**SCHOOL IMPROVEMENT PRIORITIES 2018-19**

**The three main priorities in the School development plan are as follows:**

1. **English:** To further improve the teaching and learning outcomes in English by developing aspects of the Talk for Writing Programme across the school
2. **Maths:** Raise standards further in maths by implementing the Inspire Maths Programme

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1. **Broader curriculum:** To review the effectiveness of the broader curriculum and develop where necessary

**Other key initiatives are:**

1. **Safeguarding:** To maintain a high standard of safeguarding and develop provision for to support pupils’ emotional health
2. **SIAMS:** Maintain the distinctiveness and effectiveness of St Mary’s as an outstanding Church School community
3. **SAST**: Develop effective school to school partnerships with our SAST schools in order to access high quality professional development and opportunities- see SAST SDP

**This is a working document and as such, is subject to change**

Denotes actions completed Dec 18 Denotes actions completed March 19

Denotes actions completed June 19

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| **Priority 1 – English:** To increase the number of pupils writing at greater depth across the school by further developing aspects of the Talk for Writing Programme  **School aim:** To encourage and support each child to achieve the highest standards of which he or she is capable in all areas of academic and personal development | | | | | | |
| **Intent** | **Implementation** | **Lead** | **Time** | **Resources** | **Impact** | **Monitoring** |
| *To develop further the range and quality of texts which the children read* | Working in partnership with Sherborne Literary Festival and other SAST schools, each year group will take part in workshops led by published authors.  Develop the use of the library with staff guiding children’s choice of books to ensure choices are broadened.  For each year group to contribute to a display of recommended reads in the library.  Celebrate children’s success in Accelerated Reader through the progressive use of targets. | CM | Term 1-3 | On-going investment in new books;  Curriculum time for visits;  Staff time for training in setting AR targets. | Children are able to discuss what they are reading and share their opinions  Children are able to explain the purpose of their writing. | CM |
| **Rationale:** A key to developing children’s writing is to ensure they are reading high quality books, to share their experiences and to have access to authors to inspire their work. | | | | | | |
| *To ensure that pupils extend their vocabulary in both their speaking and writing* | Ensure there are common signs for conjunctions and other ‘signpost’ language used with in the Talk for Writing pedagogy.  Key vocabulary as identified in the National Curriculum, in Inspire Maths and science and topic vocabulary will be displayed and explored within lessons.  Y6 pupils will develop their experience of public speaking via assemblies. | CT | Term 1-3 | Staff meeting time;  Displays and targets. | Children use and spell correctly key vocabulary.  Children can talk about root words and related words.  During editing time children are seen to improve their word choices. | CM |
| **Rationale:** It is well known fact that many children coming in to primary school nowadays have a far less developed bank of vocabulary. By focusing on extending vocabulary, pupils will be able to express their views effectively. This, in turn will boost confidence. | | | | | | |
| *To foster the use of high quality and challenging texts as part of the Talk for Writing pedagogy* | Teachers will share their model texts to ensure progression and coverage of fiction text types.  Y6, Y2 and Y4 classes to work in partnership with SAST literacy co-ordinators on teaching units, sharing good practice.  Pupils will be given the time to improve their writing with a clear editing period. This will involve the children sharing their work within the class or beyond, by learning to check in three stages, 1) meaning, 2) punctuation, 3) spelling.  Scrutiny of pupil’s writing will be developed further with sharing of hot and cold tasks between teachers.  Provide opportunities for children to publish their writing, understanding the purpose of their work, using blogs and the school’s website. | CM | Term 1-3 | Staff Meetings;  Time for cross SAST meetings;  Book purchases;  Training on using blogs. | Children are able to recall different story genres.  Staff are using challenging texts confidently.  The improvement between a cold and hot task is clearly seen.  For each pupil’s writing to be ‘published’ on a school website or blog. | CM |
| **Rationale:** By reading and internalising high quality texts which represent a full range of story genres, children are able to expand their ideas confidently. Our target pupils, who should be working at greater depth, will become fluent in using a range of writing techniques and structures. In addition, children need to understand and value their writing by seeing it published and shared. | | | | | | |
| **Intended Outcome:** The percentage pupils maintaining greater depth between the end of KS1 and KS2 will increase. | | | | | | |

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| **Priority 2 – Maths:** ToIntroduce Inspire Maths; a whole-school Singapore based primary maths programme that supports teaching for mastery and meets the higher expectations of the National Curriculum in order to increase progress further  **School aim:** To encourage and support each child to achieve the highest standards of which he or she is capable in all areas of academic and personal development | | | | | | |
| **Intent** | **Implementation** | **Lead** | **Time** | **Resources** | **Impact** | **Monitoring** |
| *Implement Inspire Maths* | HN and LR will attend training and cascade to the rest of the staff.  • Improve teachers’ subject knowledge  • Develop teachers’ pedagogical understanding  • Exemplify effective teaching with Inspire maths through the spiral approach teaching to mastery  • Explore ways of structuring teaching in KS1 for best impact  • Consider how to embed conceptual understanding and procedural knowledge for deep learning  • Support teachers in planning for implementation and delivery  • Provide opportunities to engage with and share outcomes of classroom based tasks building a professional learning community.  • Audit existing resources and purchase any needed  • Hold a presentation meeting for parents to introduce new programme  • Collate pupil results at the beginning of the first year and at key points to determine impact and demonstrate progress | HN | July 19 | Training by Inspire Maths for HN and LR;  Staff meetings;  £5000 for programme;  Staff training £1100;  Resources £100. | Children will be confident in talking about and explaining their understanding.  They will be able to select the correct equipment to help them understand leading to showing written methods of finding the answer.  Children moving on after 5/6 questions when showing a good understanding. | Book scrutiny and lesson observations.  Children will be monitored through results and extra support/push given where needed. |
| **Rationale:** Following our success in further developing children’s reasoning skills last year using the White Rose planning we are building on this to develop and extend these skills further. 2018 Maths results were strong for children working at the expected standard but our percentage of children achieving greater depth was disappointing. We have implemented Inspire Maths which pushes the children to a higher than national average standard where they will be exposed to a range of greater depth challenges. We have noticed that some children need a deeper understanding of number rather than working through the stages of finding an answer. Inspire Maths will develop staff expertise and children’s ability to discuss maths with confidence. It focuses on developing the understanding of maths through the three stages of practical to visual to abstract. We will continue to use grappling problems to challenge and inspire. | | | | | | |
| *Introduce new baseline and summative assessments in Y3,4,5* | • NFER tests purchased through SAST  • Children complete NFER tests in week 3  • Data compiled and analysed – sent to SAST  • Analysis to inform planning needs | GS | Aut half term | Cost of tests x3 per child | Tests complete.  Overview of performance for SAST. | EG |
| **Rationale:** We recognised the need to have a summative assessment in Year 3,4 and 5 and a standardised score for benchmarking. | | | | | | |
| *Times tables* | • Audit existing practice in learning multiplication tables  • Agree strategies to be used for children not on track | HN | By Dec 18 |  | Children will become faster at recall of arithmetic facts which will help them in all areas of maths | Targets for children in books or on the class wall |
| **Rationale:** A focus on times tables will be introduced so that Year 4 pupils are prepared for the new online multiplication test | | | | | | |
| **Intended Outcome:** The percentage pupils maintaining greater depth between the end of KS1 and KS2 will increase. | | | | | | |

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| **Priority 3 –**To review effectiveness of the wider curriculum and develop where necessary  **School aim:** To encourage and support each child to achieve the highest standards of which he or she is capable in all areas of academic and personal development | | | | | | |
| **Intent** | **Implementation** | **Lead** | **Time** | **Resources** | **Impact** | **Monitoring** |
| *To review effectiveness of existing curriculum*  *To raise standards in the non-core subjects at the higher level* | Audit existing curriculum offer and standards.  Revise two/three year rolling programme.  Explore published alternative curriculums such as Cornerstones curriculum.  Revise curriculum intent statement. | EG and subject leads | July 19 | Visit to other schools;  £5000 | Children are receiving high quality provision in the wider curriculum leading to higher standards  Cross curricular links planned for where practicable | EG |
| *To develop the broader curriculum using other professionals* | Use experts to deliver provision, ie:  Weekly outreach science teaching from Girls’ school x 5 sessions – Year 5.  Yeovilton Aeronautics visit for Year 5/6 pupils.  Sherborne Literacy festival – all pupils to meet and learn from one published author – SAST literacy project  YTFC to run a booster sessions in literacy (6 sessions for Year ¾ pupils)  Yeovil Town Football club to coach KS2 pupils  To organise peripatetic teaching sessions for French for Upper Key Stage 2 pupils (6 week blocks)  Gifted and Talented Art day at Boys’ School  ‘Free’ opportunities are actively researched | Subject leads | Aut 18  Spr 19 | Transport to events (cost of any coaches shared with partner schools)  £600  Staff and parents taxi pupils | Pupils will make good progress in the core subjects whilst being offered opportunities and experience in the broader curriculum  Staff develop their skills and knowledge of the broader curriculum through collaboration with SAST thread groups and observing ‘expert’ teaching  Able pupils are inspired and challenged in other curricular areas | Lesson observations  Pupil discussions EG |
| *To plan enrichment weeks in PHSE, i.e.*  *To continue to develop learning outside the classroom*  *To make learning engaging, purposeful and linked to the real world* | Health and safety week – fire service, police and Life Education Van visit school  Mental health week – Samaritans, Yoga and mindfulness sessions, etc  Fairtrade week  Continue to develop forest schools  Trips and visits planned to enrich learning: Carymore (Y3), Leeson House (Y4), Mill on the Brue (Y5), Barton Hall (Y6), Roman Baths (Y3,4,5), Charmouth (Y6), Streetwise (Y2 and 5), Brown Sea Island (KS1), Mary Rose (Y 3/4/5), etc |  | Sept 18  June 19  Spr 19  On-going | £300 (Life van);  £500;  Parental contribution. | Enrichment weeks offer the opportunity to cover a range of subjects at a greater depth  Trips are many and varied. | Training diary EG |
| Photographs  Policies  EG |
| *To reinstate project based home learning opportunities* | Staff create list of activities that pupils can do at home  Children can choose from the tasks  Teachers to invite parents in to an exhibition of the children’s learning |  |  | Children take pride in their achievements;  Children and parents enjoy learning together |  | Work scrutiny  Marking policy  EG |
| **Rationale:** We want to excite our pupils by giving them a range of non-classroom based opportunities to make learning relevant and different. We consider it important to continue to offer a broad and balanced curricular entitlement throughout the school and develop areas where necessary. | | | | | | |
| **Intended Outcome**: The curriculum is engaging, purposeful, broad and balanced. Teachers are upskilled by observing specialists in their field. | | | | | | |

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| **KEY INITIATIVE 1 : SAFEGUARDING** Maintain a high standard of safeguarding and respond to the changing needs/issues within our local and wider community by:  **School aim:** To provide a secure Christian environment in which consideration and respect for self and others, including the wider community can be fostered  **School aim:** To encourage and support each child to achieve the highest standards of which he or she is capable in all areas of academic and personal development | | | | | | |
| **Intent** | **Implementation** | **Lead** | **Time** | **Resources** | **Impact** | **Monitoring** |
| Staff training and awareness raising | Distribute Keeping Children Safe in Education to all new staff members and volunteers  Ensure DSLs are publicised to parents  Ensure all new staff are aware of single point of contact for new referrals to Social Care  Case studies shared in staff meetings  My Concern installed and training given  Safeguarding training on induction | DSLs | Ongoing  Sept 18 | Staff meeting | Staff members/volunteers are aware of changes in new documentation  DSL are updated annually  2 yearly Statutory training for DSLs attended  All staff know how to make referrals  Staff are made aware of case studies and points of learning identified | Safeguarding audit  Training records  Staff meeting minutes  Govs |
| Trauma informed schools’ training | SENCO to attend Trauma Schools’ training  Case studies carried out  Software purchased and staff trained in its use  Emotional health of pupils audited and support strategies planned | GS | July 2019 | £2000 | SCENCO will attain diploma  Staff will be able to identify emotional health issues with pupils and use appropriate strategies to support  Emotional health of targeted pupils will improve | SENCO |
| **Rationale:** all members of the school community have a responsibility to keep children safe. We hold this in the highest regard. We see increasing numbers of children with emotional health issues. We already have ELSA support in place but need to raise the profile of emotional health across the whole school so that strategies and interventions also take place within the classroom. | | | | | | |
| Intended outcome: Safeguarding and children’s emotional health has a high profile in our school. | | | | | | |

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| **KEY INITIATIVE 2 SIAMS:** Maintain the distinctiveness and effectiveness of St Mary’s as an outstanding Church School community  **School aim:** To provide a secure Christian environment in which consideration and respect for self and others, including the wider community can be fostered | | | | | | |
| **Intent** | **Implementation** | **Lead** | **Time** | **Resources** | **Impact** | **Monitoring** |
| Implement Understanding Christianity | Staff meetings to share resource  Units piloted and findings shared in staff meeting  Units planned into RE scheme ensuring good coverage  End of year assessments revised in line with U/C  Whole school curriculum overview – plan in three separate units of Trinity Salvation and Prophecy to ensure progression across school | EG | Ongoing | Staff meetings | UC planned into overall scheme of work  Staff understand the concept of UC  Children understand UC as a story – | Scheme of work  Pupil interviews  EG and LL |
| Involve more children in the leading and planning of worship | Create a list of expectations for worship  Staff encourage children to say a prayer  Junior worship team work with staff to support and lead worship  Introduce Call and Response apart from at Church services | EG | Ongoing | Time for children to meet with Govs | Expectations published and staff demonstrating they are being followed  Examples of children saying spontaneous prayers/call and response  Junior worship team in place | Worship record  EG |
| Create a Worship format with greater consistency across school | New SEAL worship resource in place – links with Bible teachings  Review of daily worship and themes – plans in place  Tuesday worship links to Monday values worship to ensure this work is developed  Continue to use Reflection journals for pupils | EG | July 19 | £50 | New resource bought and being used in worship  Themes reviewed and published  Values work being deepened by follow up worship | Observation Talk to children/ look at reflection journals EG and JH |
| Share outstanding practice with other schools in the MAT | Through SAST meetings and visits, share our work with our colleagues as appropriate. | EG | As and when required |  | Examples of how St Mary’s has shared its excellent practice with other schools | EG |
| **Rationale:** the school underwent a recent SIAMS inspection in June 2017 attained outstanding. The Head was historically the RE and SIAMS lead’; RE has delegated to a newer member of staff for professional development. The Headteacher had attended Understanding Christianity training which will be cascaded through 2018-19. The actions from the SIAMS report and areas that the Headteacher had already identified form the focus for this year. | | | | | | |
| Intended outcome: the school continues to build upon its outstanding grade providing a strong Christian environment for our pupils. | | | | | | |

**Other school development issues**

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| **Diagnosis** | **Actions** | **Impact expected** | **Lead** | **Timeline** | **Monitoring** |
| **CPD priorities** | GDPR  Appraisal training  Inspire Maths  Trauma Schools | New staff are compliant  New Deputy Head trained in staff appraisal  All staff are trained in the implementation of Inspire – training is booked HN and LR to attend  Emotional health of pupils audited and strategies in place to support | EG  EG  HN  GS | 2018-19 | **EG** |
| **School risk register required reviewed** | School risk register is reviewed by LGB | In place satisfying statutory expectations | SAST | End of Autumn term 2019 | SMH |
| **Premises/health and safety** | CIF Bid – new school roof  All weather pitch to replace playground  SAST support with premises/compliance  Revise lock down policy  Repair damaged section of EYFS wetpour surface – PTA to fund part | Buildings comply with health and safety standards  New play space is more secure and safer as it provides more space for the children to move without collision  School has caretaking support through SAST – some compliance admin is done centrally  All stakeholders understand what to do in the event the school has to lock down  Surface is safe | SAST  EG  EG  EG | 2018-19  Feb 19  Dec 18  Dec 18 | EG |
| **Finance** | Leadership team review budget regularly and look for ways to save money through collaboration | Costs are cut without risking service level | EG | July 2019 | CV |
| **NDTSA** | Mentoring and training student teachers x2 (Mentor to attend training)  Headteacher carrying out LLE role across North Dorset/Somerset  Headteacher on steering group | Trainees leave our school having achieved a very good standard well placed to meet the demands of the NQT year  HT supporting where necessary and as requested  HT taking a strategic role in the ITT side of NDTSA including interviewing and training | EG | July 2019 | JJ |