



# LEWKNOR CHURCH OF ENGLAND PRIMARY SCHOOL

## SCHOOL IMPROVEMENT PLAN SUMMARY 2020-2021



OXFORD DIOCESAN  
BOARD OF EDUCATION

<p><b>QUALITY OF EDUCATION</b> (A full, broad and ambitious curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills)</p>	<p>school / remote learning</p>	<p>learning and agree what adjustments may be needed to the curriculum over the coming weeks / months.</p> <p>Identify any pupil who may need additional support so they are ready to learn. Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, SEND and vulnerable pupils (reasonable endeavours).</p> <p>Agree learning priorities and the extent to which existing planning, schemes of work and programmes of study will need to be adapted.</p> <p>Support those pupils who remain at home making use of available remote education support (new DfE funding).</p>
	<p>Phonics</p>	<p>Phonics: School to aim for 93% of Year 2 children to pass the Year 1 phonics test. And at least 88% of Year 1 (cohort of 8) children to pass.</p>
	<p>Reading</p>	<p>Post lockdown: Provision in place to support lowest 20% of readers.</p> <p>KS2: Pupils to study quality texts in depth to help develop understanding of how different texts are structured, including the underlying themes and authorial styles.</p> <p>KS1 and KS2: School to continue to improve and embed a rigorous and sequential approach to the reading curriculum, which develops pupils' fluency, confidence and enjoyment in reading.</p>

	<p><b>RSE</b></p>	<p>Embed the new Relationships and Sex Education curriculum to ensure children learn about the changes they will experience as they grow up, and to develop the knowledge, skills and strategies to enable them to respond to those changes in a way that is healthy and safe.</p> <p>School's approach to RSE ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.</p>
	<p><b>RE</b></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.</p> <p>RE to be rigorously assessed throughout school.</p>
	<p><b>Collective Worship</b></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.</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>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>Local church community to support the school effectively in developing its provision for collective worship.</p>
	History and geography	<p>Planning and children's work show how knowledge develops over time. ('Leaders should implement their plans to strengthen the curriculum to include the knowledge that pupils should know and the order in which they should learn it.' Ofsted February 2020)</p>
	High-quality education for all	<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>Continue to 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>
<b>BEHAVIOUR AND ATTITUDES</b>	Developing growth mindset	<p>Continue to develop aspiration in all pupils giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning, and to make positive choices.</p>
	Attendance and punctuality	<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>
<b>PERSONAL DEVELOPMENT</b>	Mental well-being	<p>Prepare pupils for transition back to school. Clear focus on SEMH. Consider pupils' mental health and wellbeing. Identify and plan how to support the education and pastoral needs of high needs groups, including disadvantaged, SEND and vulnerable pupils. (Nurture opportunities, playtime support)</p>

		<p>Support pupils to re-learn behaviour expectations and routines (new routines required for the purposes of responding to Covid-19).</p>
	<p><b>Spiritual, moral, social and cultural development</b></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> <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).</p>

		Continue to go beyond the expected by offering our pupils a wide and rich set of experiences.
	<b>Healthy and active lifestyles</b>	<p><b>Physically healthy:</b> Take up further opportunities to engage in sports and fitness activities including run-a-mile 3x a week, tournaments, and club coaching.</p> <p><b>Mentally healthy:</b> Developing pupils' confidence, resilience and knowledge.</p> <p>Continue to teach children the importance of eating healthily.</p>
<b>LEADERSHIP AND MANAGEMENT</b>	<b>New ways of working?</b>	Review the positives from lockdown/reopening of schools. Have we learned any new and better ways of running school? What systems might we change? See school action plan and risk assessment
	<b>Consider the impact of the school's Christian vision and evaluate the provision of RE and collective worship using the SIAMS 2018 framework</b>	<p>All stakeholders to be involved in the SIAMS evaluation to ensure all children flourish as they experience education for wisdom, hope, community and dignity, and discover life in all its fullness which Jesus offers.</p> <p>School to continue to develop an inclusive and distinctive Christian vision. How well does the school live out this Christian vision?</p>
	<b>Developing Leadership</b>	Continue to strengthen leadership by providing focused and highly effective professional development opportunities at all levels.
	<b>Governor development</b>	<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>
	<b>Staff well-being</b>	<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><b>EARLY YEARS</b></p>	<p><b>Prepare pupils for transition to school</b></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.</p> <p>Teaching of early reading and synthetic phonics continues to be systematic. EYFS profile (assessment of Reception children throughout the year) to remain statutory.</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> <p>All children achieve well, particularly those with lower starting points.</p> <p>Prepare for OCC moderation – summer term.</p> <p>New baseline assessment is delayed until 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>
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