



SCHOOL IMPROVEMENT PLAN REVIEW 2020-21

Monday, 12th July 2021

The following is a record of the review undertaken by the Governing Board (GB) of St. Martin's CE Primary & Nursery School of the outcomes and findings of their work monitoring the progress of the School Improvement Plan (SIP) during 2020-21. The structure of the SIP review meeting was undertaken using a new format this year, with the GB spending the first part of the session reviewing successes and challenges identified from the year's work and considering matters which could benefit from being either discussed further with the Senior Leadership Team (SLT) or being proposed as priorities within the next year's SIP. The SLT then joined the governors for the final hour of the meeting to hear and discuss the GB's findings and feedback. The SLT will now meet separately to consider and provide answers to questions from the GB and to draft the next year's SIP, using the GB's feedback to inform this process.

Attendance

| GB, 12-2pm | | GB & SLT, 2-3pm | |
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| Governors present: | John Clements (JC) – Chair Jason Knight (JK) Liz Kane (LK) Claire Morrison (CM) | Governors present: | John Clements (JC) – Chair Jason Knight (JK) Liz Kane (LK) Claire Morrison (CM) Sam Jamieson (SJ) |
| Apologies: | Lythan Nevard (LN) Russ Green (RG) Sam Jamieson (SJ) | Apologies: | Lythan Nevard (LN) Russ Green (RG) |
| | | SLT staff present: | Steph Harvey (SH) Nat Padley (NP) Mel Turl (MT) |
| Clerked by: | Jacqueline Brooks (JB) | Clerked by: | Jacqueline Brooks (JB) |

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| | GB Only Section |
| 1. | <p data-bbox="320 230 1401 264">Leadership & Management - JK</p> <p data-bbox="320 264 1401 365">Priority 1: To further build on SEND procedures developed during 2019-2020 to ensure they are cost efficient and maximise outcome in terms of support for children.</p> <p data-bbox="320 398 464 432"><u>Successes</u></p> <ul data-bbox="368 432 1401 813" style="list-style-type: none"> • New processes have now been established to create more effective SEND processes • SENDCo is working effectively • Need for EHCPs is being identified earlier and applications are being made in a timely way • The Inclusion Hub has been opened earlier than planned and is already working well • RG has been confirmed to take on the role of Inclusion Lead, overseeing the running of the Inclusion Hub • Inclusion Hub in use means that teaching assistants remaining in classes have more capacity to support a wider number of children <p data-bbox="320 846 539 880"><u>Challenges/risks</u></p> <ul data-bbox="368 880 1401 1227" style="list-style-type: none"> • RG's new role may take him out of class or create too high a workload to be sustainable • There is a question as to whether going forward finances will allow for roles of RG and JW to continue as they are. • Nursery numbers have had to be limited in order to manage the high level of SEND – this will have a significant financial impact for the school • Levels of 1:1 SEND need in Nursery is challenging to manage when there is no additional funding available for this age group • There needs to be a succession plan in place to cover any absence of the SENDCo <p data-bbox="320 1294 464 1328"><u>Next steps</u></p> <ul data-bbox="368 1328 1401 1608" style="list-style-type: none"> • Creating success criteria for the Inclusion Hub – ensuring that it is a means to enable children to progress back into the classroom and is not just about 'containment' • Gathering evidence of impact of the Inclusion Hub – identifying how impact can be accurately assessed given it is part of a package of provision • Ensuring a clear job description is in place for RG and that his workload will be carefully monitored to ensure it is sustainable <p data-bbox="320 1641 560 1675"><u>Questions for SLT</u></p> <ul data-bbox="368 1675 1401 1975" style="list-style-type: none"> • Is there a plan in place for ensuring children accessing the Inclusion Hub can reintegrate successfully back in to the classroom? • Is there any evidence that there is any stigma amongst the children attached to accessing the Inclusion Hub? • Is there potential for the Inclusion Hub and/or the Bus to be used by other groups of children e.g., more able so these different areas of the school are not seen as being for one group of children only? • How will the issue of needing to limit nursery numbers be managed? Will the school need to refuse some admissions if it is felt that it cannot |

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| | <p>provide the level of support needed or balance the impact on the rest of the class?</p> <ul style="list-style-type: none"> Does RG have an agreed job description in place to reflect his new roles especially if he becomes responsible for line-managing the SENDCo? |
| | <p>Priority 2: Governors to support the Acting Senior Leadership Team, and the substantive leadership team, once appointed, to maintain and develop the “positive school culture including the proactive school mindset, and support and enhance staff motivation and commitment needed to foster improvement and promote success.” (Successful School Leadership Education Development Trust)</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> A governance structure has been implemented with governors meeting as a Full Board more frequently. The number of Committees has reduced. All governors now have a clearer and deeper understanding of all areas of school Plans are already in place to streamline governor roles and align Lead Governor roles with SIP monitoring areas for 2021-22 Current GB consists of governors clearly committed to playing an active part in the governance of the school <p><u>Challenges/risks:</u></p> <ul style="list-style-type: none"> Governors were unable to undertake school visits during Covid and the lockdowns and have had less direct contact with staff and children Could governors become ‘jacks of all trades’ and lose specialist knowledge by reviewing everything as a Full Board? Several governors have resigned from the GB over the past year, and it has not yet been possible to fill these vacancies. This places pressure on the smaller GB to cover all aspects of governance. <p><u>Next steps</u></p> <ul style="list-style-type: none"> Consider whether the GB could have more contact with all SLT members and not just the HT Create a structure of governor visits and Learning Walks which will be meaningful and align clearly with the Lead Governor and SIP monitoring roles Consider whether governors could align with either a specific Subject Lead or year group to create a deeper understanding of that area. This would fit well with the focus of OfSTED now being on assessing the breadth and depth of the whole curriculum. Consider whether further changes to the governance roles will add too much to the workload of governors given they are volunteers. Governors to be able to articulate the difference provision makes to children in key areas – governors to be able to see the progression of impacts across the school Define reporting mechanisms for Learning Walks and governor work undertaken – review current reporting system Continue work to recruit more governors – consider whether to approach educators outside of St. Martin’s. The GB no longer has a governor with external educational perspective which was previously very beneficial. Consider reviewing information sent out to prospective governors – is current documentation sufficiently engaging? Is a more concise ‘job description’ needed? |

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| | <ul style="list-style-type: none"> Plan method for assessing governance performance – both individual and as a Board. Consider whether it is financially possible to purchase a Governance Health check from Babcock LDP. <p><u>Questions for SLT</u></p> <ul style="list-style-type: none"> What do members of SLT, and the wider staff group, want from governance/the GB? Do SLT feel current Leadership model is working well? Is there capacity for either SLT or other staff members to be involved in appraising performance of governance? Will the Leadership model need to be reviewed following the HT recruitment process? |
| 2. | <p>Quality of Education - JC</p> <p>Priority 1: As part of recovery from COVID lockdown – to develop opportunities across the curriculum to reinforce key skills – specifically related to reading, comprehension, and development of oracy.</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> Levels of engagement with reading have increased significantly and reading attainment/progress is strong Further reading initiatives are in place for the next year to build on this year's success Governors experience children as being articulate and confident when discussing their experiences in school Oracy projects have worked well and have developed a variety of skills and engagement with wider issues <p><u>Challenges/risks</u></p> <ul style="list-style-type: none"> Writing needs further development Gaps in achievement could widen as a result of parental support to children varying between different households <p><u>Next steps</u></p> <ul style="list-style-type: none"> Consider whether the school could share with parents the information on developing greater depth e.g., conversation starters <p>Priority 2: To continue to develop a 'meaningful, manageable and motivating' (2015 Workload Review DFE) approach to feedback and planning for future teaching and learning, taking into account the key priorities of catch up after Covid Lockdown.</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> A new system for providing feedback has been implemented as a result of research which showed that benefits of traditional approaches to marking are limited for children and not time-effective for teachers. <p><u>Challenges/risks</u></p> <ul style="list-style-type: none"> Governors do not currently feel that they have a full picture on how successfully the new feedback system is working <p><u>Next steps</u></p> <ul style="list-style-type: none"> Governors to request further information/evidence on impacts of new system |

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| | <p><u>Questions for SLT</u></p> <ul style="list-style-type: none"> • Are all teachers (and not just SLT) able to articulate how the new feedback structure works and how it benefits teachers and children? • Does the feedback structure need any further refinement/development? <p>Priority 3: To further develop the curriculum to create opportunities to ‘make connections, overcome barriers and show flexibility’ with a specific focus on identifying and challenging our greater depth learners (Jonathan Lear The Monkey Proof Box 2019)</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> • ‘Proof of Progress’ system now in use. This helps identify children working at or who have the potential to be working at greater depth. Expanded questions are provided to these children to challenge them and further develop their understanding of a topic. • The assessment of the School Improvement Advisor was that the knowledge built and developed as a result of the curriculum in place was good <p><u>Challenges/risks</u></p> <ul style="list-style-type: none"> • Not all areas of the curriculum are as developed as others, especially as a result of Covid which affected provision (e.g., Art, PE) <p><u>Next steps</u></p> <ul style="list-style-type: none"> • Ensure all areas of curriculum developed to challenge greater depth learners • Consider if more links with CEC could be established to develop and expand the sports provision <p><u>Questions for SLT</u></p> <ul style="list-style-type: none"> • Could these expanded questions be delivered more widely to create a more equal approach for all pupils? • Could mixed-year group discussions further develop/embed understanding (if logistically possible)? |
| 3. | <p>Personal Development – SJ/LN</p> <p>Priority: To further develop Collective Worship so that the pupil voice and ownership is more evident</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> • There is a clear golden thread of St Martin’s ethos, vision and values weaved throughout the school and learning resources. • Collective Worship continued to happen throughout lockdown, and we found ways to make it more interactive • The adjustments to the way collective worship was delivered during lockdown, being classroom based, as opposed to whole school collective worship, actually increased pupil voice and enabled children to feel more confident to ask questions and express their opinions. • The classroom displays and class collective worship books clearly evidenced that the children had taken what they had learnt in collective worship and applied those learnings to their own view of the World/spirituality. |

- Focus on 'picture news' to promote discussions around Christianity, clearly generates a lot of engagement and pupil voice – there were some excellent examples of this in collective worship books, classroom displays, and throughout the forest.

Challenges/risks

- Due to the way in which collective worship has had to be delivered during Covid, EYFS have little understanding of what it means to engage in whole school collective worship
- The children at St Martins are very engaged with collective worship, and with Lythan as Minister for Cranbrook. The challenge will be to ensure we can continue to provide the same level of enrichment and support for the children while we await Lythan's successor

Next steps

- Once whole school collective worship resumes, we should look for ways to provide time in the classrooms in the week for children to reflect on key questions arising from collective worship and capture this in collective worship books/reflection corners
- Find ways in which children can act out themes/stories – both during Collective Worship and perhaps also as a whole school project as happened with the Parables theme?
- Find ways to help EYFS and others to understand what Church is. This is more challenging in Cranbrook where we don't have a building and in fact Collective Worship is quite similar to Sunday worship – not least because it often happens in the same space. It might be that we can link to Rockbeare Church for visits?
- When we resume with whole school collective worship, think of how we can encourage greater participation from a wider number of children, like we saw with the class productions of the parables
- Think about how we can continue to engage parents in what children learn in collective worship, as we know that children can often be left with lots of 'big' questions around Christianity. Faith in the Nexus report highlights how important links are between the Church, the school and the home.

Questions for SLT

- Can/should Personal Development encompass more creative and sporty areas of the curriculum?
- Are there some areas (e.g., Art) where delivery is dependent on the teacher rather than there being an agreed school-wide approach? Is provision as consistent as it can be? Could it be possible for two children in the same year group to have very different experiences of the curriculum due to having different teachers. If so, could greater cross-over be beneficial to ensure all children get the same opportunities?
- With regards to sport – does the school offer only traditional sports, or are other types that can also support well-being and good mental health (e.g., yoga) available?
- Will more after school clubs be re-introduced when further Covid restrictions lift?

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| 4. | <p>Behaviour and Attitudes - JC</p> <p>Priority 1: To further develop our ‘lifelong learning’ culture through promoting, modelling, noticing and naming the ‘language of learning’</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> • Governors believe this culture is embedded successfully at St. Martin’s • Behaviour and attitudes have been observed to be noticeably good when governors are in school. This is evidenced further by data which shows good attendance (above Devon average), minimal exclusions or use of part-time timetables. • Children are able to articulate what it means to have a growth mindset and how Learning Flowers are used in school <p><u>Challenges/risks</u></p> <ul style="list-style-type: none"> • Governors have been unable to visit school during lockdown. <p><u>Next steps</u></p> <ul style="list-style-type: none"> • Potential development for governors to be aligned to a specific year group (see Leadership & Management Priority 2) could be beneficial for assessing impacts/progression in this area <p><u>Questions for SLT</u></p> <ul style="list-style-type: none"> • None for this area |
| | <p>Priority 2: As part of recovery after COVID lockdown, to streamline curriculum development, to develop children’s thinking about Key concepts linked to British Values and PSHE, and courageous advocacy.</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> • Curriculum development foundations are in place • Governors see evidence of how well children’s thinking is stimulated. Children show themselves to be very curious and ask ‘big questions’. • Courageous advocacy work is teaching the children to have the ability to challenge/understand right from wrong <p><u>Challenges/risks</u></p> <ul style="list-style-type: none"> • None identified <p><u>Next steps</u></p> <ul style="list-style-type: none"> • Governors to ensure that they try and talk to a wide range of children when visiting to get a true feel for/understanding of how the majority of children are thinking/working • Potential development for governors to be aligned to a specific year group (see Leadership & Management Priority 2) could be beneficial for assessing impacts/progression in this area <p><u>Questions for SLT</u></p> <ul style="list-style-type: none"> • None for this area |
| 5. | <p>Early Years - LK</p> <p>Priority 1: Following the expansion of the EYFS building, to ensure that the EYFS unit (Nursery and Foundation) works as a cohesive unit in successfully meeting the needs of all children.</p> |

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| <p><u>Successes</u></p> <ul style="list-style-type: none"> • Every parent is now on dojo for the first time, so the school has a consistent method of communication for all parents of an EY child. • Children who could benefit from having an EHCP are being identified earlier so these can be applied for at an earlier point than before – beneficial for the child and for the school funding. • Monitoring and recording processes are well structured and in place • There is now space available for providing additional support away from the main classroom if required • The outside space has been well developed this year and there are further plans to improve these areas next year. <p><u>Challenges/risks</u></p> <ul style="list-style-type: none"> • Space and storage continue to be an issue. The Nursery area can feel busy (although there is now a quiet area also available). • Due to Covid, children have been less able to be physically active and EY staff have seen that this has had an observable impact on the physical skills children have now. <p><u>Next steps</u></p> <ul style="list-style-type: none"> • Monitor plans and impacts of moving some equipment into the outer hallway to free up space • More balance equipment is needed to develop children’s physical skills further <p><u>Questions for SLT</u></p> <ul style="list-style-type: none"> • Could children be challenged further as per development of greater depth learners higher in the school? |
| <p>Priority 2: As part of COVID recovery, through a strong focus on ‘Speech and language’ and “PSED” children thrive and make accelerated progress in Reception, where children missed key nursery experiences.</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> • Speech and language issues are being identified earlier so support can be put in place earlier • Monitoring and recording processes are well structured and in place • Data shows that the dip in attainment scores recorded after the return from lockdown has now been reversed and children are where they should be. • The Book Vending Machine is being used to encourage greater home reading <p><u>Challenges/risks</u></p> <ul style="list-style-type: none"> • Reviewing whether the Nuffield Early Language Intervention Programme should be used in 2021/22 to assess its impact over a full school year (it was in the plan for 2020/21). Key children would be expected to make accelerated progress in their oral language and early literacy skills. However, feedback from other schools nationally using it have found that it requires a TA to use it for at least an hour a day – there may be other more time effective but equally impactful programmes to use for your children. MT will assess in time for September. • Getting parents supporting home reading fully continues to be a challenge. |

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| | <p><u>Next steps</u></p> <ul style="list-style-type: none"> • Monitor/review new language tools once obtained and in use <p><u>Questions for SLT</u></p> <ul style="list-style-type: none"> • None in this area |
| | <p>GB & SLT</p> <p>The GB provided all the above feedback to the SLT.</p> |
| 6. | <p>Leadership & Management</p> <p>SLT agreed that it will be important to develop a success criterion for the Inclusion Hub and to ensure RG's role is sustainable. Involvement of SLT and/or staff with governance performance management will need to be balanced against other demands of work. Cost implications of booking a Governance Health check from Babcock will be explored.</p> |
| 7. | <p>Quality of Education</p> <p>SH advised that governors will be able to observe first-hand the impacts/benefits of the new feedback system when they are able to be back in school for visits. Further refinement of the system is planned by SLT. Due to Covid only one book feedback review has been possible this school year. NP advised that the curriculum is being further refined to really focus on what teachers need to do and to also enable children to take on more of a role of research and enquiry themselves. The flow of the Geography curriculum is in the process of being further developed. Full PE entitlement was significantly affected by Covid e.g., hall could not be used. However, the Forest School provision was increased with all year groups benefiting from this enriching outdoor experience. Not all schools were able to offer this, and real benefits have been evident. Data results are looking strong, which is particularly positive given the impact of Covid and lockdowns this year. SLT believe that the focus at St. Martin's on building strong, nurturing relationships with children and families and amongst the staff team played a huge part in how the school responded to Covid and how well children have managed in returning following the lockdowns.</p> |
| 8. | <p>Early Years</p> <p>MT advised that the earlier identification of additional needs is due to a combination of changing (increased) need amongst this age group and embedded successful processes being in place to identify needs. Reading engagement has improved since the staff team presented this as a 'non-negotiable' with parents. Investing in physical books and creating magnet letter packs for use at home has also been very beneficial. Home issues have a significant impact on development of children of this age e.g., still having dummies when talking affects speech and language skills, how much of a focus parents give to helping their children develop their language skills varies. The issues of speech and language are being seen nationally and there is a much bigger picture to consider than just what provision and support the school can offer on its own. SLT acknowledged that pressures on parents during Covid and lockdowns have been significant, and it may be that some of</p> |

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| | <p>the issues that have impacted upon development of language skills may ease when parents have fewer other pressures to manage. Staff work to try and assess if a need is specifically SEN or if the child is disadvantaged.</p> <p>With regards to More Able children in EY, the new framework places less emphasis on focussing on this and more on ensuring all are working at a similar level i.e., focus should be on bringing up those working below expectations. There is no 'exceeding' judgement in the new framework. Staff will continue to provide stimulating/exciting provision for those who are more able though.</p> |
| 9. | <p>Personal Development</p> <p>Collective Worship has worked well during Covid and elements of being in classrooms rather than all in the hall have worked better than the previous format. Staff are planning to retain those elements which benefitted the children better e.g., have Celebration Assemblies in key stage groups rather than as a whole school. LN's move away from Cranbrook leaves the school without a permanent Minister which will be a significant loss.</p> <p>SLT advised the GB that much of the Personal Development framework from OfSTED is already in place at St. Martin's but is not included in this year's SIP. Wider opportunities may well be more available once Covid restriction lift. No residential has been possible over the last two years which has meant children have missed out on these experiences. NP advised that because of Covid some residential centres have had to close or now are only able to offer full weeks accommodation rather than a couple of nights. The latter means that residential would have a higher cost which could affect how accessible these experiences will be to pupils. The school is mindful of the need to ensure that residential are enriching but in a cost-effective way.</p> <p>The staff subject lead for Art has been on Maternity leave recently and Covid restrictions have affected how children could practically undertake Art lessons. As restrictions lift, there are plans to return to previous Art provision.</p> <p>SLT explained that there is a plan to have the curriculum split into 6-week blocks with a week either side which will be used to focus on wider curriculum subjects. Where links can be made across subjects within the same lessons, teachers will facilitate this.</p> <p>The GB and SLT discussed that the structure which had to be implemented during lockdown was actually beneficial for teachers and created a better work-life balance. It is not currently possible to offer the same now all children are back in school fulltime. SLT are being very mindful and protective towards staff well-being – this is not true of all external bodies however. Although staff well-being is being described as a focus, there is a great deal being expected of teachers at the same time e.g., the introduction of new frameworks to be implemented.</p> |
| 10. | <p>Behaviour & Attitudes</p> <p>Governors discussed that they are confident that the school has achieved the outcomes of this SIP priority and that it performs very strongly against the OfSTED criteria for this area, but it is difficult to be fully sure given that they have been unable to come into school to visit due to Covid. The GB agreed it was important to see evidence from across the whole of the school. This will be possible during the next school year as restrictions lift further.</p> |

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| | <p>SH advised that a refresh/re-focus on the Learning Flowers will be undertaken over the next year for both staff and children. SJ asked if the flowers could be simplified at all as they contain a lot of information which could be a lot to take in visually. SH advised that they could not be simplified easily as the wording is taken directly from the framework but advised that teachers will be asked to spend time exemplifying behaviours and actions from the flowers for the children.</p> |
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