

Grimsargh St Michael's 2023 -2024 SIP Development Plan



SCHOOL IMPROVEMENT PRIORITIES	Current Situation/Critical Analysis	INTENT
<p>To monitor the impact of our GSM mastery curriculum in all year groups and for all pupils to support the raising of standards in all subjects.</p>	<p><u>Current situation</u></p> <ul style="list-style-type: none"> • A new GSM curriculum rationale, intent, implementation and impact statement written, agreed and shared with all stakeholders. Also, uploaded to our school website- in readiness for September 2022. • Staff delivered our GSM curriculum last academic year and in discussion with subject leaders', improvements were made to some subject areas in light of feedback. • 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. • Subject leaders spent time, during the 2022/23 academic year discussing their subjects with our school advisor. • Time given in staff meetings for all staff to share their subject visions and plans. • Teaching and Learning leader (Mrs Penny Todd) met with Mr Booth (HT) to discuss objectives for this SIP. • Mrs Todd delivered a Twilight (Mon 26th Sept 2022) to all staff with the focus on our Teaching & Learning approach. One Governor also attended. • A general monitoring schedule is in place. However, subject leaders are aware that they can conduct learning walks, book looks, pupil and staff voice, working wall walks for their subjects as times not specified on the monitoring overview. This has to be agreed with the HT. • A new assessment system was developed in the spring term 2022-23, for foundation subjects. <p><u>Critical analysis</u></p> <ul style="list-style-type: none"> • All subject leaders must have an in-depth understanding of the standards in their subjects- this includes the views of all stakeholders. • Subject leaders to share the standards in their subject with all stakeholders and make improvements as needed. • Subject leaders to continue to access the latest training to ensure they are leading effectively. 	<p>To increase the standards of achievement in all subjects.</p>

<p>To further embed the children's understanding of diversity to ensure all children value uniqueness.</p>	<p>During our last SIAMs inspection (June 2019), it was identified that some children's understanding of diversity seems superficial.</p> <p>So far, we've:</p> <ul style="list-style-type: none"> • Critically analysed racist incidents in school and will continue to do this, supporting children and families if/ when necessary through internal and external support. • 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. • 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. • 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 went live in September 2022 so we are about to begin our second year using the materials. We are looking forward to continuing to work on this target in 2023-24 and refine and improve our teaching and learning, therefore this target will continue. <p>In addition to this document, we will continue with the objective, relating to valuing uniqueness from the RE and worship subject development plans for 2023-2024.</p> <p>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.</p> <ul style="list-style-type: none"> • All stakeholders understand our big ideas for RE and value uniqueness. • To improve the quality of RE lessons, enabling them to develop their own thinking and their understanding of Christianity and other faiths. • To improve assessment in RE. • To enhance the quality of RE teaching, ensuring that it is broad, balanced and authentically rich and develops the children's understanding of diversity. • To improve the leadership of RE and worship in school. 	<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>
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	<ul style="list-style-type: none"> To develop courageous advocacy in schools. <p>Worship- To ensure that worship is inclusive, invitational and inspiring.</p> <ul style="list-style-type: none"> Worship in school enables us to live out our vision. To further develop opportunities for courageous advocacy in school. 	
<p>To develop a rich reading environment, with deeper vocabulary understanding, that supports children progress in reading and writing across the school community.</p>	<p>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 over the past 2 years to work towards this objective, such as new libraries and library areas, TRIC, updated books, reading challenges, enhanced reading environments, guided reading and reading interventions. We have also prioritised 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 continue to be a focus moving forward.</p> <p>All staff have received Red Rose Letters and Sounds training. RRSL phonics is taught daily in Rec/Year 1 and has a positive effect on phonics screening results in Year 1. 14 children score full marks on the screening and clear progress was seen for the lower ability/SEN children. A focus for this academic year is to ensure lower ability children are identified earlier and phonics interventions are prioritised across years 1-4.</p> <p>Results in reading and writing are steadily improving in most cohorts, however KS2 SATs results showed a decline in children meeting the expected standard in reading. Reading pace and stamina, as well as inference, are areas for focus this year. We also want to continue to develop the teaching of vocabulary and continue to use high-quality reading and vocabulary experiences to improve the outcomes in writing.</p> <p>Percentage of children reaching or exceeding the expected standard for each year group.</p> <p><u>Reading</u> Year 1: 66.6% Year 2: 78.58% Year 3: 90% Year 4: 86.21% Year 5: 68.96%</p>	<p>To encourage all children to be lifelong readers with deeper vocabulary knowledge.</p>

	<p>Year 6: 73.34%</p> <p><u>Writing</u> Year 1: 66.67% Year 2: 67.86% Year 3: 60% Year 4: 62.06% Year 5: 55.17% Year 6: 80%</p> <p><u>Required Changes</u></p> <ul style="list-style-type: none"> • Focus on boosting the profile of home-school reading and supporting/educating parents on the importance of reading at home. • Staff training on teaching inference through whole class lessons (alongside guided reading/1:1 reading). • New Reading Challenge. • Opportunities for children to improve reading pace and stamina. • Ensure phonics interventions in year 1,2,3 and 4 take priority. • Improve writing outcomes across KS1 and 2. 	
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INTENT & IMPLEMENTATION			
	Critical Analysis/ Current Situation	Objective (INTENT)	Action (IMPLEMENTATION)
QUALITY OF EDUCATION	See SIP priorities above		
BEHAVIOUR AND ATTITUDES	<p>A new behaviour policy in place (September 2023).</p> <p><u>Parent voice (May 2021)</u></p> <p>70 Ofsted questionnaires were returned:</p> <ul style="list-style-type: none"> - 99% (69 responses) of parents/ carers agreed that their child feels safe at our school. - 96% of parents/ carers agree/ strongly agree that their child is happy at our school - 90% of parents/ carers agree/ strongly agree that our school makes sure pupils are well behaved 	To create a safe, calm, orderly and positive environment which permeates into the behaviours and attitudes of all children.	<p>All staff to attend Graham Chatterley, behaviour specialist, training (13th and 20th Sept 2023).</p> <p>Behaviour Policy updated in light of training from Graham Chatterley and after reflecting on last year's implementation. Policy to be shared with an opportunity for all stakeholders to feedback.</p>

	<p>- 71% of parents/ carers feel their child has not been bullied; 75% (15/20) who feel their child has been bullied, agree/ strongly agree that we dealt with it quickly and effectively.</p> <p>Not all children enter or exit school quietly and not all move around school in a sensible manner.</p> <p>*Links to SIP 3- Growth Mindset and building independent learners.</p>		<p>All staff praise children for entering, exiting school and moving around school (on the left hand-side of the corridor) quietly and sensibly and remind those who are not.</p> <p>Staff to recognise the effort children show rather than the outcome.</p>
<p>IMPACT</p> <p>PERSONAL DEVELOPMENT</p>	<p>Roles of responsibility include School Council, Eco-council and head boy/ girl.</p> <p>Opportunities presented for children to speak/ present/ read/ perform in front of their class, key stage, whole school and parents. However, many children continue to lack confidence and volume.</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.</p> <p>Parent voice (May 2021)</p> <p>- 87% of parents/ carers agree/ strongly agree that we support their child's wider personal development.</p>	<p>To support and provide opportunities for our pupils to become confident members of our school and society.</p>	<p>Roles of responsibility to now also include sports council and more pupil involvement in the delivery of class and whole school 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"> - Look whoever is presenting the award in the eye - Say 'thank you' - If shaking hands, do so with conviction
<p>IMPACT</p>			

LEADERSHIP and MANAGEMENT	<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 support from our school advisor, through a supportive monitoring process and through an open- door policy to support and guide.</p> <p>Subject leaders conduct monitoring but not a wide range so don't have a full picture.</p> <p>A new assessment system was developed in the spring term 2022-23, for foundation subjects.</p>	Subject leaders to conduct thorough monitoring to support the raising of standards across all subjects (SIP 1)	See SIP 1
IMPACT			
EARLY YEARS	<p><i>Comments from MT, school advisor, after spending time in EYFS with the team (2022):</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, so that these can be shared to support other practitioners.'</i></p> <ul style="list-style-type: none"> - A significant amount of CPD for the class teacher to ensure she is able to effectively 		

	<p>lead EY; the teaching assistant has also received relevant CPD</p> <p>Personal, Social and Emotional support one afternoon each week from our Nurture Leader.</p>		
IMPACT			
CHRISTIAN LIFE and RE	See SIP 3 and RE SDP		
PREMISES MANAGEMENT	<p>KS1 children are unable to open the door leading onto the KS1 corridor when wanting to go inside to the toilet during break/ lunchtime due to the weight of it. A member of staff on duty has to either position themselves in this area to open the door each time a child needs the toilet or what tends to happen, the door remains open through these times (1.5 hours in total). During the colder months, we are losing a lot of heating out of this door.</p> <p>KS2 door is often left open during these colder months but more so because it is opened and closed a lot for children entering school for lunch/ exiting after lunch or visiting the toilet. The door also has a gap at the bottom which allows heating to escape every day.</p> <p>The door to the main entrance is left open by visitors or by staff/ children and heating is lost.</p>	<p>To enhance our sustainability by ensure heating is not unnecessarily lost through our main three entrances/ exits.</p>	<p>Spend our Gov funded 'Sustainability' money on:</p> <ol style="list-style-type: none"> 1. New KS2 doors which are automatic. 2. KS1 doors and main entrance doors to become automatic. <p>*The doors will open automatically on approach, and exit is via the small button with the blue light on</p>
IMPACT			