



St Mary's CE Primary School

School Improvement Plan

Year 2023 – 2024

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 2023-24

FOCUSED PRIORITIES

PRIORITY 1 Leadership and Management	To develop strong and effective leadership at all levels
<p>Strategy:</p> <ul style="list-style-type: none"> ■ Comprehensive induction for new staff to ensure high standards are maintained in all curriculum areas. ■ Complete the Headteacher induction and work with mentor. ■ SLT to introduce monitoring calendar and pupil progress meeting. ■ Subject leaders ensure the school’s curriculum intent and implementation are embedded securely and consistently across the school. ■ Subject leaders refine the ambitious curriculum so that it is sequenced with clear progression of knowledge and skills for future learning. 	
PRIORITY 2 Quality of Teaching, Learning and Assessment Outcomes of pupils - English	To raise standards in writing across the school at both expected and greater depth
<p>Strategy:</p> <ul style="list-style-type: none"> ■ To ensure there is a consistent approach to the teaching of writing across all phases. ■ Writing expectations continue to be challenging for all children and outcome continue to be above LA/National ■ Implementation of writing structures to support the basic/key skills of writing to narrow the gap for the writers who are not EXP and to stretch and challenge writers who need edit and draft their sentence structure. ■ Provide SEN pupils with adapted curriculum, intervention & small steps/targets to address stage/gaps in learning. 	
PRIORITY 3 Quality of Teaching, Learning and Assessment Outcomes of pupils - EYFS	To improve GLD to closer to national average
<p>Strategy:</p> <ul style="list-style-type: none"> ■ Clear progressive curriculum so that 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. ■ Audit the teaching and learning and learning environment to raise standards. 	

- Provide a language rich environment that will support the children with the next steps in their learning.
- Termly moderation and review.
- GLD will be at least in line with National if not better through high quality teaching and provision.

PRIORITY 4 Personal development, Behaviour and Welfare	To implement a new behaviour policy to support new staff and ensure consistency across the school.
<p>Strategy:</p> <ul style="list-style-type: none"> ■ Pupils demonstrate exceptional behaviour and attitudes in school and within the community. ■ Pupils consistently have highly positive attitudes and commitment to their education. ■ Pupils make a highly positive contribution to the life of the school and/or the wider community by being role models to all and supporting the well-being of other pupils. ■ Ensure that SEN pupils' needs are met in a timely & responsive way using adaptive teaching 	

PRIORITY 5 Quality of Teaching, Learning and Assessment Outcomes of pupils Curriculum	To refine the curriculum so there is a clear progression of knowledge and skills in each subject.
<p>Strategy:</p> <ul style="list-style-type: none"> ■ Pupils demonstrate progression in language, skills 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