



School Improvement Plan 2021 – 2022



‘Building Back Better’

SCHOOL IMPROVEMENT PLAN (S.I.P.) CONTENTS

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KEY.
Termly Targets will be
RAG rated to indicate
progress

Red = target missed / work not yet begun	
Yellow = partially achieved / work in progress	
Green = target achieved /action completed	
Blue = target exceeded	

OUR SCHOOL VISION

Our Vision is to inspire and celebrate

 Learning,  Achievement,  Faith & Fun!

Ours is a school that works in partnership with the community to enable and equip each child to “live life to the full”, reflecting the Christian values of our foundation.
(The Bible, John’s Gospel, Chapter 10, Verse 10)

We will realise our Vision by:

- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- encouraging participation and a love of learning by offering experiences full of opportunity and creativity, so that every child fulfils their academic potential
- demonstrating, as a church school, our Christian values in action
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all

THE SCHOOL’S AIMS

The School aims, through the breadth and diversity of its subjects and activities:

- to promote the highest academic standards in all aspects of the curriculum by ensuring that all pupils develop their potential;
- to encourage learning by providing a welcoming, friendly and supportive environment in which Christian values are central to the ethos of the school and its teaching.
- to show concern and care, through a strong sense of Christian values, for all members of the school community;
- to encourage the children to question, challenge, use their own initiative and develop lively and enquiring minds
- to nurture links between school, home, parish and the local community;
- to use the financial resources at our disposal to provide good accommodation and surroundings and the highest possible levels of staff and equipment.

North Nibley C of E Primary School (V.A.) is a 'Good school'.



We were judged to be 'a good school' by Ofsted (October 2017) because:

“The leadership team has maintained the good quality of education in the school since the previous inspection. You have worked effectively with newly appointed staff and, as a result, you have improved subject leadership across the school. Consequently, teachers’ planning of lessons is better. You have developed computing skills within subjects. However, you know that pupils still need to engage in extended writing in more subjects. Similarly, they need to be challenged in mathematics lessons. You have also worked well to increase the participation of pupils in after-school events. In particular, you have increased the number of sports available. Changes in the governing body include a new chairperson and several new governors. Governance continues to be a strength following extensive skills audits. Governors have received training on providing effective challenge to the school’s leaders.

The strong relationships and mutual respect between teachers and pupils results in engagement and enthusiasm in learning. Pupils are supportive of one another. They are very welcoming and respectful of visitors. They are proud of their school. One pupil informed me that ‘I like this school because the teachers know us so well and they make the work hard but enjoyable.’ This view was typical. Pupils enjoy the wide range of sporting activities and trips.”

NEXT STEPS

- pupils engage in extended writing for a range of purposes and audiences across the curriculum
- pupils are challenged to develop their reasoning and problem solving in mathematics.



We were judged 'a good church school' by SIAMS (June 2019) because:

“North Nibley is a community where all stakeholders work tirelessly to ensure that every pupil has the best possible chance to ‘live life to the full’ both at school and beyond.

North Nibley is a loving, caring and deeply supportive community. All stakeholders have a deep commitment to inclusion and welcome all as ‘God’s children’.

All pupils experience significant curricular and extra-curricular opportunities. As a result, pupils are confident, aspirational and happy.

The school has created an inclusive, nurturing environment which allows all pupils to flourish. This complements its vision, which is to be a community that prepares pupils to live a full life.

Virtuous pastoral care in this Christian community is genuinely supportive of all pupils and adults and their mental health and well-being. Staff tirelessly support one another, the pupils and their families.

The school’s cohesive and embedded Christian vision is integral to all aspects of school life. It positively influences decision-making, policies and practice at all levels.”

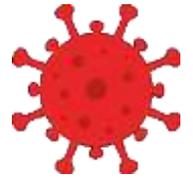
AREAS FOR DEVELOPMENT

- Deepen pupils’ knowledge and understanding of Christianity as a worldwide living faith and its part in their own cultural heritage.
- Increase pupils’ encounters with different faiths in order to broaden their experience of diversity.
- Establish a whole school understanding of spiritual development so that pupils are enabled to articulate their own spiritual awareness.

The COVID-19 pandemic, the partial closing and subsequent re-opening of school presented unique challenges.

North Nibley School was closed to many pupils from March 2020 until the end of the school year. In September 2020 we opened to all pupils and experienced several months of 'recovery', during which time the priorities (after 'Safeguarding') were as follows:

- Ensure pupils and staff are safe and feel safe.
- Support and promote mental health and wellbeing of pupils and staff.
- Engage and motivate pupils to learn.
- Identify significant gaps and provide learning sequences and opportunities which address them.
- Prioritise the curriculum content which is most important for pupils.



Then we were 'locked down again' (Jan to March 2021). The consequences of the lockdowns can be summarised as follows.

- Gaps have widened during the lockdowns. Some children received little guidance during the time they were not at school. Others were expertly guided in what they were asked to do.
- Some children did not experience the level of independence (required for 'true learning') when completing learning tasks at home.
- A few pupils have regressed in their learning due to a change in the level of guidance, practise or reinforcement.
- A 'bias' towards core skills during lockdown means that coverage of 'foundation' subject learning has been incomplete or superficial.

During the 2020-2021 school year, the following difficulties/barriers/observations were:

- In KS2, sitting in rows provided fewer opportunities for group work and which limited the grouping of children according to need/ability, interventions, and pupil 'targeting' by the teacher. The timely movement of staff around the room slowed which may have impacted learning.
- Pupil attainment and progress data was limited to those aspects which had been taught. Some gaps remain. All 'Year End' performance measures (including Teacher Appraisal) are potentially flawed and there are no national benchmarking 'norms' for pupil attainment and progress.
- Some classrooms are noisier than they were pre-lockdown. Staff have worked hard to ensure that the noise levels don't limit learning.
- A few children are exhibiting challenging behaviour: they are less tolerant of one another and may at times challenge staff.
- The curriculum was less 'rich'. Trips stopped and few visitors come in to support learning (for example community 'readers' and parent 'cooks').
- The absence of inter-school competition in sport eroded levels of motivation in P.E. lessons.
- Staff worked additional duties at either end of the day, with further monitoring and intervention in the breaks.

Driven by our vision, to inspire and celebrate



Ours is a school that works in partnership with the community to enable and equip each child to “live life to the full”, reflecting the Christian values of our foundation.
(The Bible, John’s Gospel, Chapter 10, Verse 10)

In 2021 – 2022 we plan to:		Improve learning by:	Improve achievement by:	Build faith in God, ourselves and one another by:	Maintain a sense of fun in all that we do by
PRIORITY 1	Maintain outstanding levels of Safeguarding, by:	Continuing to learn, understand and implement new requirements. Review.	Knowing that the roles we all undertake to keep children safe are working. Being pro-active.	Allowing the development of trust between staff members.	
PRIORITY 2	Place greater emphasis on the teaching and learning of music, by:	Learning more about music (staff and pupils), including the ability to assessment pupils’ learning, and use this to plan next steps	Providing additional opportunities for children’s engagement with music-making, listening and music appreciation	Giving the children more opportunities to develop their confidence in performing.	Finding additional ways to showcase pupil’s talents and new learning
PRIORITY 3	Improve the teaching and learning of Science, by:	Equipping staff with the knowledge & skills to develop teaching, supporting children to build better understanding	Working towards a recognised accreditation	Playing our part in supporting staff as learners, encouraging and celebrating success	Ensuring the ‘Wow’ factor is present in science lessons (LINK WITH PRIORITY 5).
PRIORITY 4	Ensure Development of staff remains a priority, by:	Providing opportunity for learning at all levels, for all staff	Providing time for staff to feedback what has been learnt	Encouraging others with what we have learnt, having more confidence in each other	Celebrating (where appropriate) with our community (e.g. newsletters)
PRIORITY 6 <i>(Priority 5 – see individual Class plans)</i>	Secure pupils’ understanding of Spiritual Development, by:	Ensuring that staff understand, plan for (and can spot ‘ad hoc’) moments of ‘Wow’, and can share these with children.	a) Enabling children to identify significant moments of spiritual development b) Creating PERSONAL reflection diaries	a) Giving children a vocabulary with which to discuss their experiences b) Creating PERSONAL reflection diaries	Recognising that moments of fun can be spiritual and a powerful reminder of the joy of being alive
PRIORITY 7	Maintain a focus on ‘Covid-Catchup’ measures, by:	Continuing to support those who have ‘slipped’ using resources and staff to enable pupils to regain prior levels of attainment	Ensuring that children understand the successes they make.	Sharing with parents our plans, and celebrating success	Establishing these groups as a bonus, not a chore! Building positive relationships with the staff deployed to support the children

APPENDIX 2 – TYPES OF MONITORING ACTIVITIES

Attainment data
Attendance data
Behaviour analysis
'Drop-in' notes
Improvement Diaries / Scrapbooks
Incident logs
Learning walks (including displays)
Lesson visits and observations
Meeting minutes
MyPlan / MyPlan Plus reviews (Anonymised)
Parent Survey
Performance Management Results (Anonymised)
Planning review
Progress data
Pupil conference
Pupil Survey
Subject Leader Interview
Subject Leader Report
Timetable for support activities / staff deployment
Timetables for curriculum delivery
Work Scrutiny

These may be carried out by visitors to the school, governors, Head Teacher, Subject Leader, peer review (teachers) and children as appropriate.

APPENDIX 3 - SIAMS INSPECTION AREAS

- Strand 1: Vision and Leadership
- Strand 2: Wisdom, Knowledge and Skills
- Strand 3: Character Development: Hope, Aspiration
And Courageous Advocacy
- Strand 4: Community and Living Well Together
- Strand 5: Dignity and Respect
- Strand 6: The Impact of Collective Worship
- Strand 7: The Effectiveness of Religious Education.

APPENDIX 4 - OFSTED INSPECTION AREAS

- The Quality of Education
- Behaviour and Attitudes
- Personal Development
- The Impact of School Leadership

APPENDIX 5 – KEY TO ABBREVIATIONS

CPD – Continuing Professional Development
CT – Class Teacher
ECT – Early Careers Teacher (formally Newly Qualified)
EP – Educational Psychologist
EYFS – Pre-school & Reception aged children
F&R – Finance and Resources Committee
FGB – Full Governing Board
GCSP – Glos. Safeguarding Children's Partnership
HAPS – Higher Attaining Pupils (Prior Attainment)
HT – Head Teacher
IC – Initial Concern
IT – Information Technology
INSIGHT – Online pupil attainment tracking software
KS1/KS2 – Key Stage 1 (Years 1 & 2) KS2 – Older pupils
L&M - Leadership and Management Committee
LA – Local Authority
LAPS - Lower Attaining Pupils (Prior Attainment)
LTP – Long Term Plan (whole curriculum)
MAPS – Middle Attaining Pupils (Prior Attainment)
MTP – Mid-Term Plan (Class plans for a term / topic)
PPA – Planning, Preparation and Assessment time
(non-contact time, 10% of the timetable)
PPG – Pupil Premium Grant
SAS – Stroud Association of Schools
SATS – Standardised Assessment Tasks / Tests (Now
named “National Curriculum Assessments”)
SIP – School Improvement Plan
SEND - Special Educational Needs & Disabilities
SENDCO – SEND Co-ordinator (teacher)
SL – Subject Leader
STP – Short-Term Plans – e.g. one class week / subject
TA – Teaching Assistant / (formal) Teacher Assessment
TLC – Teaching and Learning Committee