



LEWKNOR CHURCH OF ENGLAND PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN SUMMARY 2021-2022



OXFORD DIOCESAN
BOARD OF EDUCATION

<p>QUALITY OF EDUCATION (A full, broad and ambitious curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills)</p>	<p>RE</p>	<p>Continue to ensure the provision of RE is of the highest quality and that it expresses the school’s Christian vision.</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>Teachers to share effective practice locally and regionally, and engage in professional development. For example, use of Big RE Books and RE Team leaders.</p> <p>RE to be rigorously assessed throughout school.</p>
	<p>Collective Worship</p>	<p>Continue to ensure collective worship is inclusive, invitational and inspiring.</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 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.</p> <p>The local church community to support the school effectively in developing its provision for collective worship.</p> <p>Pupils to have opportunities to take action for the common good. Worship to provoke thoughtful and respectful responses from pupils and adults, eg, climate change projects / eco projects.</p>
	<p>Phonics</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 have a more coordinated approach to phonics teaching – Read, Write, Inc.</p> <p>All staff to receive training about the school’s approach as well as best methods to teach phonics.</p>
	<p>Early Language</p>	<p>School to take part in The Nuffield Early Language Intervention (NELI) 20-week programme for children in their first year of primary school who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p>
	<p>Continue to develop other curriculum areas</p>	<p>Computing – new planning scheme in place from September 2021.</p> <p>Continue to embed maths mastery.</p> <p>Focus on guided reading – impact of what is already in place, eg, Literacy Shed, Hubbard whole class reading scheme.</p> <p>Eco projects / climate change – link to collective worship.</p> <p>Continue to assess science through enquiry / investigations.</p>

		<p>Focus on children 's writing – book scrutiny and pupil progress meetings.</p> <p>French teaching to resume following closure of bubbles.</p>
	<p>High-quality education for all</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 to achieve the standards expected in English and maths.</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>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 bullying, peer-on-peer abuse, sexual harassment or discrimination are not tolerated.</p>	<p>Bullying, peer-on-peer abuse, sexual harassment or discrimination are never tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.</p>
PERSONAL DEVELOPMENT	<p>Continue to go beyond the expected by offering our pupils a wide and rich set of experiences.</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.</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>Clubs to have a strong take-up by 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>Foster more strategies, which 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. Ensure the school’s Christian vision, with its Biblical roots, is reflected clearly in all school policies, documents and on the school website 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 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>

		Continue to create an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect. (Value all God's children).
	Healthy and active lifestyles.	Physically healthy: Take up further opportunities to engage in sports and fitness activities including run-a-mile 3x a week, tournaments, and club coaching. Mentally healthy: Developing pupils' confidence, resilience and knowledge. Continue to teach children the importance of eating healthily.
	Children to have lessons taught on anti-racism through the enhanced PSHE curriculum (Jigsaw).	Continue to celebrate achievements of minority ethnic groups (Black History month). Children to feel comfortable and knowledgeable about race. Children to be aware of inequalities within our society. Courageous advocacy – children feel confident to call out racism.
LEADERSHIP AND MANAGEMENT	Development of the new Year 5 / 6 teacher.	Standards of attainment and progress in UJ class remain high compared to national and county figures. All groups of children (including PP and SEND) 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. Miss Baker develops as a teacher with responsibilities that cover not just her class but the wider school. Children enjoy their learning.

	<p>Consider the impact of the school's Christian vision and evaluate the provision of RE and collective worship using the SIAMS 2018 Framework</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 an inclusive and distinctive Christian vision. The vision and associated values – wisdom, integrity and friendship – are grounded in Christian narrative. How well does the school live out this Christian vision?</p>
	<p>Developing Leadership</p>	<p>Continue to strengthen leadership by providing focused and highly effective professional development opportunities at all levels.</p>
	<p>Governor development</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.</p>
	<p>Staff well-being</p>	<p>Consider staff mental health and wellbeing as they start back to school. Continue to support good mental health in staff throughout the year.</p> <p>Staff workload to be monitored and managed well. Staff to report high levels of support.</p>
<p>EARLY YEARS</p>	<p>Prepare pupils for transition to school.</p> <p>Introduce new baseline assessment from September.</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. New baseline assessment to start in September 2021. This (communication, language and literacy, and maths skills) will be used to measure progress from the start of EY to end of KS2. (KS1 assessments to become non-statutory in 2023).</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). 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>
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