



St Mary's CE Primary School

# **School Improvement Plan**

**COVID-19 Recovery Plan**

**Year 2021 – 2022**

**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.**

## School Improvement Plan 2021 -22

### FOCUSED PRIORITIES

<b>PRIORITY 1 Leadership and Management</b>	<p>To recruit a new Deputy Headteacher and support induction and development in line with our school systems, vision and values.</p> <p>Develop Leadership skills of staff to support a ' school to school support led system' and ECT, NPQ and ITT programmes</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>■ A comprehensive recruitment package and timeline in place for Autumn 1 and shared on Greater Jobs.</li> <li>■ Safer recruitment procedures followed</li> <li>■ Involvement in School to School support, Subject specialist delivery and mentoring</li> </ul>	
<b>PRIORITY 2 Quality of Teaching and Learning Outcomes of pupils Maths</b>	<p>To provide targeted teaching, learning and intervention to address gaps from the Pandemic and move learning forward to narrow the gap between current position and Age Related Expectations.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>■ Children who have dipped in maths from their pre-pandemic flightpath (from EXP to WTS or from GDS to EXP) will move back to their former level or accelerate beyond.</li> </ul>	
<b>PRIORITY 3 Quality of Teaching, Learning and Assessment Outcomes of pupils English</b>	<p>To provide targeted teaching, learning and intervention in phonics and extended writing to address gaps from the Pandemic and move learning forward to narrow the gap between current position and Age Related Expectations.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>■ The impact of intensive phonics teaching in EYFS and KS1 is evident through moderation of writing in all subjects and Phonics</li> <li>■ Children who are not at their expected phonics tracker point for their age and stage of year close the gap with high quality interventions.</li> <li>■ Children who have dipped in writing from pre-pandemic flightpath (from EXP to WTS / GDS to EXP) will move back to their former flightpath.</li> </ul>	

<p style="text-align: center;"><b>PRIORITY 4</b></p> <p><b>Personal development, Behaviour and Welfare</b></p>	<p>Continue to prioritise and fully support the Well-being &amp; Mental health of children and staff; developing and embedding strategies further.</p> <p>Revisit behaviour expectations to ensure behaviour remains outstanding</p> <p>Revisit all learning and organisational behaviours so that school life returns to wider opening and less restrictions</p> <p>Relaunch growth mind-set work to ensure we are continuing to build resilience and mindfulness in all children</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>■ Pupils feel safe and secure in school, as school re-opens more widely and returns to less restrictive, pre-pandemic routines.</li> <li>■ Behaviour remains outstanding and supports pupil's wellbeing and development.</li> <li>■ Pupils have high aspirations and resilience, which they exemplify in school and the wider community.</li> </ul>	

<p style="text-align: center;"><b>PRIORITY 5</b></p> <p><b>Quality of Teaching, Learning and Assessment</b></p> <p><b>Outcomes of pupils</b></p> <p><b>Curriculum</b></p>	<p>Ensure that the quality and breadth of education offered is ambitious and gives all children the cultural capital they need to succeed in life:-</p> <ol style="list-style-type: none"> <li>1. To identify gaps in children's learning and put in place pupil plans and effective interventions to enable all children to close their attainment gap following the Pandemic</li> <li>2. To continue to develop challenging language and vocabulary acquisition across EYFS, KS1 &amp; KS2</li> <li>3. To ensure that the EYFS curriculum is developed in line with the new EYFS framework to ensure ambition, quality and breadth which can then be built upon in Year 1 onwards with clear progression of skills, knowledge and understanding.</li> <li>4. To ensure that children's skills and knowledge demonstrate deep and secure learning in and across foundation subjects.</li> </ol>
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>■ Pupils have secure foundations in their skills, knowledge and vocabulary across all subjects and are prepared for the next stage in their learning.</li> <li>■ The new EYFS framework is fully implemented and pupils have a broad, exciting and stimulating curriculum, which provides secure foundations and enable them to be school ready.</li> <li>■ Foundation curriculum provides clear progression in skills, knowledge and understanding across the school, through carefully planned units of study from year group to year group.</li> </ul>	