since the return to school after Covid, there is still room for improvement, particularly in writing. We want to continue to develop the teaching of vocabulary and begin to use high-quality reading and vocabulary experiences to improve the outcomes in writing.</p> <p>Due to DfE updates and inconsistencies in the teaching of phonics in KS1, we have made the decision to implement the Red Rose Letters and Sounds phonics scheme and so support with its implementation will be needed moving forward. All staff have recently received training on this.</p> <p><b><u>Required Changes</u></b></p> <ul style="list-style-type: none"> <li>• Monitoring of previously implemented reading and vocabulary actions – further development of these.</li> <li>• Support and implementation of Red Rose Letters and Sounds phonics scheme.</li> <li>• Improved focus on the teaching of reading/writing to improve standards.</li> <li>• Key focus on vocabulary in reading, writing and across the wider curriculum.</li> </ul>	
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<b>INTENT &amp; IMPLEMENTATION</b>			
	<b>Critical Analysis/ Current Situation</b>	<b>Objective (INTENT)</b>	<b>Action (IMPLEMENTATION)</b>
<b>QUALITY OF EDUCATION</b>	See SIP priorities above		
<b>BEHAVIOUR AND ATTITUDES</b>	<p>A new behaviour policy in place (March 2021). However, Emma Threlfall has attended NPQL training on Behaviour and Culture and so we will review this policy during our inset day- Thurs 1<sup>st</sup> September.</p> <p>Not all children enter or exit school quietly and not all move around school in a sensible manner.</p>	<b>To create a safe, calm, orderly and positive environment which permeates into the behaviours and attitudes of all children.</b>	Behaviour Policy updated in light of training and after reflecting on last year's implementation. Policy to be shared with an opportunity for all stakeholders to feedback.

	<p><u>Parent voice</u> 70 Ofsted questionnaires were returned:</p> <ul style="list-style-type: none"> <li>- 99% (69 responses) of parents/ carers agreed that their child feels safe at our school.</li> <li>- 96% of you agree/ strongly agree that your child is happy at our school</li> <li>- 90% of you agree/ strongly agree that our school makes sure pupils are well behaved</li> <li>- 71% of you feel your child has not been bullied; 75% (15/20) of you who feel their child has been bullied, agree/ strongly agree that we dealt with it quickly and effectively.</li> </ul>		<p>Staff praise children for entering, exiting school and moving around school quietly and sensibly and remind those who are not.</p>
<p><b>IMPACT</b></p>			
<p><b>PERSONAL DEVELOPMENT</b></p>	<p>Roles of responsibility include School Council, Eco-council and head boy/ girl.</p> <p>Opportunities were presented for children to speak/ present/ read/ perform in front of their class, key stage, whole school and parents. However, many children lacked confidence.</p> <p>New PSHE policy and procedures implemented last academic year.</p> <p>Additional small group/ 1:1 nurture sessions led by Morgan Walwin-Holm and to be continued this academic year. Initially 3 afternoons per week rather than 5 as last year.</p> <p><u>Parent voice</u></p> <ul style="list-style-type: none"> <li>- 87% of parents/ carers agree/ strongly agree that we support their child's wider personal development.</li> </ul>	<p><b>To support and provide opportunities for our pupils to become confident members of our school and society.</b></p>	<p>Roles of responsibility to now also include sports council and more pupil involvement in the delivery of class worship.</p> <p>Raise the profile of these councils. Feedback to be shared with classes, key stages and the whole school with regards the actions from within the different groups.</p> <p>Staff to support pupils in being able to confidently present etc in front of larger audiences.</p> <p>Staff to ensure pupils follow these 3 rules when receiving an award:</p> <ul style="list-style-type: none"> <li>- Look whoever is presenting the award in the eye</li> <li>- Say 'thank you'</li> <li>- If shaking hands, do so with conviction</li> </ul>

<b>IMPACT</b>			
<b>LEADERSHIP and MANAGEMENT</b>	<p>Staff supported to effectively lead the areas of the curriculum they have responsibility for. All have received the necessary training through external and/ or internal CPD, through a supportive monitoring process and through an open- door policy to support and guide.</p>	<p><b>Subject leaders to ensure our implementation statement is reflected through their subject across school.</b></p>	<p>Subject leaders to ensure staff are kept abreast of subject specific updates.</p> <p>Subject leaders to monitor the implementation of their subjects across the school. Feedback to be provided as needed- both positive and areas to develop.</p> <p>Subject leaders to share monitoring outcomes with SLT.</p>
<b>IMPACT</b>			
<b>EARLY YEARS</b>	<p><i>Comments from MT, school advisor, after spending time in EYFS with the team:</i></p> <p><i>'From the discussions and learning walk, the teacher can confidently articulate the intent, implementation and impact of the Early Years curriculum. She clearly knows the children well as a result of a thorough and appropriate base-line assessment and is planning to meet their individual needs. This includes meeting the needs of very able pupils for whom phonics sessions, in particular, have to be adapted to ensure challenge and inclusion.</i></p> <p><i>The provision, indoor and outdoor, is thoughtfully and purposefully resourced to meet the needs of the cohort.</i></p> <p><i>Thank you. It was a privilege and pleasure to have an opportunity to carry out this discussion and learning walk. Thank you also for sharing with me the assessment tracking sheets that you have designed,</i></p>	<p><b>Review of outdoor environment to facilitate easier and safer management (school advisor)</b></p>	<p>Consider sectioning off the area directly outside the classroom and reorganising the open-ended resources so that staff are more able to monitor and interact with outdoor learning</p> <p>Consider screening off sections of the fencing to make is safer and create a more natural look</p> <p>Manage the two additional members of staff to ensure effective outdoor provision.</p>

	<p>so that these can be shared to support other practitioners.'</p> <ul style="list-style-type: none"> <li>- A significant amount of CPD for the class teacher to ensure she is able to effectively lead EY; the teaching assistant has also received relevant CPD</li> </ul> <p>Increase in adult support this academic year- 4 half days: Jennie Lock to support two mornings and Morgan Walwin-Holm 2 afternoons.</p>		
<p><b>IMPACT</b></p>			
<p><b>CHRISTIAN LIFE and RE</b></p>	<p>See SIP 3 and RE SDP</p>		
<p><b>PREMISES MANAGEMENT</b></p>	<p>Our school grounds are now fully secure- all gates are now either locked with a coded padlock or require a code to be entered. Gates used to support a safe, quick fire- exit are now linked up to the fire alarm and release on activation.</p> <p>New site supervisors and new cleaning company appointed.</p> <p>Too many accidents taking place on one half of the playground which is covered in loose stones.</p> <p>Some pupils who struggle with behaviour during break and lunchtime, have cited a lack of things to do.</p>	<p><b>Provide pupils with a safe and stimulating outdoor environment.</b></p>	<p>Re-tarmac half of the playground to increase safety.</p> <p>Install drainage on the school field to increase safety.</p> <p>New water-tight roof on the 'God's Creation' outdoor space. Also new seating, guttering and planters. Area for children to be calm and reflect.</p> <p>Outdoor gym equipment to be installed on the playground- opportunity for children to exercise and thus improve health and fitness.</p> <p>All classes to purchase new playground equipment for their class.</p>

<b>IMPACT</b>			