**SCHOOL IMPROVEMENT PRIORITIES 2021-22**

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

1. **Standards:** to ensure that pupils make rapid progress from their starting points reaching age related expectations in maths and English with a particular emphasis on Year 1 and Year 5

|  |
| --- |
|  |

1. **Curriculum:** To continue to review and refine our curriculum offer to ensure learning in all subjects is progressive, ambitious and equitable and assessment is consistent

**2a**. To implement the new EYFS curriculum

1. To develop pupils’ understanding of sustainability through participation in the Better Planet Project

**Other key initiatives are:**

1. **Safeguarding:** To maintain a high standard of safeguarding and continue to develop provision to support pupils’ and staff’s emotional health in the wake of the Covid19 crisis
2. **SIAMS:** Maintain the distinctiveness and effectiveness of St Mary’s as an outstanding Church School
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 21 Denotes actions completed March 22

Denotes actions completed June 22

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority 1 – Standards:** to ensure that pupils make rapid progress from their starting points reaching age related expectations in maths and English  **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 | | | | | | | |
| **Objectives** | **Action required** | **Lead** | **Time**  **scale** | **Resources/ Cost** | **Success criteria** | | **Monitoring/ review** |
| *To ensure every child is given the appropriate support and intervention to be on track to meet their end of Year 6 targets* | Staff to start from INSIGHT objectives ensuring that they cover the previous year’s objectives  All teachers to quickly identify those pupils that have not made the expected standard in maths and English and implement appropriate intervention programmes  **English:**  To use the baseline tests in Accelerated reader to identify children who gave fallen behind in reading – provision planned  Pupils in Year 1 and Year 5 to have additional targeted support funded through the catch up premium  Focus children are reading once a day to an adult  Teachers are ensuring reading books are age appropriate and engaging  Celebrate children’s success in Accelerated Reader through profiling those reaching targets  Deploy a TA to deliver additional reading support for SEND and disadvantaged pupils  **Maths:**  Continue to develop the teaching of White Rose programme across the school  Pupils in Year 1 and Year 5 to have additional targeted support funded through the catch up premium  Targeted teaching of times tables across Key Stage 2 | EG  GS | By 30/9  By 30/9  01/09/21  01/09/21  By 30/9 | Catch up funding £8000 | Progress scores in reading and maths from end of KS1 to end of KS2 remain at least good  At least satisfactory progress is made from the end of EYFS to the end of KS1  Pupils who had fallen behind their age related expectations, close the gap and meet their end of year targets  The majority of Year 4 pupils pass the online multiplication check in 2022 | | EG  Subject leads termly review  Deep dive in reading by 30/9 |
| **Rationale:** We are aware that although children had access to learning on a daily basis over lockdown, some pupils have fallen behind with handwriting, spelling, the crafting of writing in particular as well as speaking and listening. The vast majority of pupils made good progress over the Summer term however there are pupils in Year 1 and Year 4 particularly who have additional needs that continue to need addressing and it is vital that we act quickly to close the gaps and ensure that children reach their age related expectations or continue to make good progress from their starting points. | | | | | | | |
| *To ensure that pupils extend their vocabulary, improve spelling and handwriting* | To have specific lessons focusing on vocabulary – entomology, synonyms and antonyms  Use displays and promote ambitious vocabulary ‘wow’ words and ‘word wizards’  To use activities such as - Know it, Recognise it, Heard it, Never heard it and ‘sticky words’ - to help pupils broaden their use of vocabulary across the curriculums.  To use class assemblies, films, sharing assemblies and KS1 productions to provide platforms for public performance and debate, including presenting text as part of the Talk For Writing process  Focus on correcting repeated common errors  Introduce ‘word of the week’ so children build up a larger bank of vocabulary  Focused interventions in spelling for identified pupils in KS2  Continue to seek rapid referrals for speech and language therapy  Introduce the Nelson Handwriting scheme into school  Staff training on the use of the scheme  Regular handwriting sessions with additional sessions for those targeted pupils | CM  By 30/9 EG  By 30/9GS  By 30/9 CM | On-going | Staff meeting time  Displays and targets  Lesson time  £400 | Accurate use of key vocabulary in science and humanities  Accurate use of KS2 specific word banks  Spelling ages for identified children improve to meet their chronological age  The appropriate external agencies are in place to give the school support with speech and language  Handwriting is improved throughout the school as seen in pupils’ work across the curriculum  Quality presentation recognised in celebration assemblies  Increase percentage of pupils writing at Greater Depth across the school | | CM  Half termly review on success of Nelson - CM |
| *To further develop our pupils’ speaking and listening skills* | Staff training in the NELI project  Implement the NELI oracy project in EYFS/Year 1  Timetable events such as sharing assemblies for parents, House Captain elections, etc  Pupils to practise their Talk for Writing skills across the curriculum including humanities and science | LL  EG | On-going | 0 | Improved expressive language skills, including the use of vocabulary and grammar.  Letter-sound knowledge and spelling demonstrates improvement, indicating the foundations of phonics are in place. | | CM – review effectiveness on completion of project |
| **Rationale:** We have identified that more and more children coming into primary school have a far less developed bank of vocabulary. By focusing on extending vocabulary in context, pupils will be able to express their views effectively. We know that the more words a child knows, the more successful a learner they will be. This, in turn will boost confidence. Good speaking and listening skills are crucial in the acquisition and embedding of vocabulary. This is a skill that has not been practised adequately over lockdown. We want our pupils to be confident speakers and again provide additional opportunities for them to practise these skills to a range of audiences.  The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. Three to five weekly sessions are delivered to small groups of children with relatively poor spoken language skills. The 20-week programme is delivered in EYFS however we have a number of Year 1 pupils who will benefit from this intervention. The impact on language skills are deemed to be still seen 6 months after the intervention.  We have identified that the standard of spelling has taken a dip since lockdown. This will be a target area this year as a result.  We have recognised that some pupils find it very difficult to write using the pre-cursive script that we have always taught so we have made the decision to move to cursive and implement the Nelson Handwriting scheme to ensure that there is tighter progression across the school.  We aim to increase the percentage of pupils gaining Greater Depth in writing to match the higher levels of reading. | | | | | | | |
| *To continue to embed the Talk for Writing pedagogy within teaching practice* | Model texts will include those for science and humanities.  Pupils will use the same gestures for cohesive phrases/words across the school  Teachers in Key Stage 2 plan together to ensure progression and consistency of teaching and learning to ensure standards are expectations are high | CM | On-going | Staff Meetings | Children are able to use cohesive devices in their non-fiction writing  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 – work scrutiny by Oct half term |
| **Rationale:** By reading and internalising high-quality non-fiction texts, children are able to express their ideas confidently. Our pupils who should be working at greater depth, will become fluent in using a range of writing techniques and structures most especially those that provide cohesion. In addition, children need to understand and value their writing by seeing it published and shared. | | | | | | | |
| *To further develop the teaching and learning of phonics throughout KS1* | Implement phonics bug as the core scheme  Staff training in delivering Phonics Bug to ensure there is consistency of expectation and delivery  Further engage parents in supporting their children with their phonics progress:  Hold phonics meetings online/ parent/child phonics club  Teachers to record phonics training videos for parents  Daily differentiated phonics teaching  Staff share best practice | LL | Sept 2021 | Staff meetings | | Increase in the percentage of pupils currently expected to pass the phonics screening from their baseline | EG Regular assessment reviews |
| **Rationale:** Small year groups can lead to statistical imbalance of results. Although we have good to very good results at the end of year 1, our aim is for **every** child to be able to use phonics efficiently in their reading. The government recognises the screening tests as a way of assessing this. . Our Year 1 pupils have varied and diverse additional needs. We feel it important to continue to develop our teaching and learning strategies to respond to the needs of each cohort. (We also recognise that some children with additional needs require different strategies and will identify and implement these as needed.) | | | | | | | |
| **Intended Outcome:** all children have caught up to the appropriate stage according to their starting points. | | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Priority 2 – Curriculum:** To review and refine the existing curriculum offer to ensure learning in all subjects is progressive, ambitious and equitable and assessment is consistent  **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/review** |
| *To continue to review effectiveness of existing curriculum*  *To raise standards in the non-core subjects at the higher level* | Audit existing curriculum offer and standards  Carry out deep dive in each subject | EG and subject leads | Aut 21 | Staff meetings | Children are receiving high quality provision in the wider curriculum leading to higher standards  Cross curricular links planned for where practicable | EG  Subject leaders complete work scrutiny or deep dive during each term |
| *To ensure the subject leaders have a very good overview of the standards in their subjects*  *Ensure curriculum is knowledge based with thought given to sequencing and opportunities to ensure that what is taught is learned* | Staff undertake how to undertake a complete review of their subject to ensure pupils experiences are progressive and have high challenge  Talk to pupils  Website updated with curriculum offer in every subject  Review assessment strategies for those subjects where written evidence not always available  National College training on subject deep dives | Subject leads | Aut 21 | Staff meetings | Effective assessment procedures in place for all subjects  Staff confident to discuss standards using evidence  Staff are not overloaded with work and are supported in their leadership activities | EG Invite subject lead to present to LGB by Xmas 21 |
| *To continue to develop the broader curriculum using other professionals where possible* | Look for online opportunities or ways to have visiting speakers in school to enrich the curriculum, for example. The Dogs Trust, The Life Education team and the Fire Service  Implement the musicianship programme for four Year 4 pupils – Dorset Music service  Organise and run trips to engage and enrich pupils’ learning  Continue to take part in SAST curriculum thread groups to share ideas | Subject leads  DMS | On-going | Release time | 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 (online)  Able pupils are inspired and challenged in other curricular areas | Lesson observations  Pupil discussions EG |
| *Ensure the revised Sex and relationships policy and curriculum offer is implemented across the school* | Ensure staff are using CORAM resources in PHSE lessons PHSE teaching is timetabled weekly and in pure year groups PHSE lead to monitor effectiveness of teaching and learning  Explore pupils attitudes to sexual harassment through discussion and survey – plan for outcomes | LM  GS | Dec 21 | £380 (CORAM resources)  £500 supply cover | Children can identify how to stay safe and healthy, and how to manage their academic, personal and social lives in a positive way. | Work scrutiny – Aut 21 LM |
| **Rationale:** We want to excite our pupils by giving them a range of class based and 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. Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. . In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We also recognise that sexual harassment begins early so we need to tackle any identified issues quickly. Two members of staff completed an NPQML last year and so the capacity of middle leadership to drive school improvement has increased. | | | | | | |
| **Intended Outcome**: the curriculum is engaging, purposeful, broad and balanced. Teachers are upskilled by observing specialists in their field (where possible). Children have the very best of experiences. The curriculum supports children in becoming responsible and compassionate individuals who have acceptance of, and a good understanding of difference in others. | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PRIORITY 2a – To implement the revised Early Years Curriculum**  **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/review** |
| To implement the revised EYFS curriculum | Revise the curriculum offer  Revise planning documents  Staff training in new curriculum and recording strategies to show progress and attainment  SAST EYFS teachers to meet together to share expertise and knowledge  Visit similar schools to observe good practice  Monitor effectiveness of the curriculum | LL | By 03/09  Ongoing | National College training | New Early Years Framework in place | EG – By end of Oct half term |
| **Rationale:** The revised curriculum was brought in by the Government toimprove outcomes at age 5, particularly in early language and literacy and reduce workload such as unnecessary paperwork, so that staff can spend more time with the children in their care. | | | | | | |
| **Intended outcome:** The vast majority of pupils in EYFS are meeting the Early Learning Goals by the end of the Reception year | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PRIORITY 3** – **To develop pupils’ understanding of sustainability and global citizizenship through participation in the Better Planet Project**  **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  **School aim:** To foster a positive and responsible attitude in children towards their environment | | | | | | |
| **Intent** | **Implementation** | **Lead** | **Time** | **Resources** | **Impact** | **Monitoring** |
| Coming soon…. | Coming soon… | CM | Aut-Sum | Sponsored place |  | EG |
| Pupils gain an increased awareness of themselves as global citizens | LYFTA training  LYFA purchase | EG | Aut 21 | LYFTA | Children have greater understanding of cultural diversity | EG |
|  |  |  |  |  |  |  |
| **Rationale:** We consider it our moral purpose to raise awareness about the environment and ensure that our pupils grow into custodians of the future. We have worked with the Young People Trust for the environment on the Better Energy Awards previously and now want to further develop our work by implementing a project that will affect change locally. Better Planet Schools is an online environmental education programme, created by the Young People's Trust for the Environment to engage children and teachers in the UK's primary schools. The programme aims to engage students and teachers to learn about and take action on key issues like saving energy to tackle climate change; reducing use of plastics and other waste and increasing recycling; fast fashion; air pollution; and creating new habitats for wildlife to thrive. Schools choose three modules per year, with each module lasting a school term. With new modules being created each year, children and schools can be engaged year after year in learning more about key environmental issues and how they can make a difference with their actions. | | | | | | |
| **Intended outcome:** Our pupils demonstrate a positive change they have made to a local issue. They show a deeper understanding of sustainability issues locally and globally and can identify ways humans can help to make a difference. | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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/review** |
| Staff training and awareness raising | Distribute Keeping Children Safe in Education 21 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 training given on induction  Safeguarding training given on induction | DSLs | Sept INSET  Ongoing  Sept INSET  Sept INSET | INSET | Staff members/volunteers are aware of changes in new documentation  Statutory annual training carried out  DSL are updated annually  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 |
| Continue to develop the trauma informed schools programme | SENCO to deliver additional Trauma Schools’ training in other schools sharing good practise and continue developing the practice of staff within own school  Case studies carried out  Staff trained in use of software  Emotional health of pupils audited and support strategies planned  SENDCO to monitor effectiveness of TTS in school  Carry out the harassment survey with Year 6 pupils – compile results and actions going forward | GS  GS | July 2022  Dec 21  Oct 21 | Staff meeting | Staff will be able to identify emotional health issues with pupils and use appropriate strategies to support  Emotional health of targeted pupils will improve  Teams and relationships will be further strengthened so that vulnerable children feel they have a support network around them | SENCO Feb 22  Dec 21  Nov 21 EG |
| Develop a staff member with counselling skills | Headteacher to attend Level 2 certificate in Counselling training course  Practise skills and knowledge learned in school | EG | Oct 21 | £350 | Further capacity to added to the staff team to support staff, parents and children in a helping situation  Mental health of staff attended to with a positive and constructive approach | EG |
| Deliver high quality ELSA provision | Newly qualified ELSA in post  New referral paperwork being used  ELSA to work with children on emotional issues, engaging parents where appropriate  Regular ELSA/line manager meetings  Supervision planned in with Dorset LA | EG | Ongoing | £400 supervision | Parents will have a point of contact for emotional health concerns  Children will have a point of contact to support them with ongoing menial health issues | EG Aut 21 |
| **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 continue 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 continues to have a high profile in our school. | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** |
| *Respond to the changes in the revised SIAMS schedule* | *Further develop the vision statement so that it is understood by all stakeholders by:*  Using the SIAMS evaluation schedule, analyse the effectiveness of the vision in our school – who is working/not working for?  Ensuring that all documentation refers to the vision  Use school evaluation work to identify areas of development  Developing impact statements – use worship time to complete these with pupils  Agreeing biblical or spiritual underpinning for vision  Incorporating reference to vision and how this is played out as policies are reviewed by LGB | EG  Foundation gods | July 2022 | Time | St Mary’s fulfils the criteria to meet outstanding under the new framework  Evaluation toolkit completed | Foundation governors |
| *Deliver high quality worship with different stakeholders* | Clergy to hold assemblies once a month to ensure children understand our link with the Church and develop the understanding of St Mary’s as a church school  HT to present values assemblies x1 weekly with a follow up Key Stage assembly on Tuesday  Use regular digital assemblies from Youth Vine Ministry in class | EG | Ongoing | Meet with Church/school link to organise | Children receive ecclesiastical teaching from ministers  Christian values continue to be embedded throughout the school | EG |
| *Redevelop stronger links with the Church* | Liaise regularly with new Church/school link  Organise school/church events: carol singing, etc  Appoint a member of Clergy to the LGB | EG | Termly | One meeting per term | Church links will be strengthened in the community | EG  JH |
| *Involve more children in the leading and planning of worship* | Staff encourage children to say a prayer  Junior worship team (Year 6) continue to work with staff to support and lead worship weekly  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 |
| *Share outstanding practice with other schools in the MAT* | Through SAST online meetings, 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 SIAMS inspection in June 2017 and attained outstanding. The actions from the SIAMS report and areas that the Headteacher had already identified as well as the changes to the SIAMS schedule form the focus for our work this year. The school has no clergy currently on its LGB and is missing 2 foundation governors. With the Covid restrictions in place, it was much harder to maintain the strong links we had built up with the church. We aim to strengthen those links once again this year. | | | | | | |
| Intended outcome: the school continues to build upon its outstanding grade providing a strong Christian environment for our pupils where everyone achieves their potential. | | | | | | |

**Other school development issues**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Diagnosis** | **Actions** | **Impact expected** | **Lead** | **Cost /resources** | **Timeline** | **Monitoring** |
| **CPD priorities** | NELI Oracy training  Reception language and literacy intervention –helping pupils catch up  Better Planet Project  Level 2 counselling Certificate  Manual handling  Epi pen training  Deep dive curriculum training | EYFS/Year 1 staff  All staff  Headteacher  All staff  All relevant staff  Subject leads | EG | 0  National College 0  Yeovil College £350  National College 0  School nurse 0  National College 0 | Aut 21  Summer 22  Oct 21  Dec 21  Sept 21  Sept 21 | **EG** |
| **Staff wellbeing** | Appoint a wellbeing champion  Participation in wellbeing project  Ensure that workload is streamlined in the current climate  To ensure that staff have access to counselling etc if they so wish  To ensure that all teachers gave a lunch break  To ensure that staff can leave school in good time to maintain healthy work/life balance given the current pressure | Staff wellbeing is prioritised and they feel supported  All teachers have a TA based in the classroom  All staff know where they can access mental health support  Performance management completed by half term | EG | NAHT free trial  SAST HR package | Ongoing | **EG** |
| **Governance** | Be fully conversant with new OFSTED framework  Attend relevant training held by SAST | Governors are up to date with training and fully understand their role  Governors are confident to talk about school performance  Governors are knowledgeable about the ‘new’ OFSTED framework  New chair has relevant training and meets with Head teacher regularly | RW | Free - SAST | Ongoing | JH |
| **School risk register required reviewed** | School risk register is reviewed by LGB | In place satisfying statutory expectations | SAST |  | End of Autumn term 2021 | SMH |
| **Premises/health and safety** | Covid 19 – keep abreast of current guidance – review risk assessment and operating procedures regularly ensuring they are being adhered to  Funded project – new school roof in main school  All weather pitch to replace swimming pool | Any positive cases in the school community will not have a wider effect on the rest of the school. Parents are confident to send their children to school. Staff feel safe.  Buildings comply with health and safety standards  New play space will be more secure and safer as it provides more space for the children to move without collision. School can host matches  Planning permission sought. Contractors agreed. | EG  SAST  EG | SCA funding  £25,000 (part funded by PTA) | Ongoing  July 2022 | EG  EG |
| **Finance** | Leadership team review budget regularly and look for ways to save money through collaboration | Costs are cut without risking service level | EG |  | Jan 2022 | CV/SC |
| **NDTSA** | Support a teacher trainee in Year 4/5 | Staff expertise and skill in a mentoring capacity developed as well as giving additional teaching and learning capacity within the classroom | EG | Income £3000 | July 2022 | IR |
| **Future proofing** | SAST restructure of staffing under the curriculum plan  Drive for pupil numbers  Consider whether PAN is still appropriate in light of decreasing pupil numbers – meeting with CEO and HR  Contact pre school providers with fliers  Create opportunities for press coverage  Increase opportunities for pupils to take part in village events and those wider afield once more  Explore after school childcare or nursery provision on site | Less staff on site to deliver existing curriculum offer – ensure that standards (academic, health and safety) will not be compromised going forward  Increased funding  Class sizes will be manageable within classrooms that are not purpose built for larger numbers  Our offer is seen by a wide audience and our reputation is strengthened  Increase in pupil numbers | EG  CS |  | Ongoing | EG  CS  SAST |