



Singleton Church of England Primary School School Improvement and Development Plan 2021/22

“Passion for LearningPassion for life”



Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.

School Improvement Plan Summary 2021 – 2022

The Ofsted Inspection Framework for 2019 outlines the descriptors for school accountability and it is within this framework that our school priorities have been articulated. Our focus for school improvement is on ensuring the continuity of outstanding provision across the school as well as on building upon our successes. We will adapt and carry over or complete the work outlined in the previous plan when enforced closure and significant periods of self-isolation due to COVID-19 meant that some actions were not completed.

The ongoing work on curriculum design and outcomes (intent, implementation and impact) will embed best practice for supporting children's learning and attainment. The outstanding behaviour, attitudes and personal development of children will continue to be developed within the strong foundations of curriculum and pastoral support throughout the school.

The work of the leadership and management (including Governance) team will focus on the effectiveness of professional development for staff on supporting children's learning and progress. The focus on supporting and promoting mental health and wellbeing will be reflected in the positive culture across our happy and successful school.



“Passion for Learning and Passion for Life”
“With God all things are possible” Matthew 19:26
“I have come so that they may have life and have it to the full” John 10:10

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

Our Christian Values

Respect

Friendship

Endurance

Wisdom

Love

Trust

Our Christian Vision and Values

At Singleton School, we strive to provide a well-rounded education for our children within a stimulating, fun learning environment. We believe that all children who become pupils at our school deserve the best 'Christian Education', and as such, we have the highest expectations of pupil attainment, teacher performance, governor performance, support staff performance and parental involvement. We believe that every child should be given opportunities to thrive socially, emotionally, academically and physically. We encourage everyone to strive for excellence and to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other to learn to value difference, greatness, ambition and achievement of all kinds. To belong to the Singleton School Family is an honour. Each of us aspires to reach a potential, which is not limited, but supported through our ambitious curriculum, our Christian Values and which will truly enable us to embrace living our lives without limits. Our Vision and Values are threaded through our curriculum.

As a school community, we are working together to:

- To promote and secure limitless potential, through a commitment to high standards and expectations.
- Enable every child to succeed as an independent, confident and enthusiastic learner.
- Provide active, co-operative and independent learning through dynamic and high quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others.
- Ensure equality of opportunity at all times, so that each child is given support and enrichment
- Create an inclusive learning community, which challenges every learner and enables every learner to flourish, prosper and develop aspirations for a successful future.
- Provide a welcoming, secure, stimulating and enriched learning environment.
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles.
- Celebrate our rich diversity and work in partnership with parents, children and the wider community.

Aims/Goals for 2021 – 2022

1. Quality of Education

Our curriculum ensures that children are equipped with the skills, knowledge and cultural capital to succeed as learners. That the 'recovery' curriculum is effective in closing the learning gaps due to COVID -19

2. Behaviour and Attitudes

As a school community we value and nurture difference and identify and celebrate commonalities

3. Personal Development

Access to a wide, rich set of experiences for personal development is beyond the expected and of exceptional quality

4. Leadership and Management

Exceptional Leadership and management ensures that staff are well supported so that high expectations of all pupils are realised

Our Successes – during COVID-19

We are proud to be a church school and we believe its distinctive nature shines through in everything we do. We live up to our motto

“Passion for LearningPassion for life”

Encouraging all to work as a team. This SIDP delivers this vision and maps the future direction of our school.

Virtual Nativity Community – value and support the school	Outstanding Junior Leadership team Inspirational, confident, resilient, self-esteem, Pupil voice, High expectations, limitless potential		Role Models Older pupils show high levels of care and consideration for those younger than themselves	Subject leadership – research and development		SEN / Provision Mapping Best endeavors , personalized learning, commitment to high quality teaching and learning
Growth Mindset DOT day – whole school Learn from mistakes, resilience, High expectations, realizing potential	Curriculum Development Bespoke, ambitious, diverse, broad and balanced , enrichment, Wellbeing, engaging, high expectations	Worship enrichment e.g. Easter worship day, Diwali day		Provision and support for SEN and PP pupils during COVID-19 Bespoke, personalized learning support packages put in place to ensure that this group of children thrive.		
Virtual - Prize Giving Celebrating successes, promoting self-esteem and confidence. Wellbeing – encouragement – feeling valued and respected. Parents value and support the school	Staff Wellbeing Development of a committee to support with wellbeing. Raised awareness amongst staff. Supportive internal mechanisms put into place.	STEM WEEK Enrichment from the wider community, challenge, investigation, visitors – STEM ambassadors, CREST challenges, Mad Science		A pro-active FOSS PTA that raise funds for the school and organise many events	Transition Effective processes in place for a COVID transition to high school	Wellbeing – During COVID-19 A real strength in the school for the children and their families during the challenging times. Robust early intervention systems implemented. Bespoke support for families in need. Excellent, highly skilled Learning Mentor. Systems effectively embedded into the culture and life of the school to promote and support mental health, social and emotional wellbeing – improved self-esteem, confidence, motivation, higher expectations of self, reduction of worries etc. Reduction in ‘Barriers to Learning’
Creative Days (COVID friendly) Eggstravaganza, Easter Craft, story writing day, Olympics etc.		Our Many Successes 2020/21			Quality First teach Highly focused lesson design with sharp objectives. High demands of pupil involvement and engagement with their learning. High levels of interaction for all pupils. Questioning, modelling and explaining	
Virtual Visitors Stem Ambassador, Local Author, Grandad, Doctor, Dentist, VET	MAD WEEK (music, art, drama) Inspirational learning experiences Author visit, Visiting Musicians, Drama , Art , creativity, passion for learning		Remote learning We developed a very effective remote learning platform for our children. That was rigorously monitored, provided for our children a broad and balanced curriculum, set high expectations and provided high quality provision.			Recovery Curriculum We developed a very effective ‘closing the gap strategy’ for all our children. Keeping at the heart of all our decisions our personalized approach to learning, growth mindset and high expectations. Our staff received high quality CPD training linked to this developing further their understanding of ‘Key Essential Skills, the National Curriculum and assessment for learning

Summary of Key Priorities 2021-22

1 Quality of Education

Overall Goal

Our curriculum ensures that children are equipped with the knowledge and cultural capital to succeed as learners.

Achievement – Targets 2021/22

In light of COVID-19 recognizing there are gaps in learning – but as part of our Recovery Curriculum - setting ambitious targets for our children

- **Phonics Screening** at least 93% to achieve expected Standard – above National Average
- **End of KS1** at least 87% to achieve expected and at least 27% to achieve ‘greater depth’
- **End of KS2** – At least 80% meet the expected Age related target. At Least 70% expected in R W M (above National average 65%) combined reading and math’s. Greater depth at least 36% in R W M and 20% in RWM combined
- **Progress scores** all above zero in KS2

Priority 1

Continue to develop/ implement a broad and robust ‘Recovery Curriculum’ that identifies and addresses lost learning, informs catch up provision and enables all children to realise their potential

Priority 2

To continue to develop / adapt the curriculum and develop Key Assessment opportunities within the curriculum ensuring that children’s knowledge and skills are built upon over time.

Priority 3

To further develop children’s cultural and social capital opportunities within the curriculum we offer (linked to Behaviour and Attitudes/ Personal Development objectives within this plan)

Priority 4

Improving outcomes for all pupils through further development of the Inclusive Quality First Teach approach, and development of pedagogy skills ensuring pupils consistently achieve highly, particularly the most disadvantaged and SEND pupils

2. Behaviour and Attitude

Overall Goal

Throughout the school community, difference is valued and nurtured whilst commonalities are identified and celebrated.

Targets 2021/22

- Behaviour for learning to be at least good in 95% of lessons
- Attendance target 96%

Priority 1

To broaden children’s understanding of the differences within our school and the wider community

Priority 2

To develop greater resilience in children when faced with challenges in life and within their learning

Priority 3

Review and evaluate the systems for promoting excellence in behaviour/ attendance

3. Personal Development

Overall Goal

Access to a wide, rich set of experiences for personal development is beyond the expected and of exceptional quality.

Targets 2021/22

- Behaviour for learning to be at least good in 95% of lessons
- Attendance target 96%

Priority 1

The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

Priority 2

To develop children’s understanding about positive relationships and respect for others

4. Leadership and Management

Overall Goal

Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised.

	Priority 1 To consistently build on the subject, pedagogical and pedagogical subject knowledge of all staff over time.	Priority 2 To further improve wellbeing for all parts of the school community, including consideration of workload	Priority 3 Continued development of an exceptional leadership and management team, ensuring new SLT staff and governors are well supported within their roles so that high expectations of all staff and pupils are realised
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5. EYFS

Achievement – Targets 2021/22	Quality of Education	Behavior and Attitudes	Personal Development	Leadership and Management
<ul style="list-style-type: none"> • EYFS – Good Level of Development at least 78% (above National average) • EYFS – At least 68% of summer born make expected progress 	<ul style="list-style-type: none"> • Continue to develop/ implement a broad and robust 'Recovery Curriculum' that identifies and addresses lost learning, informs catch up provision and enables all children to realise their potential • Our curriculum ensures that children are equipped with the knowledge and cultural capital to succeed as learners. 	<ul style="list-style-type: none"> • To broaden children's understanding of the differences within our school and the wider community • To develop greater resilience in children when faced with challenges in their learning. 	<ul style="list-style-type: none"> • Access to a wide, rich set of experiences for personal development is beyond the expected and of exceptional quality 	<ul style="list-style-type: none"> • Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised.