



LEWKNOR CHURCH OF ENGLAND PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN

SUMMARY 2023-2024

Christian Vision

Building strong foundations for a happy and successful life

Like the wise man who built his house on rock (Matthew 7: 24-27), we seek God's wisdom to enable us to nurture our school community so that all can flourish and achieve their best in every aspect of school life.

<p>QUALITY OF EDUCATION</p> <p>(A full, broad and ambitious curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills)</p>	<p>RE</p> <p>SIAMS IQ6</p>	<p>Continue to ensure the provision of RE is of the highest quality and that it expresses the school's Christian vision. The RE curriculum meets legal requirements, reflects the Church of England's Statement of Entitlement for Religious Education, and is effective.</p> <p>Staff to be aware the new RE syllabus, which is yet unfinished, will be taught from September 2024. Staff training (CPD) to be arranged for all teachers. The RE curriculum should be challenging, accurate, well-sequenced, well-balanced, relevant and diverse.</p> <p>Governors understand how RE is structured and organised through discussion with staff and observation of lessons.</p> <p>Pupils to consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide.</p> <p>Pupils to develop their knowledge and understanding of other major world religions, and their impact on society and culture.</p> <p>Pupils to have a safe place to critically reflect on their own religious, spiritual and/or philosophical convictions.</p> <p>Continuing staff development to have a positive impact on the effectiveness of the curriculum.</p> <p>Teachers to share effective practice locally and regionally, and engage in professional development. For example, use of RE Big Books and RE Team leaders.</p> <p>RE to be rigorously assessed throughout school.</p> <p>RE is well-resourced.</p>
	<p>Collective Worship</p> <p>SIAMS IQ3 and IQ5</p>	<p>Continue to ensure collective worship is inclusive, invitational and inspiring. Leaders to be able to explain the ways in which it is inclusive, invitational and inspiring. It enables the spiritual flourishing of all those in the school community.</p> <p>Governors understand the school's arrangements for collective worship and why these arrangements are in place.</p>

		<p>Continue to develop strong partnerships with Peter and St Margaret’s Church, the ODBE and other schools. This will help develop school’s provision for collective worship.</p> <p>Pupils and adults can explain what is meant by spirituality (in the context of a Church school). How does this enhance and enrich collective worship, and individuals’ spiritual development?</p> <p>All pupils and adults to appreciate that Christians worship in different ways, for example, using music, silence, story, prayer, reflection, the varied liturgical and other traditions of worship, festivals and the Eucharist. Pupils are given opportunities to talk about the value of prayer and reflection.</p> <p>Pupils and adults to appreciate the relevance of faith in today’s world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God.</p> <p>Shared approach: pupils as well as adults engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders have access to regular training and understand how this can have a positive impact.</p> <p>Pupils to have opportunities to take action for the common good (IQ5 courageous advocacy / agents of change). Worship to provoke thoughtful and respectful responses from pupils and adults, eg, climate change projects / eco projects.</p>
	<p>Phonics</p> <p>SIAMS IQ1, IQ2, IQ4</p>	<p>Continuing staff development to have a positive impact on the effectiveness of the curriculum.</p> <p>School to continue to attain well above national and county averages. Vulnerable children make good progress and attain well in phonics and reading.</p> <p>School to embed a coordinated approach (training for teaching assistants) to phonics teaching – Read, Write, Inc.</p>
	<p>Continue to develop other curriculum areas</p> <p>SIAMS IQ1, IQ5</p>	<p>Continuing staff development to have a positive impact on the effectiveness of the curriculum.</p> <p>Continue to assess science through enquiry / investigations. 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.</p> <p>Continue to assess children’s writing – book scrutiny and pupil progress meetings (assessment, marking and target-setting). Children to have more opportunities to improve and correct independent writing in their extension writing books (at least three times a year). Higher percentage to achieve greater depth</p>

		<p>in writing at KS1 in 2024. Writing to be moderated at least twice a term. Children to be encouraged to read daily at home.</p> <p>Maths – higher percentage of children at the end of KS1 and KS2 to attain greater depth in 2024. Improve interventions for higher attainers.</p> <p>Reading (new reading framework) – continue to embed a rigorous approach to the teaching of reading and reading comprehension. Develop pupils’ confidence and enjoyment in reading. Higher percentage to achieve greater depth in reading at KS1 in 2024. Express the importance of daily reading at home / bring more parents on board. All children to have reading record books. Activities planned to promote reading for pleasure.</p> <p>Music, art, DT – curriculum development. Subjects are coherently planned and sequenced towards cumulatively sufficient knowledge and skills. Information to be made available on school website.</p> <p>History and geography – subjects to be regularly assessed – whole school moderation termly.</p> <p>French teaching from the Reception class upwards. Miss Hickman to teach French in Reception and Infants, Mrs Read in Upper Juniors and Mrs Wakefield in Lower Juniors.</p> <p>Develop strategies to teach spelling including common exception words, eg, Jane Considine approach.</p> <p>Continue to promote eco projects – link to collective worship. SIAMS IQ5</p> <p>PE - children to have more opportunities to take part in partnership competitions.</p> <p>Develop marking policy and target setting so that pupils understand what they can do to improve their knowledge, understanding and skills.</p>
	<p>High-quality education for all</p> <p>SIAMS IQ1, IQ2, IQ3, IQ4</p>	<p>All pupils and adults to flourish. Continue to identify and support those who are more vulnerable and who may have additional learning and personal needs.</p> <p>Engage in strategies to continue to close the gap and raise attainment. Vulnerable pupils including those with special educational needs and/or pupil premium children feel well supported to achieve the standards expected in English and maths.</p> <p>The curriculum continues to be ambitious as well as meet the needs of children with SEND.</p>

		<p>Support high attaining learners so that they continue to make above expected attainment and at least good progress.</p> <p>Standards of progress and attainment continue to remain high compared to national and county levels.</p>
BEHAVIOUR AND ATTITUDES	<p>Attendance and punctuality</p> <p>SIAMS IQ1, IQ4</p>	<p>Pupils to have high attendance, they come to school on time and are punctual to lessons. Continue to aim for 97% attendance. Develop strategies to help improve attendance and punctuality for a minority of families.</p>
	<p>Staff and pupils create an environment where there are high expectations for pupils' behaviour and conduct. Bullying, learner-on-learner abuse, sexual harassment or discrimination are not tolerated.</p> <p>SIAMS IQ1, IQ4, IQ5</p>	<p>Children enjoy learning. They are resilient to setbacks and take pride in their achievements. They feel safe at school.</p> <p>There is a positive and respectful culture.</p> <p>If there are any issues, staff deal with these quickly and effectively, and do not allow them to spread.</p> <p>Courageous advocacy – children feel confident to call out bullying, low-level disruption etc.</p>
PERSONAL DEVELOPMENT	<p>Continue to go beyond the expected by offering our pupils a wide and rich set of experiences.</p> <p>SIAMS IQ1, IQ2, IQ4, IQ5</p>	<p>School staff and leaders apply their Christian vision to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all (see school SEF).</p> <p>The curriculum continues to extend beyond the academic and provides a broad development for all pupils. This enables pupils to develop and discover new interests and talents.</p> <p>Staff to nurture children's individual talents (we recognise that each pupil is unique). This enables all pupils to flourish.</p> <p>After-school and lunchtime clubs to have a strong take-up of pupils including vulnerable children. The most disadvantaged pupils benefit from enrichment activities they might not otherwise experience.</p>

		<p>The rich and wide-ranging extra-curricular activities to continue to strengthen the school's offer. Prospective and new parents comment favourably.</p>
	<p>Spiritual, moral, social and cultural development.</p> <p>SIAMS IQ1, IQ2, IQ3, IQ4, IQ5, IQ6</p>	<p>Foster more strategies that will allow pupils to encounter different faiths and diverse traditions in order to deepen pupils' understanding of a multi-faith and multi-cultural world. Pupils should have a sense of belonging that embraces and celebrates differences.</p> <p>Enhance spirituality throughout the school community by developing the strategic role the children have in planning and evaluating worship so that they can contribute further to the embedding of the Christian values of the school.</p> <p>Ensure the school's Christian vision, with its Biblical roots, is reflected clearly in all school policies and documents in order to make this explicit to all.</p> <p>Support the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part.</p> <p>Equip pupils with the skills and prepare them to be thoughtful, caring and active citizens in the school and the wider community. The school's Christian vision to inspire the whole school community to engage in social action and to be courageous advocates for change (agents of change) in their local, national and global communities.</p> <p>Promote social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.</p>
	<p>Healthy and active lifestyles.</p> <p>SIAMS IQ1, IQ2, IQ3, IQ4, IQ5, IQ6</p>	<p>Physically healthy: take up further opportunities to engage in sports and fitness activities including the daily run-a-mile, partnership tournaments, and club coaching.</p> <p>Mentally healthy: developing pupils' confidence, resilience and knowledge.</p> <p>Continue to teach children the importance of eating healthily. Work with Kids Packed Lunch Company to promote wider menu – take-up of healthy meals to increase.</p>
	<p>Children to have lessons taught on anti-racism through the</p>	<p>Continue to celebrate achievements of minority ethnic groups (Black History month).</p> <p>Children to feel comfortable and knowledgeable about race.</p>

	<p>enhanced PSHE curriculum (Jigsaw).</p> <p>IQ4, IQ5</p>	<p>Children to be aware of inequalities within our society.</p> <p>Courageous advocacy – children feel confident to call out racism.</p>
<p>LEADERSHIP AND MANAGEMENT</p>	<p>Staff development</p> <p>SIAMS IQ1, IQ2, IQ4</p>	<p>School provides high quality, inclusive education and training to all.</p> <p>Standards of attainment and progress in all classes remain high compared to national and county figures.</p> <p>All groups of children (including vulnerable / disadvantaged) make good progress and attain well. Percentage of children to be working at greater depth in RRM to be in line (at least) with national figures.</p> <p>Continue to strengthen leadership by providing focused and highly effective professional development opportunities at all levels. This allows staff to build on their subject knowledge which in turn enhances the teaching of the curriculum.</p> <p>New teacher (Miss Cleere) is mentored and feels well-supported. Miss Cleere to work alongside Mrs Read for the first term and will then take over after Christmas. Children and staff will benefit from the smooth transition.</p> <p>Mrs Wakefield and Mrs Lomas to complete the year-long Aspiring Headteachers course run by Oxfordshire County Council. HT Mrs Cole to help mentor Mrs Wakefield and Mrs Lomas.</p> <p>Teaching staff are encouraged to become leaders taking on areas of responsibility. For example, two teaching assistants – Miss Hawkes and Miss Power – to teach in Infants (two days a week) and the Reception class (also two days a week) Miss Hawkes and Miss Power will be supervised and mentored by Mrs Hickmand and Mrs Lomas. Teachers will prepare all lesson plans.</p> <p>Children enjoy their learning very much.</p>
	<p>Consider the impact of the school's Christian vision in every aspect of school life.</p>	<p>All stakeholders embrace SIAMS as part of the ongoing process of school development and improvement as a church school.</p> <p>School to continue to develop our theologically rooted Christian vision, and stakeholders understand the theology that underpins our Christian vision. The vision and associated values – wisdom, integrity</p>

		<p>and friendship – enables all to flourish. How well does the school live out this Christian vision (eg policies and practice)?</p> <p>Leaders are able to explain the school’s context (who are we as a school, what are we doing here, how, then, shall we live and learn together?) and the reasons for decisions and actions. le school leaders can explain the specific school context (see SEF) and know how to respond to it theologically (Christian-vision-driven decisions and actions)? How do we meet the needs of the school community?</p> <p>Stakeholders are aware of the new Inspection Questions (no longer lists of criteria) and are able to contribute evidence to show impact. For example IQ2 how does the curriculum reflect the school’s theologically rooted Christian vision. How is spiritual development an intrinsic part of the curriculum? How do leaders know that the curriculum is having the intended effect for pupils? How does the Christian vision shape the learning experience for pupils who are vulnerable / disadvantaged?</p> <p>School to build on evidence that shows the Christian vision is central to all that we do and that the quality of RE and collective worship provision remains high.</p> <p>School to continue its strong working partnership with ODBE – staff training and accessing expertise, HT performance development (support for leadership and advice for governors), school adviser link.</p>
	<p>Governor development</p> <p>SIAMS IQ1, IQ4, IQ5</p>	<p>Succession planning – prepare for any changes in the future to ensure strong governance.</p> <p>Engage in opportunities for governors to further their knowledge of role and accountability in school. New governors to undergo induction training and safeguarding training. Set up timetable for governor walks to help develop governors’ knowledge and to provide opportunities for school accountability.</p> <p>HT continues to meet with SEND governors, Safeguarding governor, and governors responsible for health and safety at least once a term. Closer working relationship to be developed with foundation governors to evidence information for upcoming SIAMS inspection.</p>
	<p>Staff and pupil well-being</p> <p>SIAMS IQ1, IQ4</p>	<p>The theologically rooted Christian vision enable all to live well together in an inclusive, dignifying and equitable culture.</p>

		<p>Continue to monitor staff mental health and wellbeing. Continue to support good mental health in staff and pupils throughout the year. Continue to develop strategies that help pupils and adults (including those who are vulnerable / disadvantaged) at difficult times.</p> <p>Staff workload to be monitored and managed well. Staff to report high levels of support.</p> <p>Policies and practice continue to create a culture in which people’s wellbeing is enhanced.</p>
	<p>Improving the learning environment</p> <p>SIAMS IQ1, IQ2, IQ4, IQ5</p>	<p>New resources in place to improve the outdoor and indoor EYFS learning environment, eg, gazebo and locked containers.</p> <p>Gardening club?</p> <p>Strengthen partnership with village pre-school so that resources, eg, village hall are shared. Pre-schoolers to have more opportunities to use school site so that transition to Reception class is smooth.</p>
<p>EARLY YEARS</p>	<p>Prepare pupils for the safe transition to school.</p> <p>Continue to embed the revised EYFS statutory framework and ensure all assessments are completed on time</p> <p>SIAMS IQ1, IQ2, IQ4</p>	<p>There are no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. Children with SEND and those from disadvantaged backgrounds continue to do well.</p> <p>Children are deeply engaged in the ambitious curriculum and can sustain high levels of concentration. The coherently planned and sequenced curriculum builds on what the children know and can do.</p> <p>There is a sharp focus on ensuring the children acquire a wide vocabulary to that they communicate effectively. Children have a secure knowledge of phonics. Teaching of early reading and synthetic phonics continues to be systematic.</p> <p>All children achieve well, particularly those with lower starting points.</p> <p>Baseline assessment (communication, language and literacy, and maths skills) will be used to measure progress from the start of EY to end of KS2.</p> <p>EYFS profile (assessment of Reception children throughout the year) to continue.</p> <p>Children are ready for their next stage of education (Year 1/Key Stage 1). Children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the ELGs, particularly in maths and literacy.</p>

