



St Mary's CE Primary School

School Improvement Plan

Year 2019 – 2020

Love Learning. Love Each Other.

One family: school, church, home and community.

At St Mary's we believe in a culture where:

- Everyone is special, unique and valued: diversity and difference are celebrated. We are all God's treasure.
- Education is holistic; spiritual and moral growth is nurtured.

Life in all its fullness – John 10:10.

- Inspirational and reflective worship enables all in the school community to encounter the risen Christ.
- Wisdom, knowledge and skills are a focus in everything.
- Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.
- Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do.
I know the plans I have for you. Plans to make you prosper – Jeremiah 29:11.
- Creativity and joy in learning is valued.
- The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.
- A community of global citizens of God is created through social action – on local, national and global levels.

All of these are underpinned by our spiritual, moral, social and cultural understanding and experiences; respect of our British values and through our core Christian values of hope, peace, compassion, forgiveness, trust and endurance.

'We will grow up in every way into Christ, who is the head. The whole body depends on Christ, and all the parts of the body are joined and held together. Each part does its own work to make the whole body grow and be strong with love'.

Ephesians 4:15-16

Love learning. Love each other.

Data Headlines – Summer 2019

EYFS

	Cohort Stats	GLD		Reading		Writing		Number	
		EXP	EXC	EXP	EXC	EXP	EXC	EXP	EXC
Whole Class	30	70%	13%	83%	13%	73%	13%	90%	17%
Boys	12	92%	8%	92%	8%	92%	8%	92%	8%
Girls	18	56%	17%	78%	17%	61%	17%	89%	22%
PPG	3	33%	0%	33%	0%	33%	0%	33%	0%
FSM	3	33%	0%	33%	0%	33%	0%	33%	0%
SEN	0								

	2019	2018	2017	2016
GLD	70%	77%	83%	80%

Key Areas for Development

Achievement of girls

Greater depth in all areas

FSM/PPG

Phonics Results

	2019	2018	2017	2016
Y1	80%	90%	97%	90%
Y2	90%			

Key Areas for Development

Streamed phonics sessions with support for LA group

KS1 SATs Results – 2019

	Cohort Stats	Reading		Writing		Maths		RWM	
		EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS
Whole Class	30	80%	23%	77%	13%	70%	30%	63%	10%
Boys	17	82%	24%	77%	12%	77%	41%	65%	12%
Girls	13	77%	23%	77%	15%	62%	15%	54%	8%
PPG	3	100%	33%	100%	0%	100%	33%	100%	0%
FSM	2	100%	50%	100%	0%	100%	50%	100%	0%
SEN	2	0%	0%	0%	0%	0%	0%	0%	0%

Four Year Trends

	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
2019	80%	23%	77%	13%	70%	30%
2018	83%	30%	80%	17%	80%	30%
2017	70%	7%	70%	0%	77%	13%
2016	71%	52%	58%	10%	65%	42%

2019 – Comparison with Preliminary National Figures

	Reading		Writing		Maths		RWM
	EXP	GDS	EXP	GDS	EXP	GDS	EXP
2019 SMP	80%	23%	77%	13%	70%	30%	63%
2019 National	75%	25%	69%	15%	76%	22%	65%

Key Areas for Development

Writing at greater depth Maths – especially achievement of girls.

Closing gap between boys and girls (n.b. this will not be an issue for next year's Y2 cohort).

KS2 SATs Results – 2019

	Cohort Stats	Reading		GPS		Writing		Maths		RWM	
		EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS
Whole Class	29	86%	38%	83%	24%	86%	24%	79%	24%	76%	10%
Boys	12	92%	33%	92%	17%	92%	25%	100%	33%	92%	17%
Girls	17	83%	41%	76%	29%	83%	29%	65%	18%	65%	6%
PPG	6	50%	33%	50%	17%	50%	17%	33%	33%	33%	17%
FSM	2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
SEN	6	33%	17%	50%	17%	33%	17%	50%	17%	33%	17%

Boys have outperformed girls in all areas.

They have a higher percentage of GDS in maths; but girls have a higher percentage of GDS in all areas of English.

Of the PPG group 67% are also SEN.

All the FSM group are SEN.

The SEN group breaks down equally between boys and girls.

Four Year Trends

	Reading		GPS		Writing		Maths		RWM	
	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS
2019	86%	38%	83%	24%	86%	24%	79%	24%	76%	10%
2018	97%	45%	90%	45%	90%	13%	86%	31%	83%	10%
2017*	74%	35%	81%	42%	77%	3%	87%	52%	68%	3%
2016	71%	14%	64%	7%	61%	4%	64%	7%	50%	4%

*Special consideration given to all pupils in maths – 3 marks extra each awarded.

2019 – Comparison with Preliminary National Figures

	Reading		GPS		Writing		Maths		RWM	
	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS
2019 SMP	86%	38%	83%	24%	86%	24%	79%	24%	76%	10%
2019 National	73%	27%	78%	36%	78%	20%	79%	27%	65%	10.5%

Key Areas for Development

Maths – particularly achievement of girls.

GPS – scaled scores above 110.

End of Keystage and Year Group Targets 2020

Year Group	Subject Area	Target	End of KS Targets 2020	
EYFS	GLD	83%	This reflects the baseline of the pupils (17 of whom attended our nursery). One child has an EHCP for CL/SEMH.	
EYFS	Reading	87%		
EYFS	Writing	87%		
EYFS	Number	87%		
Year 1				
Y1	Phonics	87%		
Y2	Phonics resit	50%	6 pupils 3 pupils who are not predicted to achieve the standard have a recognised need.	
		EXP/GDS	GDS	
Y2	Reading	80%	30%	This cohort achieved 77% GLD, 93% for number and 80% in reading and writing. Targets set in conjunction with Y2 teacher.
Y2	Writing	76%	20%	
Y2	Maths	83%	33%	
Y2	Combined	77%	17%	
Year 6				
Y6	Reading	87%	50%	
Y6	GPS	87%	40%	
Y6	Writing	87%	27%	
Y6	Maths	83%	43%	
Y6	Combined	83%	13%	

End of Year Targets 2020		EXP	GDS	EXP/GDS
Y1	Reading	60%	20%	80%
Y1	Writing	57%	13%	70%
Y1	Maths	67%	13%	80%
Y1	Combined			70%
Y3	Reading	69%	21%	90%
Y3	Writing	63%	20%	83%
Y3	Maths	43%	37%	80%
Y3	Combined			77%
Y4	Reading	53%	30%	83%
Y4	Writing	63%	17%	80%
Y4	Maths	47%	33%	80%
Y4	Combined			80%
Y5	Reading	49%	41%	90%
Y5	Writing	66%	17%	83%
Y5	Maths	53%	27%	80%
Y5	Combined			80%

School Improvement Plan 2019 -20

FOCUSED PRIORITIES

<p>PRIORITY 1 Leadership and Management</p>	<p>Senior Leaders lead the development and review of the curriculum at St Mary's; involving all stakeholders in the process.</p> <p>To develop and enhance the leadership of middle leaders across all curriculum areas</p>
<p>Success Criteria:</p> <ul style="list-style-type: none">■ Senior leaders drive the input of stakeholders for the curriculum review and have an overarching view of the curriculum, knowledge, skills and progression across the school■ Middle leaders will have the knowledge and understanding of the subject specific coverage, skills, knowledge, progression and standards across the school.■ Middle leaders will support the development of all staff in to deliver an inspiring, relevant and challenging curriculum across the school.	
<p>PRIORITY 2 Quality of Teaching and Learning Outcomes of pupils Maths</p>	<p>To further develop and embed the teaching of maths reasoning across the school and across subjects.</p> <p>To secure times tables knowledge across the school in preparation for Year 4 tables assessments.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none">■ The number of pupils achieving GTD in maths at the end of Y2 and Y6 will increase■ The gap between end of phase is narrowed, closed or surpassed continuing the progress of the child in all year groups in KS1/2■ The gender gap in maths is narrowed or closed across each year group.	
<p>PRIORITY 3 Quality of Teaching, Learning and Assessment Outcomes of pupils English</p>	<p>To further enhance extended writing opportunities across the curriculum to ensure that standards in English are evident in all subject areas.</p> <p>Standards in Greater Depth writing are evidenced across the curriculum.</p>

Success Criteria:

- Evidence of extended writing across the subject areas from Year 1 to 6. Standards reflect those in English books.
- The number of pupils achieving GTD in writing at the end of KS1 and KS2 will be in line with the national average or above
- Progress from KS1 to KS2 in writing and GPS increases

PRIORITY

4

**Quality of Teaching and Learning
Outcomes of pupils
Curriculum**

To continue the review of the foundation curriculum to ensure clearly evidenced knowledge and skills progression is in place

To ensure the new RSE guidance is integrated into the curriculum

Success Criteria:

- Half termly curriculum overviews map coverage, knowledge, skills and vocabulary across all year groups
- Triangulation of work, teaching and learning, feedback and assessment data evidence the impact and progression across the school

PRIORITY

5

**Quality of Teaching, Learning and
Assessment
Outcomes of pupils
Assessment**

Develop effective systems for the assessment of knowledge and skills in foundation subjects across the school

Assessment of reading and phonics in EYFS and KS1 – clear expectations for EXP and GTD

Success Criteria:

- Assessment systems are in place across all foundation subjects and year groups
- Assessment data provides a clear picture of attainment for individual pupils, classes and whole school.
- Assessment data informs curriculum development for 2020 / 2021

PRIORITY

6

**Personal development, Behaviour and
Welfare**

Continue to increase the resilience and independence of our pupils by reducing the level of teacher

To continue to work with the pupils and parents on what constitutes bullying and how to stay safe online and outside of school

Success Criteria:

- Pupil attitude towards challenge demonstrates resilience and growth mindset
- Pupils can discuss and demonstrate safe online practice in school and in the wider community

- Activities held with pupils and parents explore the definition of bullying and provide clarity in its definition

PRIORITY 7 Early Years	<p>Improve the percentage of pupils achieving GLD in writing.</p> <p>To enhance writing and maths in the outdoor environment</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> ■ Percentage of pupils achieving GLD in writing demonstrates progress from YN Summer and YR baseline ■ Learning walks, lesson observations, planning and pupil photographs evidence writing and maths in the outdoor environment. 	

Key:

HT – Head teacher DHT – Deputy Headteacher SLT – Senior Leadership Team SIP – School Improvement Partner
 Gov – Governors PM – Performance Management ARR – Assessment Recording and Reporting Lead TLR – Teaching and Learning
 Responsibility
 SENCo – Special Educational Needs Co-ordinator PPG – Pupil Premium Grant TA – Teaching Assistant CoG – Chair of Governors
 DSP – Designated Safeguarding Person

SCHOOL DEVELOPMENT PLAN 2019/20
BACKGROUND PRIORITIES

PRIORITY	<u>Governors</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
1.	To better understand the curriculum at St Mary's to be able to effectively monitor its implementation and impact	Curriculum and Standards	£200	Governor minutes Link Governor reports Learning walks

PRIORITY	<u>Pupils</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
2.	To work in collaboration with the local community and groups to focus upon traffic and pollution around St Mary's.	AR School Council		Meeting minutes Questionnaires Pupil voice

PRIORITY	<u>Pupil support and inclusion</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
3.	Tracking progress within BLW and WTS bands to demonstrate incremental steps of progress	SENCo	Assessment code: SEND	Pupil progress on IEPs, pupil progress reviews and parent feedback clearly demonstrates progress made within an assessment band.

PRIORITY	<u>Partnership with parents and carers</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
4.	Inclusion of views of parents/carers in curriculum and collective worship development leading to active participation between school and home	SLT Class teachers	£500	Parent/carers graffiti walls Attendance registers Class Dojo Feedback

PRIORITY	<u>Premises</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
5.	Development of prayer and reflection garden at the heart of the school	KM SJ	LCVAP Buildings cost centre	Building plans LCVAP application Photographs

PRIORITY	<u>Pupil Premium</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
6.	Closing the gap in attainment between PPG and non-PPG pupils in reading, writing and maths – according to current class gaps	All staff	PPG allocation	Data reports

PRIORITY	<u>Sports Funding</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
7.	To increase access to competitions and tournaments within school and out of school, across the sports.	JP KH	Sports Premium	Silver sports award application PE lead reports Newsletters

PRIORITY	<u>Worship</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
8.	Embed liturgy into singing and celebration worship – including weekly reflection on our Christian values and vision	SLT	Rochester Materials	Pupil voice Staff feedback Class Dojo Session ppts

PRIORITY	<u>Wider Community Links</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
9.	Engage with the Archbishop of York award in Y4 to create and build on a community-based project	Y4 class teacher	£300	Community project completed

