

School Improvement Plan (Web Version) *July 2018 - August 2019*



St Mary's C. of E. Primary School will raise the expertise of its staff and outcomes for pupils during the 2018/9 academic year by through the following key areas:

- **Improve Teaching and Learning, with particular focus on Mathematics and Writing, so it is consistently good or better by:**
 - securing the use of accurate assessment to inform planning and provision;
 - utilizing effective teaching strategies such as use of CPA, flexible grouping, focus group intervention and individual work (using evidence-based approaches from EEF, Maths TRG, best practice case studies etc);
 - matching work closely to the abilities of pupils so that learning is appropriately scaffolded; and so that all pupils are challenged and stretched successfully;
 - ensuring that feedback is appropriate and effective in enabling pupils to understand successes and their next steps in their learning;
 - ensuring that the curriculum, environment and resources promote high expectations and deep engagement.
- **Accelerate the progress pupils (especially LAP and Pupil Premium) make across the school through:**
 - Involving teachers more closely in using FFT/SPTO to set aspirational targets for progress;
 - implementing improvements in the environment and curriculum provision;
 - subject leaders working with teachers and teaching assistants, to ensure accurate and useful pupil assessments are made
 - engagement of parents in learning;
 - the delivery of systematic and high-quality schemes of learning for Phonics, Spelling and Number Fluency.
- **Improve Leadership through:**
 - strengthening the role and skills of subject leaders so that they are able to play an active and effective role in leading and monitoring improvement across the school;
 - working with a National Leader of Governance to develop the work of the governing body: ensuring that all Governors understand and can fulfill the critical role they play in monitoring and securing School Improvement;
 - exploring the use of the Leadership Lenses package with SLT and Middle Leaders, as a tool for collaborative self-evaluation and planning.
- **Governors** will also decide on **Academy** status

SUMMARY OF TARGETS

AREA 1: Effectiveness of Leadership and Management (incl. EYFS)	AREA 2: Quality of Teaching, Learning and Assessment (incl. EYFS)	AREA 3: Personal Development, Behaviour and Welfare (incl. EYFS)	AREA 4: Outcomes for Pupils (incl. EYFS)
<ul style="list-style-type: none"> • Define and embed roles and responsibilities for support staff, RQTs, TLR, and LG post holders; with an explicit correspondence between remuneration, professional standards, and expected impact on pupil outcomes (accountability) • All leaders develop the appropriate skills so that the HT can effectively devolve responsibility to teachers for aspects of SI including curriculum development, pedagogy and relevant monitoring, with a continual sense of urgency • AHT is able to be an exemplary role model for TL&A; and plays a pivotal role in developing the curriculum to promote wider opportunities and outcomes • Teaching over time will be consistently G+ with no inadequacies • Monitoring activities will be rigorous, supportive and challenging; and impact upon pupil outcomes • More children will reach the expected standards at statutory testing points; with all making good or better progress • Governors will play a strategic role in monitoring, evaluating and planning for the future 	<ul style="list-style-type: none"> • New staff experience successful induction and are able to fulfil roles at St Mary's confidently and effectively • Teachers subscribe to, understand and consistently deliver the non-negotiables of T&LA • Formative Assessment is accurate, used consistently, effectively and impacts upon outcomes • Effective Teaching strategies such as flexible grouping, focused group teaching and individual plans are used effectively to accelerate progress and raise attainment, particularly in Mathematics and Writing for SEN, LAPs and in KS1 • Teaching Assistants able to impact upon learning progress of children • Increase progress for all groups but particularly for SEN and LAPs • Fully embed practices for Story-making, Guided Reading, Assessment for Learning, High Quality Phonics, Spelling, Number Fluency and CPA approaches in Mathematics 	<ul style="list-style-type: none"> • PA and number of unauthorized term time holidays reduces • All staff receive Child Protection training at a level relevant to their role • Staff are aware of strategies to promote success and overcome barriers to learning that are effective for vulnerable and focus pupils • Thrive and effective Forest School interventions support personal, emotional and spiritual development especially for PP children • EYFS Area to be completed in terms of static resources (sand, height) and to provide opportunities for controlled risk • Children are able to play a pro-active role in influencing school life through Pupil Focus Groups/Ambassador initiative • All children to have had the opportunity to attend at least one after school/wider opportunity activity • Curriculum promotes PD, B and W e.g. through identified curriculum drivers and improved use of local resources 	<ul style="list-style-type: none"> • Improve Attainment and ensure good or better progress in Mathematics and Writing • End KS1 and 2 Outcomes to be at least in line (ideally above) National • Greater number of pupils reaching/on target for GDS at KS1/2 • Greater number children assessed as being at ARE in R, W, M combined • Teachers and teaching assistants understand their role in ensuring that pupil progress for all groups is accelerated; especially SEN, PP and LAP children • Subject Leaders and Class Teachers make effective use of SPTO as a tool for recording accurate assessments and enable tight monitoring achievement of all groups • Each teacher utilizes FFT and SPTO targets to inform the setting of challenging pupil level targets • Interventions used will be programs identified as effective through research; best practice supports learners in class