

St Margaret's CE Primary School 2021-2022

School Improvement Plan

KEY PRIORITIES FOR IMPROVEMENT



St Margaret's CE Primary School 2 KEY PRIORITIES FOR IMPROVEMENT

OVERALL EFFECTIVENESS: HOW GOOD IS THE SCHOOL?

PRIORITY 1: Improve the quality of teaching and assessment in order to improve pupils' progress by:

- ❖ Ensuring that accurate assessment information is shared with governors and is used to plan learning that meets pupils' needs
- ❖ Raising teachers' expectations so that they challenge most able pupils to reach greater depth in their learning
- ❖ Providing more opportunities for pupils to write at length
- ❖ Developing pupils' arithmetic skills in mathematics
- ❖ Ensuring that pupils have regular opportunities to practise their reading skills
- ❖ Using pupil premium funding to make sure that the progress of disadvantaged pupils accelerates until the difference between their achievement and that of other pupils nationally diminishes

HOW EFFECTIVE IS LEADERSHIP & MANAGEMENT?

PRIORITY 2: Improve the effectiveness of leadership and management by:

- ❖ Developing the role of middle leaders so that they are responsible for the difference their actions make to pupils' progress
- ❖ Ensuring that leaders with responsibility for SEN and/or disabilities use additional funding appropriately to help pupils make strong progress

HOW EFFECTIVE IS EARLY YEARS?

PRIORITY 3: Improve the effectiveness of the early years by:

- ❖ Ensure that pupil progress in Nursery is carefully tracked including groups of pupils
- ❖ Accelerating children's progress, particularly in literacy and numeracy, so that a greater proportion are well prepared for their learning in Year 1

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Teaching, learning and assessment

1. Priority development

Raising teachers' expectations so that they challenge most able pupils to reach greater depth in their learning

- Monitor the identified MA pupils and track on TT
- Monitor identified pupils working just below s+ in one area
- AHTs-Teaching and Learning to model and support teachers so more pupils achieve GD
- Identify and target Year 6 GD writers

Monitored every half term
Reported to governors termly

2. Priority development

Improve the attainment in writing

- Implementation of a rigorous spelling programme (Years 2-6)
- Monitoring the continued provision of RWInc from Nursery to Year 1
- Weekly monitoring of writing in books to include spelling and grammar
- Ensure that spelling and grammar are taught discreetly and in the back of English books
- Daily handwriting in all year groups
- Termly assessments of spelling

Monitored every half term
Reported to governors termly

3. Priority development

Rapidly increase pupil's *arithmetic* skills.
Continue to develop pupils' skills in mathematics: Reasoning and Mental skills

- Ensure arithmetic sessions provide challenge for all and allow for revisiting prior learning - *yesterday, last week, last month, last term (books/Seesaw/drop-ins)*
- Monitor provision of challenge and feedback for more able and PP children (books/Seesaw/drop-ins)

- Create and manage a 'Maths is all around us' Google drive folder for collecting examples of good practise maths in other NC subjects
- Analyse findings. Implement support where required.
- Register school for Sussex Maths Hub training and support.
- INSET and staff meeting for **June 2020 guidance**, how it links to school resources and schemes (*WR, LBQ, TYM...*)

Monitored every half term
Reported to governors termly

4. Priority development

Ensure daily opportunities to practice reading skills

- Assess ALL Year 1, 2 and 3 children using the RWI phonics assessment.
- Group children into phonics group and plan phonics interventions for catch up and recovery for lowest 20%
- Assess vulnerable children in KS2 using Sandwell assessment and plan interventions accordingly
- Providing opportunity for daily reading to take place
- Library training for the reading leader
- Weekly library time to continue
- Reading comprehensions VIPERS to continue
- PoR quality texts used as key text for English planning
- Class book daily
- Vulnerable readers heard daily (lowest 20%)
- All children to be heard weekly by CT or TA
- Investigate the use of Seesaw online journal to record intervention reading. This will provide consistent record keeping in school and consistent records in home/school reading diary
- Parent workshops to develop home reading behaviours and responses through Seesaw
- Reading sessions will be planned for
- Continue to select home reading texts for vulnerable pupils, recording how to read the text and key questions

Monitored every half term
Reported to governors termly

5. Priority development

Using pupil premium funding to make sure that the progress of disadvantaged pupils accelerates until the difference between their achievement and that of other pupils nationally diminishes

- Paperwork on website is current, accurate and reviewed for prior years
- Up date detailed strategic overview of PPG strategy for 2021-22 using the new format as advised.
- Have a strategic overview of financial planning for PPG spending at the whole school and individual level for this academic year
- Address staff development and training requests to support Quality First Teaching through the use of the PPG.
- Barriers to learning document set up and maintained
- Set up pupil passports with entry and exit data and review these in line with termly data drops
- Closely monitor interventions for those receiving PPG through a triangulation of books, planning and data.
- Align appraisal procedures with whole scholarship or priority (PP)
- Develop the role in the Governing body in the implementation and leadership of PPG funding through meeting termly meetings
- Close tracking of PP children for attainment and progress. Monitoring of planning and books (weekly). Observations of interventions (half termly).
- PP focus at data meetings, with pupils discussed first.
- Clear milestones and expectations for PP identified on plans and shared with staff to help increase rapid pace of improvement
- Attendance and punctuality of PP children is monitored and measures put in place if it becomes a cause for concern. Learning catch-up takes place on return to school in RWM

Monitored every half term
Reported to governors termly

6. Priority development

Ensuring that 'Quality First Teaching' is embedded across the school

- Through staff meetings ensure that all staff and support staff know what QFT teaching means and looks like
- Feedback from observations focuses on QFT issues if necessary and swift action is taken to address any shortcomings
- HT and DHT swiftly follow up any issues identified in planning scrutiny and book looks
- Further develop the use of in-house strength and expertise to nurture and develop outstanding teaching and learning across school
- PPM will focus on all groups to ensure they are making at least good progress

Monitored every half term
Reported to governors termly

7. Priority development

Ensuring that monitoring and evaluation strategies are effective.
Developing pupil leadership so that they have increased responsibility for and greater ownership of collective worship.

- HT and RE leader to meet with Diocesan SIP
- Staff meeting and Inset day to develop Godly Play
- GF to lead staff meetings for RE focusing on assessment

Monitored every half term
Reported to governors termly

Leadership and Management

1. Priority development

Developing the role of curriculum middle leaders so that they are responsible for the difference their actions make to pupils' progress

- Rigorous appraisal targets
- Assessment for all subjects is clear and impactful
- Reporting to governors and SLT
- Middle leaders are identified and roles are clear
- Pupil progress for disadvantaged groups improves
- DHT developing role for subject leads
- Portfolios set up for current academic year
- Monitoring schedule set up

Monitored every half term
Reported to governors termly

2. Priority development

Leaders with responsibility for SEN and/or disabilities help pupils make strong progress.

- SENCO termly monitors ILPs.
- SENCO monitors core subjects weekly (triangle)
- SENCO names sample children in subject leader's monitoring, and meets with subject leaders termly to focus on SEND provision.
- Co-produce SEND info report with parents.
- Co-implement thrive, precision teaching, internal S&L, OT and PT interventions.
- Create flowchart to identify SEND
- Create separate policy and send info report.

Monitored every half term
Reported to governors termly

Early Years provision: quality and standards

1. Priority development

Ensure the new EYFS framework is fully introduced so the curriculum is coherently planned and accurately assessed.

Improve assessment and moderation systems on entry and throughout year across EYFS.

Monitoring with other settings to ensure progress is carefully tracked and is line with the framework

- Wow books used to record progress
- Wow stars are used for parents to share the Wow moments from home with us.
- Regular assessments continue
- Baseline assessments and termly progress discussions during staff supervisions.
- Nursery staff informally assess the progress of their key children each day, and carry out planning and target setting accordingly
- Progress tracked for full time and part time children
- Groups (SEND, PP, Gender) are all tracked
- Nursery manager continues to rigorously analyse progress

Monitored every half term
Reported to governors termly

2.Priority development

Accelerating children's progress, particularly in literacy and numeracy, so that a greater proportion are well prepared for their learning in Year 1

- Baseline is moderated across both classes
- Monitor to see that balance of activities is equal
- Monitor to ensure staff are used effectively across the setting
- Monitor classroom and outside environments to ensure both are set up to meet children's needs
- Planning is effective and is finely tuned to meet children's needs and interests
- Groups (SEND, PP, Gender) are all tracked

Monitored every half term
Reported to governors termly