



St Mary's CE Primary School

School Improvement Plan

Year 2022 – 2023

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 2022-23

FOCUSED PRIORITIES

PRIORITY 1 Leadership and Management	Establish subject leadership links with other schools to further strengthen middle leadership across the school.
<p>Success Criteria:</p> <ul style="list-style-type: none"> ■ Subject leaders attend Subject specific cluster meetings ■ Subject leaders engage in subject specific networks ■ Subject leaders can evidence impact of attendance and sharing of good practice on their roll and curriculum at St Mary's. 	

PRIORITY 2 Quality of Teaching and Learning and Assessment Outcomes of pupils Maths	Children are exposed to a rich curriculum consisting of rehearsal and teaching of key facts. Varied fluency combined with a reasoning and problem solving approach is applied to each of the taught units.
<p>Success Criteria:</p> <ul style="list-style-type: none"> ■ White Rose New Scheme 3.0 small steps are being followed by all year groups from the start of the 2022 academic year. New small steps evident in teacher planning and shown in the progression of work in children's' Maths books. ■ ■ Rapid reasoning and fluent in five forms part of daily Maths lessons throughout school. Rehearsal of key facts is evident in planning and can be observed in learning walks/drop ins. Working walls show varied fluency and pictorial models and images. Concrete apparatus available to children in lessons. Mathematical investigations are carried out at least half termly and evidenced in floor book. ■ Stem sentences used throughout the curriculum for all the units. Stem sentences evident on working walls and maths displays and in children's books. Through conversations with the children when they are explaining their reasoning. Reasoning assessments/scores in end of (half) termly assessments. ■ Key vocabulary is introduced and reinforced using stem sentences to ensure mathematical accurate language and to help scaffold children's reasoning ■ EYFS maths specialist recommendations identified and implemented into EYFS. Impact of these recommendations monitored and assessed. ■ Children have the chance to apply their mathematical knowledge and reasoning skills to longer investigative tasks. ■ SEN- Provide SEN pupils with adapted curriculum, intervention & small steps/targets to address stage/gaps in learning. Focus on basic/key skills to support all aspects of maths e.g. number bonds, basic + and -, x tables facts Use equipment & IT to support learning. Ensure small steps of progress within BLW and WTS bands are documented/evidenced in intervention/SEN files. 	

PRIORITY 3 Quality of Teaching, Learning and Assessment Outcomes of pupils English	To establish a consistent writing approach for continuity and progression with a focus on developing a range of a sentence structures to improve and challenge writing outcomes. To narrow the gap in reading for the bottom 20% of pupils
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Success Criteria:

- Writing expectations continue to be challenging for all children and outcome continue to be above LA/National
- Teachers provided challenging writing opportunities so that children achieve a good level of development by the end of Reception and writing outcomes are in line or better than national.
- Teaching and the implementation of writing structures support stamina and resilience for all pupils so that writing outcomes for all continue to improve.
- Twinkl Phonics Scheme is embedded, and phonic outcome are in line or better than LA/National
- To implement challenging writing opportunities across the continuous provision and outside areas.
- To narrow the gap in reading for the bottom 20% of pupils
- Provide SEN pupils with adapted curriculum, intervention & small steps/targets to address stage/gaps in learning.
Focus on basic/key skills to support all aspects of writing e.g. phonics interventions, basic punctuation and sentence sense/writing structure.
Ensure small steps of progress within BLW and WTS bands are documented/evidenced in intervention/SEN files.

PRIORITY 4 Quality of Teaching, Learning and Assessment Outcomes of pupils EYFS	To continue to implement an ambitious and creative curriculum in line with the new EYFS framework.
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Success Criteria:

- Children achieve a good level of development and progress by the end of the Early Years Foundation Stage and are prepared for the next stage of their learning.
- Outdoor provision reflects the basic skills in reading, writing and maths in the teaching and indoor provision areas.

PRIORITY 5 Personal development, Behaviour and Welfare	To support pupils' emotional resilience and character strength development during the current difficult financial and energy crisis
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Success Criteria:

- Pupils demonstrate emotional intelligence and resilience in school and within the community.
- Pupils who receive focus support demonstrate positive outcomes and progress – actioning the strategies shared and explored.
- Pupils can identify their character strengths and areas for development and can articulate how they demonstrate these and will focus upon them for development.
- Ensure that SEN pupils' needs are met in a timely & responsive way e.g. offering movement breaks when needed to prevent behaviours/emotions which are less conducive to learning, ensuring work given to a child is appropriate and gives opportunities for success & builds self-esteem.

PRIORITY 6 Quality of Teaching, Learning and Assessment Outcomes of pupils Curriculum	Clear progression of subject specific vocabulary and 'sticky knowledge' to further strengthen the foundations for the next stage of learning.
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Success Criteria:

- Pupils demonstrate progression in language and knowledge through their verbal input, feedback and work
- Pupils can share their prior learning and non-negotiable 'sticky knowledge' with confidence and understanding and can articulate how they are interconnected.
- Offer a broad & balanced curriculum with a range of opportunities and access to learning which enables pupils of all abilities, including SEND to be successful.

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 2022/23
BACKGROUND PRIORITIES

PRIORITY	<u>Governors</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
1.	To embed and enhance link Governance to strengthen knowledge of curriculum, standards and wider opportunities across the subjects, throughout the school.	Curriculum Chair Staff Gov	Release time for staff to meet with Governors Governor CPD	Link Governor reports Feedback at C&S meetings

PRIORITY	<u>School Council</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
2.	To collect and share pupil voice across the school to support developments at St Mary's.	School Council		School Council feedback Display Board Dojo Posts

PRIORITY	<u>Pupil support and inclusion</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
3.	SENCO to attend SENCO Network cluster meetings to keep informed about local and national updates; including new launch of Graduated Approach and resources on Bury Directory. SENCO to share this resource with staff. SENCO can evidence the impact of sharing strategies/resources with staff	SENCO Bury SEN Team		Staff using this resource to support their work with SEN pupils they teach Evidence of small steps of pupil progress within bands of attainment

PRIORITY	<u>Partnership with parents and carers</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
4.	Reignite parent partnership group to continue parental input and fundraising in the school.	HT		Parent partnership newsletters + Dojo posts Meeting minutes Event updates Input on policies and projects Parental feedback

PRIORITY	<u>Premises</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
5.	Development of outdoor play areas to encourage active play and learning across the curriculum	HT	Planned improvements Sports premium	Premises reports and photographs Pupil feedback Curriculum use

PRIORITY	<u>Pupil Premium</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
6.	Use of Pupil premium to increase the number of enrichment activities that pupils engage in.	Subject leads	PPG	PPG tracking Club records Photographs

PRIORITY	<u>Sports Funding</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
7.	Engagement in inter-school activities after the pandemic, to provide opportunities for pupils to engage in competitive sports outside of school.	Sports leads	Sports premium	Subject leader report Deep Dive Photographs Dojo posts

PRIORITY	<u>Wider Community Links</u>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
8.	Engagement in community projects to support families during these challenging times	School Council Eco Council Choir Ethos Group		Newsletters Dojo posts Letters of acknowledgements Pupil feedback