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***St Gregory’s CEVA Primary School***

***School Improvement Plan***

***December 2020 – July 2021***

***Our School Improvement Plan (SIP) is a key document in driving forward sustained improvements for the whole school. This document is constantly being discussed, reviewed, and updated by stakeholders to ensure that there is a constant clear focus on action, impact and evaluation.***

***Ofsted Inspection February 2019 stated the following:***

**Improve leadership and management to ensure that:**

* subject leaders are provided with support and training so that they can effectively monitor and raise standards in their subject, particularly writing and mathematics
* the quality of teaching across the school is consistently strong so that pupils make strong progress from their starting points
* teachers provide suitably challenging activities that meet the various needs of all pupils, particularly the higher-attaining
* leaders’ priorities for improvement are precise, monitored closely and robustly reviewed for impact
* governors hold leaders to increased account, focusing clearly on current pupils’ progress and accurately reviewing leaders’ actions for improvement
* the provision for pupils with SEND continues to embed, so that pupils make strong progress from their starting points.

**Improve teaching, learning and assessment, so that:**

* teachers provide pupils with regular, high-quality opportunities to develop their fluency, reasoning and problem-solving knowledge in mathematics, so that pupils make strong progress from their starting points
* teachers ensure that pupils have consistent opportunities to practise and develop their writing and apply grammar, punctuation and spelling strategies so that pupils progress is strong
* teachers provide suitable challenge for pupils, particularly higher attaining pupils so that more are working at the higher standard across the school
* teachers across the school consistently consider what pupils know, can do and understand when providing activities for pupils to complete, including pupils with special educational needs and /or disabilities
* pupils access reading books that closely meet their reading abilities, particularly lower attaining pupils

**Different leaders across the school are responsible for areas of the Improvement Plan and have used the above Ofsted recommendations which have been a focus since our last inspection to inform their own action plans, monitoring and evaluation. These include Senior leaders, Middle leaders, Subject leaders and our Governing Body.**

**Professional Development Plans are in place for leaders – these layout specific monitoring and improvement work which needs to be undertaken in a given timescale – ensuring effectiveness, rigour and high expectation**

**Priorities for 2020 -21:**

1. Quality of Education: Teaching, learning and assessment focus
2. Quality of Education: Curriculum Focus - To ensure a broad, balanced, relevant, differentiated and ambitious curriculum – which is unique to our school - leading pupils to become all-round learners and experience what it takes to become educated citizens and the school confirms a high quality of education-
3. Leadership & Management: To develop capacity of middle/subject leaders commensurate with expectations of the new Ofsted inspection framework

4. To develop programmes of work to ensure that pupils who have slipped in their learning by varying degrees since schools were closed to most children have the capacity to catch-up with their peers

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| ***Key Priority 1***  ***Quality of Education:* Teaching, learning and assessment focus**  **Rationale:** Ofsted inspection 2019 highlighted the need for challenging pupils, teachers consider what pupils know, can do and understand when planning. Quality first teaching needs to be consistently strong across the whole school so that pupils make strong progress from their starting points | | | | | | |
| **Action:** | **How** | **Lead** | **Impact 1 – March 2021** | **Impact 2 –**  **July 2021** | **Leader’s monitoring**  **(Term 1)** | **Evidence** |
| Use effective planning to ensure differentiation with opportunities for raising expectations and pupils to learn at greater depth | Show adaptations in planning – securely in place for the pupils  Presentation of learning  Appropriate target setting to needs of children  Prior knowledge assessments  Use of Insight tracker | SLT | Adaptions clearly visible in planning  Expectations are clear  Work is showing pupils accessing opportunities of higher level thinking | Adaptions in planning embedded across all classes  Higher level thinking is consistently being seen across the school as part of everyday learning | Scrutinise planning to ensure that adaptions are being made  Pupil work scrutiny | Planning across classes  Observations – clearly seeing differentiation / challenge  Pupil work scrutiny  Subject leader evidence file |
| Develop, consolidate and deepen pupil’s knowledge, skills and understanding – *link to subject action plans* | Assess prior knowledge and skills  Use of assessment tools  CPD for staff to ensure curriculum subject knowledge  Gap analysis  High level questioning  High expectations across all classes and for all children | All staff | Assessments show pupils are accessing the curriculum at a deeper level and progress is seen in work  Work is being planned and sequenced based on prior knowledge and skills | Assessments of foundation subjects fully embedded and showing good progress by all pupils | Quality assure pupils work  Quality assure planning and sequence of work - showing development of K & S | Pupil work scrutiny  Pupil learning interviews  End of unit assessments  Observations  Subject leader evidence files |
| Secure subject knowledge of teacher planning, questioning and reshape tasks –*link to curriculum plan* | Working with other subject leads – through our Stower Vale Collaboration - sharing good practice  Higher order questioning  CPD for staff to ensure curriculum subject knowledge | KB / DF  Subject leaders | Subject knowledge is secured in areas previously identified as target areas  Pupils are making good progress due to secure subject knowledge | All staff have good knowledge across all subjects and are proactive in developing this further | KB / DF quality assure effectiveness of planning | Teacher audits  Staff meeting minutes  Report to Governors from curriculum leader |
| Ensure feedback to pupils is in line with the school’s assessment policy and is precise and purposeful to improving learning | Feedback should reflect policy consistently throughout the school  All staff collaboratively produced policy  Clear understanding of feedback policy  Children have clear understanding of feedback being given / terminology / symbols  Feedback shows links to teaching outcomes and gives next steps | SLT / staff | Clear evidence of feedback in work following the policy across the school  Feedback is purposeful and can be seen to be improving learning in work by giving clear, concise next steps which are understood by all individual pupils | Feedback is robust and thorough – ensuring learning is being driven forward to ensure all pupils make progress | SLT quality assure pupils work  DF to carry out pupil interviews based on feedback received from teachers | Pupil work scrutiny  Pupils interviews  Policy  Subject link Governors work book look |
| Accelerate progress for pupils with SEND and disadvantaged pupils through increase in rigour and ambition of the systems – *link to SEND action Plan* / PP action plan | Adaptions to teaching / planning so that the curriculum is coherently sequenced to need  Delivery of small steps  Precise, accurate assessments  Provision maps in place for all SEN children  Targets are understood by children and parents  Clear process of monitoring progress through Birmingham toolkit / SEND tracker/ Insight  CPD for staff delivered by SENDCO  Intervention in place, with trained adults and resources | CC | Planning and teaching will show that teachers adapt the curriculum to ensure that all SEND / disadvantaged pupils can have full access  Individual needs are being identified early and support put in place  Intense intervention is being planned, monitored and evaluated  Pupil progress is accelerating  Parents and children know targets and are able to support learning |  | CC - Pupil progress meetings with staff  Pupil interviews  Pupil work scrutiny  Quality assuring provision maps  Scrutinise planning to check targets are reflected in practice | SENDCO report to DF / KB / Governors  Pupils work  SEN governor report post meeting with SENDCO  Provision maps  Data from Insight and SEN tracker |
| Teachers to provide pupils with regular high-quality opportunities to develop their fluency, reasoning and problem-solving knowledge in mathematics so that all pupils make strong progress from their starting points – *link to Maths Action Plan* | Staff CPD by Maths lead  Engagement with Readiness to Mastery programme (RC/CC)  Accurate assessments  Clear identification of starting points through – formative / summative assessment  Use of high quality materials from - White Rose Maths / NCTM resources for F/R/PS | RC | Evidence of F/R/PS in pupils work showing more frequency consistently across all classes | F/R/Ps in books is fully embedded, showing challenge and strengthened progress from starting points | RC  Pupil work scrutiny  Pupil interviews  Pupil progress analysis | RC Report to Governing body / KB / DF  Pupils work  NLE report  Subject lead governor – learning walk / meeting with lead / work look – pupil interviews / report written |
| **Priority 2: Quality of Education – Curriculum Focus**  **To ensure a broad, balanced, relevant, differentiated and ambitious curriculum – which is unique to our school - leading pupils to become all-round learners and experience what it takes to become educated citizens and the school confirms a high quality of education**  **Rationale:** Build on introduction of Cornerstones, meet the wide-ranging needs of ALL learners, securing learning of key knowledge and skills.*Ofsted and DfE is reducing the requirement to base overall effectiveness of schools largely on outcomes of pupils. It is intended to broaden educational provision to ensure there is high quality of provision and although pupil achievement is still a key component, it is not the main considering factor in evaluating a school’s effectiveness* | | | | | | |
| **Action:** | **How** | **Lead** | **Impact 1 – March 2021** | **Impact 2 –**  **July 2021** | **Leader’s monitoring**  **(Term 1)** | **Evidence** |
| Reading is prioritised to enable all children to access our broad, balanced curriculum – *link to English plan* | KS1 implementation of Sounds Discovery  Use of decodable books / Rapid readers  Individual books match reading ability  Yr2 +above use of VIPERs across classes  Recommended reads in classes  Books linked to themes being covered  Yr6 Accelerated Readers  SEN – Rapid Readers to supplement  Consistent approach across school  Daily reading  Increased use of library | LE | Pupils make good progress in reading  Planning of reading is consistently effective | Pupil s are highly motivated and engaged by reading and assessments show expected and above progress across the school | LE  Scrutinise planning of reading and observe  Feedback to staff identifying areas for improvement  Monitor progress of reading across the school.  Report to Governors / SLT | Reading records – individual / class  VIPER book marks / displays in classes  Recommended read display in all classes  Observations from English lead  Report to Governors  Report from English subject Governor – based on learning walk / meeting with lead / work look / pupil interviews |
| Development of broad, balanced, rigorous and differentiated curriculum through structure of review, priority and monitor | X2 year RPM cycle  All subjects being covered by end of Summer 2022  Subject leaders to follow structure of RPM  CPD as required |  | Subjects identified have gone through the RPM and impact of clarity of structure, sequencing of learning and improvements clearly identified – action plans updated | 2020-21 cycle of RPM completed and staff have a thorough knowledge of their subjects and are proactive in achieving the next steps - driving their subject areas forward within our curriculum | Report to Staff  Sequencing / structure of learning  Gap analysis  Observations  Pupil interviews | Report to Governing body + KB / DF |
| Secure curriculum intent for all curriculum subjects and publish for all stakeholders | Staff meetings to discuss individual subjects being reviewed  Subject leader time to write intent  Discussions with subject governor leads | KB / DF | Subject leaders have reviewed, mapped and intent published for their subject in each year group.  Knowledge organisers are starting to be put in place for those subjects having completed the RPM cycle | Medium term plans reflect agreed intent  Knowledge organisers are securely in place and driving teaching learning in subjects other than in English and Maths | Quality assure coherence, consistency and high expectations of the work of all the curriculum leaders – through the RPM cycle  Quality assure information being published on website | KB / DF meetings with leaders  Report to Governing body  Website  Leader files |
| Ensure curriculum is planned and sequenced to new knowledge and skills are built on what has been taught and learned before – *link to subject action plans* | Initial assessments take place to gauge prior knowledge / understanding  Planning is reflective of assessments  Adaptations seen on planning for not only less able but also higher achieving pupils  Assessment of progress at end of unit | KB / DF  Subject leads | Prior knowledge assessments taking place  Progression of knowledge skills clearly identified by subject leaders and seen in planning | Planning for progression is precise and appropriate to the needs of our children - enriching the curriculum | Quality assure planning  Pupil work scrutiny  Report to staff – highlighting good practice / areas for improvements | Assessment prior / post unit in books  Minutes of staff meeting  Governor report |
| Ensure curriculum is not narrowed and where core subjects predominate they are firmly rooted in cross-curricular opportunities and provision | Reading / Writing / Maths learning is taken into other subjects across the whole curriculum and links are made throughout the curriculum offering. | KB / DF | Cross curricular work evident in pupils’ books |  | Pupil work scrutiny  Observations | Pupil’ work  Observations  Governor visit reports |
| ***Key Priority 3***  ***Leadership & Management:***  **Objective: To develop capacity of middle/subject leaders commensurate with expectations of the new Ofsted inspection framework**  **Rationale**: To build further on the success and developments of senior / middle leaders / governors to further develop skills and impact, whilst continuing to drive the school forward. Ofsted inspection 2019 highlighted the need for training, leaders priorities are precise, monitored closely and robustly reviewed for impact. *The new Ofsted inspection framework has placed quality of education at the heart of its inspection arrangements. It raises the profile and importance of middle leaders as they will become the focal point of discussions with inspectors during all inspections* | | | | | | |
| **Actions:** | **How** | **Lead** | **Impact 1 – March 2021** | **Impact 2 –**  **July 2021** | **Leader’s monitoring**  **(Term 1)** | **Evidence** |
| Rigorous monitoring, planning and evaluation systems for all leaders -identifying the strengths and areas for development within a subject and ensuring priorities for improvement are precise, monitored closely and robustly reviewed for impact  – *link to English / Maths / SEND action plans* | Robust quality cycle in place for leaders  Time for leaders to carry out MPE  Subject / Area action plans  Learning walks  Pupil interviews  Conversations with staff  Pupils work  Observations  Data analysis |  | Senior and middle leaders are effectively planning, monitoring and evaluating in their area of responsibility  Impact of actions is evidential and shared effectively with other leaders and Governors | Leaders are highly motivated and aspirational - their actions are making a positive difference across the whole school - providing rigorous challenge for improvement | SLT Monitor precision and rigour of leaders plans and outcomes from monitoring activities  DF report to Governors will give explicit details and evaluation of quality of leadership | Leaders plans and PDPs  Monitoring files  Subject Governor visit reports  Leaders reports to governors  SEP visit reports |
| Governors increase their accountability of leaders, focused clearly on current pupils progress and accurately reviewing leaders’ actions for improvement | Using Insight to track pupil progress  Identification of pupil groups (eg SEND)  Identification of underperforming Year groups  Middle leader presentations and Q&A QL committee  Subject link meetings with middle leaders |  | Impact on all groups of pupils who are not making sufficient progress in Maths measured using Insight and Toolkit (for SEND)  Informed challenge based on agreed data parameters | Measured progress of all pupil groups using data  Year group performance compared | Regular liaison between middle leaders/SLT and Governors through the QL committee | Insight tracker , BT tracker, Key Stage assessments  External school data:  FFT  IDS  Dorset LA  DFE  SEP reports  Work books |
| Governors have a clear understanding of the Quality of Education and their robust monitoring for impact portrays this | Through regular visits/learning walks/meetings, Governors gather experience and knowledge which is shared through their committees.  Regular data inspection, book inspections and questioning of staff  In depth review of curriculum content and the 3 I’s with DF/SLT  Regular review of curriculum intent, implementation, impact by Q of L and FGB |  | Further strengthened and informed dialogue between staff and Governors established on mutual respect and trust. | Governors demonstrate an understanding of the curriculum, its intent and its delivery by informed questions and challenge to leaders. | Governor meeting minutes and log of Governor school activity | Governor meeting minutes  Reports of visits from link governors |
| ***Priority 4 To develop programmes of work to ensure that pupils who have slipped in their learning by varying degrees since schools were closed to most children have the capacity to catch-up with their peers***  **Rationale:** As a school we have identified a number of children whose learning has slipped during lockdown – having had varying experiences of home learning / lockdown. Ofsted research confirms that most pupils have neither thrived nor significantly suffered since March 2020- but it’s clear there has been a negative impact, particularly on their educational development. It is essential that appropriate steps are taken to implement actions so that catch-up opportunities are available for identified pupils across the school | | | | | | |
| **Actions:** | **How** | **Lead** | **Impact 1 – March 2021** | **Impact 2 –**  **July 2021** | **Leader’s monitoring**  **(Term 1)** | **Evidence** |
| Clear identification of children who have slipped behind in their learning | Use of formative and summative assessment  Discussions with children during learning  Analysis of Insight data  Regularly looking at pupils work | SLT | Clear list of catch up interventions taking place across the school and pupils identified fully engaging with sessions  Planning for Catch up in place and tracking sheets being completed |  | Gathering of evidence on groups  Data analysis  Discussions with staff | Catch up programme sheets  Leaders have reports of delivery and impact  Data drops  Catch up forms completed  Formative assessment eg questions posed / responses given |
| Close contacted formed with families of pupils receiving catch up programmes of work | Class teacher to have initial phone conversation to inform parents – follow up conversations as needed  Clear targets set which are discussed with and understood by parents and children  DF to offer any parent consultations if required  Review regularly and update parents | Teaching staff | Parents aware of pupils needs / areas for improvements – support taking place at home based on targets discussed |  | DF assure conversations have taken place – look at logs | Parent catch up form evidencing calls / conversations with parents / meetings / awareness and understanding of programme and next steps |
| Regular assessment of progress made by pupils in catch up programmes | Ongoing from each session  Robust monitoring  Catch up intervention plans produced by staff and completed – clearly identifying starting / end points  Catch up leads (CC KS2 / KB KS1) to meet with Class teacher to inform them of impact of delivery  Discussions surrounding further Catch up if required / next steps identified | Staff | Assessments have taken place identifying progress of pupils  Further Catch up in place if required  Pupils showing accelerated progress from starting points of Catch up programme |  | CC / KB - DF to meet with Catch up leads for report – discuss individual children | Catch up intervention plans – showing starting / end points  Feedback from catch up lead  Insight tracker  Governor scrutiny of Insight data  Work looks |
| Catch up leaders to work closely with subject leaders to ensure curriculum is not becoming narrowed for catch up learners | Ensure Catch up taking place at different times during day – excluding key learning  Timetabling | CC / KB | Pupil work look show pupils are still accessing a broad, balanced curriculum |  | CC / KB to look at timetables of Catch up - conversations with staff if key learning being missed | Timetables  Pupils work - leaders / Governors / external  Conversations with class teachers  FGB catch up review |