

Helmshore Primary School: School Improvement Plan Summary 2021—2022

School
Priorities
2021/2022



"To become the best we are able to be"

Priority 1: To increase the percentage of pupils achieving age related and greater depth writing outcomes across the school.



1. Shared enjoyment and analysis of a wide range of high quality texts across different genres and authors that teaches children to be successful writers.

2. High quality teaching of the key skills; grammar, sentence, punctuation and spelling techniques enable pupils to make conscious choices for effect.

3. Pupils are taught to proof read and edit their own work to make positive improvements to it.

4. Control levels of formality using PALS – Purpose, audience, language and structure to improve the quality of pupil's writing.

5. A consistent, cursive handwriting approach is embedded throughout school to assist fluency and enable pupils to write with speed and accuracy.

Priority 2: To deliver a curriculum that is ambitious, coherently planned and carefully sequenced to meet the needs of Helmshore pupils.



1. Curriculum intent statements outline and reflect our curriculum drivers and core values and the role and purpose of subjects within our curriculum.

2. High standards are achieved when essential knowledge and skills are learned through direct, high quality Subject – specific teaching

3. Subject leaders have increased understanding of current intent, sequencing and knowledge acquisition within their subject area.

4. The curriculum is based on the Lancashire materials and is adapted to meet the needs of all pupils and the school's context.

5. Pupil's work across the curriculum is consistently of a high quality because of teacher's high expectations and the level of challenge used to advance learning.

Priority 3: To develop whole school initiatives that assist in the development of resilience and support the mental health of our pupils and staff.



1. Establish a Children's champion to support pupils in children's well-being and social and emotional development.

2. To continue to develop and extend PSHE provision using Jigsaw, Discovery Education and whole school initiatives such as Life Education visits.

3. Provide extra support for our Pupil Premium children, vulnerable pupils and those who are experiencing anxiety and trauma.

4. To develop our Trauma Informed School's provision and embed the role of the Trauma Informed Practitioner.

5. To establish effective lines of communication with parents regarding attendance, punctuality and barriers to learning and friendship.

Priority 4: To maintain high standards across the curriculum. To develop "sticky" knowledge and make learning memorable for pupils.



1. Teachers have high expectations of all pupils and set challenging targets for every child. Children are Active Learners and engaged in their learning.

2. The children are presented with challenging and engaging activities that they enjoy and remember.

3. Prior knowledge is rigorously assessed prior to the lessons and informs planning, teaching and learning.

4. Teachers provide opportunities for pupils to consolidate and apply their learning in different ways.

5. Teachers utilise a range of interventions to ensure pupil's knowledge and understanding across a broad range of needs, in order to accelerate progress.