



St Mary's C of E (VC) Primary School

SCHOOL DEVELOPMENT PLAN

September 2019 – July 2020

St Mary's Values

At St Mary's we believe that a strong set of core values creates a positive ethos where children are encouraged to be successful, confident and responsible citizens who lead fulfilling lives.

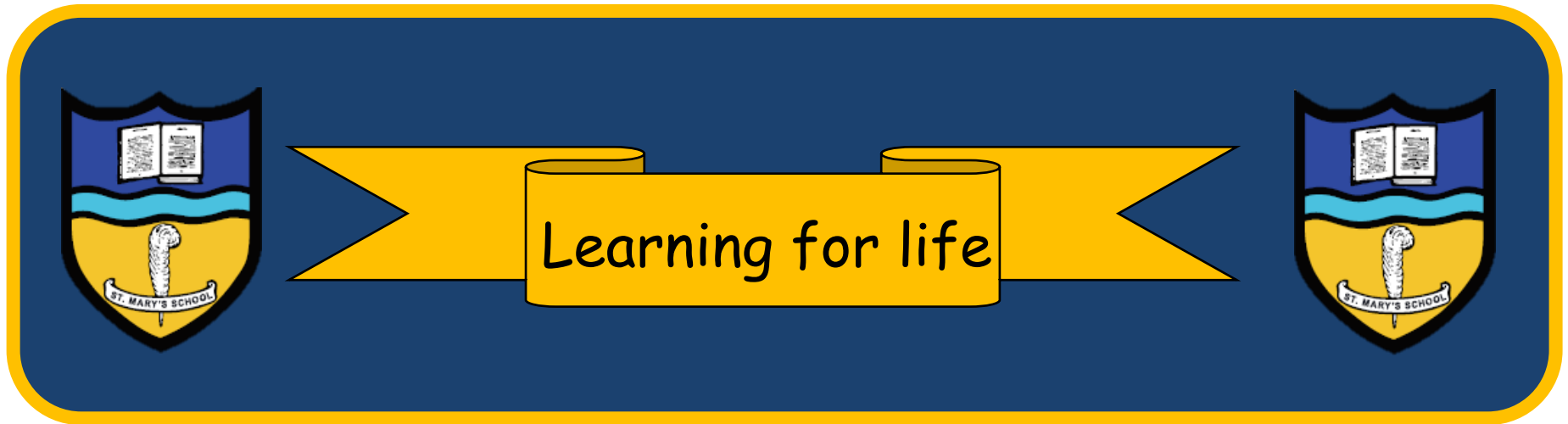
Teaching values promotes the children's spiritual, moral, social and cultural development, enabling them to develop their own moral and ethical compass to guide what is right and what is wrong.

Our Values have been decided by teachers, TAs, children and our local Rector.

We have chosen eight core values to be developed through assemblies, class discussion and direct teaching each month.

There are eight St Mary's Values which we remember as a rainbow stemming from respect.







St Mary's C of E (VC) Primary School Development Plan September 2019 – July 2020

Action plan aims:

- ❖ Addresses the key issues raised in the OFSTED inspection of 2019 and areas for development identified since September 2018.
- ❖ Sets a clear vision for how the school will sustain rapid improvement to improve attainment and progress of all groups of children.
- ❖ Clearly details what action is going to be taken when, by whom, why this action is important and what the intended outcomes are for children.
- ❖ Explicitly defines all roles and responsibilities and shows clear lines of accountability.
- ❖ Shows how professional development, monitoring and evaluation are rigorously linked to key priorities and demonstrates the school's commitment to high quality professional development for all staff.
- ❖ Makes clear how all monitoring is intended to be successful in building capacity, improving provision and improving outcomes for children.
- ❖ Shows clear actions and milestones that demonstrate how teaching, learning and outcomes are improving to at least meet or exceed national results.

OFSTED 2019

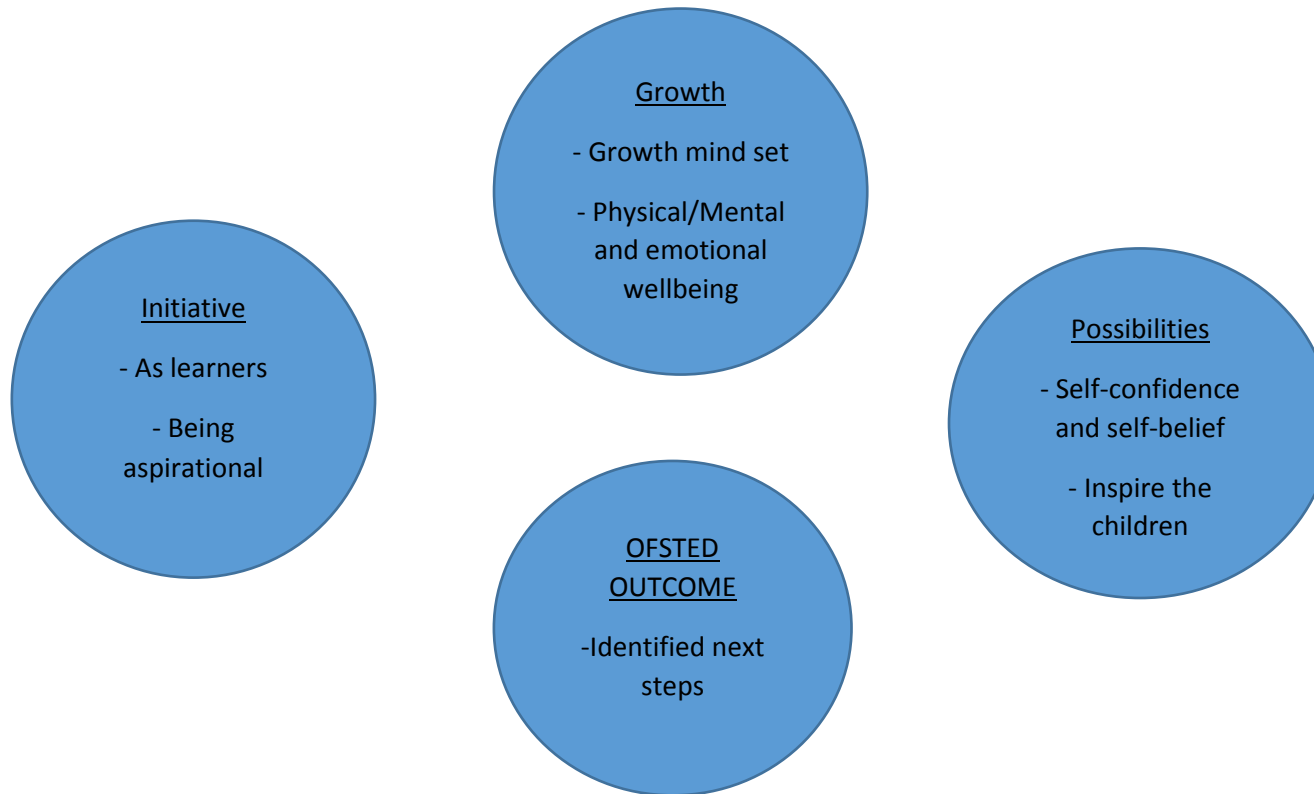
This school continues to be good.

Next steps for the school

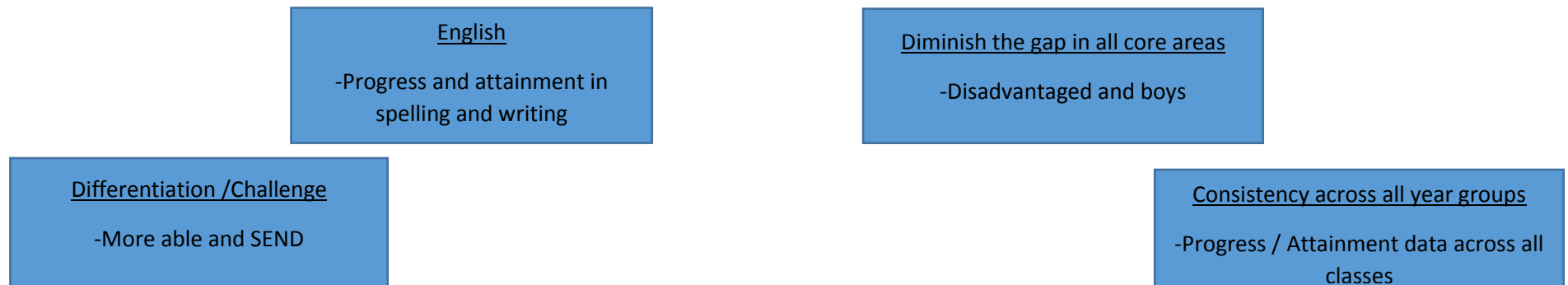
Leaders and those responsible for governance should ensure that:

- Recent developments in teaching are fully established across the school so that all groups of pupils, including disadvantaged pupils, achieve as well as they should, particularly in writing.
- Governors develop an accurate view of the school's performance in order to provide effective support and challenge for school leaders.

Main drivers for the school- identified by staff and parents



Main drivers from data analysis



Overview of priority areas for development

Quality of Education	<ul style="list-style-type: none">➤ Diminish the gap between disadvantaged and non-disadvantaged in reading, writing and maths across the school and for disadvantaged children to achieve and progress in line with or better than national results, in all core areas.➤ Diminish the gender gap to ensure boys achieve and progress as well as girls in all areas.➤ Ensure that all groups achieve relative to their starting points.➤ Meet or exceed national expectations at the end KS1 and KS2 for all groups of children in all core subjects.<ul style="list-style-type: none">• Embed professional development from 2018/2019 and action planning, by leaders at all levels, to secure consistently good or better teaching and learning outcomes for all groups of children in all subject areas across the curriculum.• Ensure Special Needs provision in all lessons is effective and well planned so that SEND children meet their individual targets termly in all year groups.• Work in books, attainment and progress data to show clear evidence of good or better progress over time from differentiated starting points, in all subjects, across the curriculum.• Provision for all groups of children, including vulnerable groups and more able children, to be based on prior attainment and rigorous ongoing assessment. As a result of this tasks, interventions and ongoing provision clearly meets the needs of all learners to that they make consistent good or better progress and where required make accelerated progress.• Develop and implement outside learning and the use of the outside learning environment in everyday teaching, to enhance the learning opportunities provided for all groups of children.➤ Improve progress and attainment in writing<ul style="list-style-type: none">• Implement new progressive literacy spine across the school from September 2019, to increase enjoyment of reading and to supplement the Talk 4 Writing initiative introduced in 2018.<ul style="list-style-type: none">• Implement new spelling scheme 'No Nonsense Spelling' across the school to address gaps in knowledge and ensure consistent coverage across all year groups.• Enhance further the use of Target Tracker in assessment of and for learning to ensure it is being used to its full potential.• Introduce Tapestry in EYFS as our new assessment system, to reduce staff workload and increase parental involvement.• Review teaching structures for reading comprehension and SPAG (Spelling, Punctuation and Grammar)- to ensure frequency and impact on accelerated progress.➤ Implement new curriculum across the school, to ensure learning is embedded and children have the opportunity to go deeper with their understanding and development of skills, in all areas of the curriculum and are able to link their learning. Enhance and enrich the quality of teaching and learning in foundation subjects so that children meet ARE (Age Related Expectations) or exceed and can be set appropriate targets.
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	<ul style="list-style-type: none"> • Increase range and uptake of after school clubs to enhance and enrich learning across the curriculum and to raise the profile of sport. • To work towards achieving excellent in our next SIAMs inspection. • Introduce St Mary's pets to support emotional wellbeing. • New exercise books implemented September 2019, to improve and enhance learning journeys over time that are evidenced in the books.
Leadership and management	<p>Governors</p> <ul style="list-style-type: none"> ➤ Introduce new flat structure. ➤ Governors to have an accurate view of the school's performance in order to provide effective support and challenge for school leaders. • Raised profile of governors in the school, amongst staff and parents. • Regular strategic monitoring visits. <p>In school Leaders</p> <ul style="list-style-type: none"> ➤ Increase the number of trained Designated Safeguarding Leads to 4 people, to distribute work load. ➤ Raise the profile and expectations of subject leaders so that the new curriculum is implemented effectively and that teaching and learning outcomes, across all subject areas, are good or better consistently. • Raise the profile and accountability of middle leaders to build leadership capacity. ➤ Build Leadership capacity across the school. ➤ Work towards achieving the WAS award for wellbeing by 2021. • Appoint senior leader to lead on staff and pupil wellbeing. ➤ Introduce marketing team to raise the profile of the school, to ensure numbers in the school continue to rise.
Behaviour and attitudes	<ul style="list-style-type: none"> ➤ To increase parental engagement in children's learning to inspire the children to be aspirational and to support their learning. • To reduce the number of persistent absentees. • To improve attendance - to be higher than 97%. • To increase parental attendance at school run events.
Personal Development	<ul style="list-style-type: none"> ➤ Develop outstanding behaviour for learning so that children make at least good progress and develop intellectual confidence so that they can work with increased energy, stamina and commitment when work is challenging. • Introduce Growth Mindset across the school as a whole school approach.

	<ul style="list-style-type: none"> ➤ Implement new PSHE scheme across the school. <ul style="list-style-type: none"> • Weekly timetable will include PSHE daily, to increase the necessary provision to meet the emotional and social needs of the children and to increase physical activity across the school. • Work towards our silver healthy schools award. ➤ To be more active in the local community to support families effectively and in a timely way to support children’s emotional and academic needs. <ul style="list-style-type: none"> • Working with Family Support Workers and St Mary’s Community Centre. • Creating links with the Family Resilience team to be able to offer our families services within school. Working explicitly in partnership with families through multi- family systemic groups in school throughout the school year, pupils identified by teachers. • Increase HSLW hours to enable more families to receive support. ➤ Achieve the Wellbeing award in school. <ul style="list-style-type: none"> • Introduce well-being ambassadors at school (pupils) providing support to other pupils. • Increased ELSA hours to enable more children to receive intervention. ➤ Obtain and maintain Angel Award -Increased awareness of young carers within school.
<p>Provision in the EYFS</p>	<ul style="list-style-type: none"> ➤ Build on our good level of development (2) so that a higher number of children reach exceeding (3) by July 2020, compared to July 2019. <ul style="list-style-type: none"> • Outdoor learning provision in EYFS is enhanced to provide outstanding learning opportunities which promotes good or better progress. • Engage our hard to reach parents in supporting with the learning of phonics and reading at home, so that all children, except identified children with specific barriers, achieve at least age related expectations for reading and writing. ➤ Introduce Tapestry in EYFS, as our new assessment system, to reduce staff workload and increase parental involvement.

