

School Improvement Plan 2019-2020



Shoscombe
Church School



Midsomer Norton
Schools Partnership



St Julian's
Church School

Small schools - big aspirations. Branching out for learning.

Quality of Education – Our Intent, Implementation and Impact	Behaviour and Attitudes	Personal Development	Leadership and Management	EYFS		
<p>Section 1 – To implement a well taught curriculum across all subjects which reflects our local community.</p> <p>Section 1.1 – Outcomes continue to improve at both schools and all children make good progress.</p> <p>Section 2 – The teaching of early reading is good and all pupils make good progress.</p> <p>Section 3 – Teachers use a range of effective strategies to help children remember what they have learnt.</p>  <p>SIAMS Section A – Long term progression models for wider curriculum subjects identify the opportunities to develop children Socially, Morally, Spiritually and Culturally. Develop how we teach children about spirituality and the quality of opportunities we offer children to reflect and wonder.</p>	<p>Section 4 –All children have positive attitudes towards learning, high aspirations for themselves and the resilience and determination to do their best. Behaviour at lunchtime is excellent and pupil voice teams help prevent bullying. Teaching of e-safety helps children to recognise risks to their wellbeing including from mobile technology and social media.</p> <p>Section 5 – The number of persistent absences continues to decline.</p>  <p>SIAMS Section B – Review Behaviour Policy at both schools – how can we improve how well we support children to reflect on their choices, forgive and reconcile?</p>	<p>Section 6- Our Christian vision and values is evident in all that we do.</p> <p>Section 7 – We have a clear overview to show how we support children’s personal development and ensure all pupils have meaningful opportunities that will prepare them for healthy lifestyles, life in modern Britain and develop their character.</p>  <p>SIAMS Section C – RSE policy to be reviewed by governors so that it has specific reference to our Christian Distinctiveness. School Council to use Erasmus project of ‘respect, reduce, recycle’ to lead and engage in social action with particular focus on plastic use. EE-Team to work with outside lunch staff to improve playtimes. House Captains to lead team events throughout the year including charity events.</p>	<p>Section 8 – Subject leaders help to ensure high quality learning within their subjects. Governor and subject leader roles are clearly defined with governors holding leaders to account for what pupils know and remember across the curriculum as well as standards of attainment and progress measures.</p> <p>Section 9 - Leaders engage proactively with staff about workload and manage workload pressures constructively for the benefit of staff and pupils.</p> <p>Section 10 - Further improve safeguarding procedures, including the review of our SRE curriculum in line with proposed changes.</p>  <p>SIAMS Section D – Embed the process of governor self-evaluation when evaluating our Christian Distinctiveness. Embed understanding with all stakeholders on how the vision and values guide and shape school policies. Develop effective and efficient monitoring of CW and RE.</p>	<p>Section 11 - The Foundation Stage curriculum is clearly planned so that learning builds over time and all children leaving EYFS are ready to learn the National Curriculum in Year 1.</p> <p>Section 12 –The nursery class within Shoscombe and Magic Box in Wellow continue to develop the strong links with school and share common good practice, including early reading strategies, vocabulary focus, maths strategies and continued CPD.</p> 	<p>SIAMS Section E – Collective Worship uses the Anglican framework for worship. Adults and pupils are able to plan, lead and evaluate collective worship.</p> 	<p>SIAMS Section F – Understanding Christianity is carefully linked to Somerset AMV. Systems to assess RE are in place. Standards in RE books are high across the school.</p> 
Wisdom, Knowledge and Skills	Community and Living Well	Dignity and Respect Character Development – Hope, Aspiration and Courageous Advocacy	Vision and Leadership	Collective Worship	Religious Education	