

Longridge C.E.Primary

School Improvement Plan 2020/21

Relevant columns will be RAG rated at the end of each term. Green –what has been achieved, Amber – what has been started but not embedded and Red – what has not yet been achieved.

<b>Key Priority 1.</b>	<b>To continue to widen the self-evaluation and school improvement work of the school by incorporating Pupil Voice, ensuring this is taken into account in all areas.</b>
<p><b>Measures of success</b> <b>Required improvements:</b></p> <p>To ensure a whole-school commitment to listening to the views, wishes and experiences of all children.</p> <p>Teaching staff to be responsible for leading change in an area of whole school development.</p> <p>Pupils to become more focused, confident and effective in giving their views and ideas.</p> <p>School self-evaluation more thorough in taking a wider range of views into account.</p> <p>Enhance the classroom curriculum by providing real life experiences to strengthen understanding and purpose.</p>	<p>1.1 To re-establish pupil ‘committees’ for 8 key areas and member of staff responsible for each:</p> <ul style="list-style-type: none"><li>• Wellbeing Group</li><li>• School Eco Group</li><li>• School Promotion Group</li><li>• Teaching and Learning Groups</li><li>• RE/Worship Group</li><li>• Educational Visits and Extra-Curricular Activities Group</li><li>• After School Club/Breakfast Club Group</li></ul> <p>1.2 Staff/pupils agree an agenda of priorities for their committee</p> <p>1.3 To hold regular meetings to consult pupils and facilitate activities which give children opportunities to be actively engaged in school improvement work</p>

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<b>Key Priority 2.</b>	<b>To improve standards in reading through the school</b>
<p><b>Measures of success</b> <b>Required improvements:</b></p> <p>Establish improved system of guided reading from Reception to Year 6</p> <p>Provide a range of reading intervention as necessary</p> <p>Provide a range of high quality, fully decodeable texts for guided and home reading in EYFS/KS1</p> <p>Encourage an effective reading partnership with parents</p>	<p>2.1 Establish a new system of guided reading with focus on both decoding/word level skills and comprehension</p> <p>2.2 To review and enhance intervention programmes for those not at ARE</p> <p>2.3 Provide support and training for staff and voluntary helpers who hear children read in school</p> <p>2.4 To ensure all children learning to read, access a programme of Systematic Synthetic Phonics at an appropriate level</p> <p>2.5 The Headteacher and English Lead to monitor reading half termly</p> <p>2.6 To provide activities and opportunities to develop a love of reading</p>

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Key Priority 3.	To work more closely with parents and families
<p><b>Measures of success</b> <b>Required improvements:</b></p> <p>Consultation on key areas of school life and curriculum change</p> <p>Opportunities for parents to access information/training to support their children in school</p> <p>Allow parents of SEND children more opportunity to discuss their provision and progress</p> <p>Improved communication regarding the school's SEND offer</p>	<p>3.1 Use of parental questionnaires to gauge level of satisfaction with specific areas and inform change</p> <p>3.2 Scheduled meetings for parents regarding key events/curriculum matters</p> <p>3.3 Resume parent/TA meetings for SEND children</p> <p>3.4 Communicate our school offer of SEND support to parents</p> <p>3.5 Initiate services to support the needs of our families</p>

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<b>Key Priority 4.</b>	<b>To become a more environmentally friendly school</b>
<p><b>Measures of success</b> <b>Required improvements:</b></p> <p>Act as a role model to support the children’s understanding of the importance of looking after the environment</p> <p>Ensure the curriculum allows pupils to learn about environmental issues such as waste and pollution whilst also allowing exploration of the natural world</p> <p>Provide opportunities for pupils to be actively involved in keeping our school environment clean and green</p> <p>Work towards achieving Eco-School status through the 7 step framework.</p>	<p>4.1 Use planting to enhance the school’s natural environment and increase the use of outdoors in the curriculum</p> <p>4.2 Encourage waste reduction in school/community</p> <p>4.3 Encourage children to be active participants in looking after the environment</p> <p>4.4 Plan ways of improving the carbon footprint of the school</p> <p>4.5 Ensure the curriculum addresses environmental issues and allows the children opportunity to explore these</p>

