

SCHOOL IMPROVEMENT PLAN
ST MARTIN'S PRIMARY AND NURSERY SCHOOL
2023-2024



KEY FOCUS AREA: Improving outcomes in writing (Quality of Education / EYFS)

OVERALL AIM:

To improve outcomes in writing so that they are close to national outcomes at the end of each key stage

Rationale (Why - linked to SEF):

- The youngest children arrive with little experience of writing/mark making; this impacts upon the outcomes.
- Teachers would benefit from further CPD in the teaching of writing.

Overall Outcomes:

- Writing outcomes in EYFS will improve, and be close to the national outcomes, , including those for SEND/disadvantaged pupils.
- Writing outcomes in KS1 will be close to the national outcomes, including those for SEND/disadvantaged pupils.
- The learning environment in EYFS will support pupils' fine motor development, including through opportunities to write/mark make.
- The quality of pupils' writing and presentation across the curriculum is aligned to that in their English books.

Objective 1: To improve the quality of children's writing across the curriculum, including the application of basic skills.

Actions RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete	Led by	Success Criteria RAG Rated Red-Ineffective White -Effective Green-Highly Effective	Milestones (dates)	Resources/ costs	Monitoring (Who)	Evaluation Arrangements (How e.g unit meetings, minutes, scrutinies)
1.1 To ensure the long term writing curriculum is fit for purpose.	JS	Pupils will access a progressive writing curriculum which provides the right opportunities at the right time. Teachers will have an understanding of the sequencing and progression of the writing curriculum.	Start of each term	Subject leader time	MT	SLT meeting
1.2 Teachers receive training/input from subject leader on identifying and	JS	Teachers understand and plan appropriately for small steps of learning in writing.	Sept 2023	INSET day Staff meeting	MT	INSET day Staff meetings

planning for small steps in writing.						
1.3 Planning identifies small steps in writing and this is evidenced in teaching and outcomes.		Pupils' outcomes will demonstrate success in the small steps of learning and these will build over time towards end of year/key stage outcomes. Teachers identify the precise outcome of a teaching sequence, know what a good one looks like and then plan for the small steps to reach this.	Sept 2023	PPA Subject leader time	MT	Coaching/drop-ins Subject leader monitoring Book scrutinies
1.4 EYFS teachers receive training on Greg Botrill's scribble club and drawing club	External	Teachers understand the principles behind the scribble/drawing club approach and how this will impact on children's writing outcomes.	September 2023	£30 pp	MT	Training attendance
1.5 EYFS curriculum is delivered through a writing and mark making approach.	ELL/ET	The curriculum design and implementation will provide greater opportunities for physical development, mark making and fine-motor skills.	Autumn Term		MT/JS	Coaching/drop-ins
1.6 TAs receive training on the scribble club and drawing club approach.	Teachers	Teaching Assistants have an understanding of the principles behind the drawing/scribble club approach.	Autumn Term		MT/JS	Training
Impact: December 2023: April 2024: July 2024:						

Objective 2: To improve teachers' subject knowledge in writing, particularly grammar.

Actions	Led by	Success Criteria	Milestones	Resources/co sts	Monitoring (How and by whom)	Evaluation Arrangements
2.1 Sentence toolkit training for teachers and TAs	JS	Teachers will be able to expertly use the toolkit to teach writing/grammar	Sept 2023	Non pupil day Staff meetings Subject leader time	MT	
2.2 Teachers use the sentence toolkit regularly and refer to it in writing across the curriculum to teach grammatical features	JS	Pupils will have an understanding of key grammatical features and terms and will be able to discuss the impact of these in their writing at an age-appropriate level.	Ongoing		MT/SLT	Coaching/drop-ins Book scrutinies
2.3 Teachers to take part in regular standardisation and moderation exercises	JS	Teachers' judgements will be more secure Pupils' gaps will be identified	Termly	Staff meeting time	MT	Staff meeting minutes
2.4 Visit South Brent Primary School to see how No More Marking has been used to standardise/improve the accuracy of marking in writing.	SLT	Leaders will be able to make an informed decision about next steps in the use of No more marking at St Martin's.	Autumn Term	Leadership time		SLT minutes
Impact: December 2023: April 2024: July 2024:						

KEY FOCUS AREA: Improving teaching and learning through incremental coaching (Quality of Education)

OVERALL AIM:

To introduce incremental coaching, linked to Rosenshine’s principles of instruction, to support the St Martin’s model for great teaching.

Rationale (Why - linked to SEF):

- Incremental coaching is proven to improve teachers’ practice and to improve consistency in the use of high value teaching and learning strategies.
- Since COVID, lesson observations / drop ins have not been reintroduced with regularity so teachers are not receiving feedback about their practice through this format.
- ECTs are receiving a programme of incremental coaching and identify it as being crucial to developing their practice

Overall Outcomes:

- Teachers are clear about their strengths and next steps
- There is greater consistency in the use of strategies which are proven to improve outcomes for children (St Martin’s model for great teaching)
- Any poor performance in teachers’ practice can be identified and supported swiftly to improve

Objective 3: To improve teaching and learning through the introduction of incremental coaching

Actions RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete	Led by	Success Criteria RAG Rated Red-Ineffective White -Effective Green-Highly Effective	Milestones (dates)	Resources/ costs	Monitoring (Who)	Evaluation Arrangements (How e.g unit meetings, minutes, scrutinies)
3.1 Visit other schools to discuss the approach to coaching/use of walkthrus	AH	Leaders will be able to make an informed decision about how incremental coaching will be implemented at St Martin’s.	Autumn term first half	Leadership time	Governors	Meeting minutes
3.2 Identify an initial team of coaches to be trained.	AH	Coaches will be identified and trained in light of the decision around implementation	Spring term first half	Leadership time	Governors	Meeting minutes

3.3 Create the structures, and expectations, against which the coaching will be delivered (release, frequency, etc).	AH	Teachers (including coaches) and leaders will be clear about how coaching will be structured and what the intended outcomes are.	Spring term first half	Leadership time	Governors	Meeting minutes
3.4 Create the timescale for implementation.	AH	Teachers and leaders will be clear about the timescale for the implementation of incremental coaching and how this will develop across the year.	Spring term first half	Leadership time	Governors	Meeting minutes
Impact: December 2023: April 2024: July 2024:						

KEY FOCUS AREA: To improve the impact of subject leadership (Leadership and Management)

OVERALL AIM:

- To support and develop subject leaders so that they are able to confidently identify the strengths and development points within their subject areas and act on these accordingly to improve outcomes for children.

Rationale (Why - linked to SEF):

- Due to the significant leadership changes that have occurred in the school, there has been little opportunity to maintain a consistent approach to staff development.
- Many subject leaders do not yet demonstrate rigour in the monitoring and evaluation of their subject, leading to reduced impact of their leadership.

Overall Outcomes:

- Subject leaders are able to articulate their role and the associated responsibilities;
- Subject leaders have a clear understanding of the strengths and areas for development in their subjects, based on evidence from monitoring;

Objective 4: To improve the confidence, skills and impact of subject leaders

Actions RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete	Led by	Success Criteria RAG Rated Red-Ineffective White -Effective Green-Highly Effective	Milestones (dates)	Resources/ costs	Monitoring (Who)	Evaluation Arrangements (How e.g unit meetings, minutes, scrutinies)
3.1 Finalise the subject leader handbook and how this will be used and implemented	NP	Senior leaders will have clarity about how subject leadership will be supported and developed. Subject leaders will have clarity about their role and expectations.	Sept 2023	Leadership time	AH	Handbook, minutes of meeting
3.2 Subject leaders create action plans and evaluate their progress against these throughout the year.	NP	Subject leaders have identified areas of strength and improvement for their subject area and have created a set of actions towards improvement.	Autumn Half term ongoing	Subject leader release	AH	Action plans Minutes of coaching

<p>3.3 Subject leader coaching</p>	<p>AL</p>	<p>Subject leaders know what needs to be monitored and how this could be achieved.</p> <p>Subject leaders have accountability for their actions/monitoring.</p> <p>Subject leaders are able to hold their colleagues to account through rigorous monitoring.</p>	<p>Ongoing</p>	<p>Subject leader release</p> <p>Leadership time</p>	<p>AH</p>	<p>Subject leader monitoring</p> <p>Appraisal docs</p>
<p>Impact: December 2023: April 2024: July 2024:</p>						

KEY FOCUS AREA: Developing children's spirituality (Personal Development/Quality of Education)

OVERALL AIM:

- To provide high quality experiences to develop spirituality across the curriculum

Rationale (Why - linked to SEF):

- There is not a shared definition/understanding among staff and leaders regarding spirituality
- Children are already encouraged to think more deeply in areas across the curriculum but this can be further developed through thinking about the impact of issues on themselves, their immediate community and God's world

Overall Outcomes:

- Staff have a shared understanding about the meaning and importance of spirituality and how this contributes to building children's characters
- Children are provided with regular opportunities to develop their spirituality and use these opportunities to develop their sense of self and awareness of others.

Objective 5: To provide high quality experiences across the curriculum to develop children's spirituality

Actions RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete	Led by	Success Criteria RAG Rated Red-Ineffective White -Effective Green-Highly Effective	Milestones (dates)	Resources/ costs	Monitoring (Who)	Evaluation Arrangements (How e.g unit meetings, minutes, scrutinies)
5.1 Shared definition	NT	Staff will have a shared understanding of the meaning of spirituality and the benefits of developing this.	Autumn first half	Leadership time CPD	AH / TW	Monitoring Discussions with staff
5.2 Planned opportunities through taught and wider curriculum	NT	Teachers will plan regular opportunities for children to reflect on aspects of their learning and how this impacts upon them, their immediate community and wider communities, including God's world.	Ongoing Evidence by end of Autumn term	PPA Subject leader time	AH / TW	Subject leader monitoring

		Subject leaders will be aware of how this links to their area of the curriculum and how this complements knowledge and skills.				
5.3 Subject leader to engage with CPD (including work with Tatiana Wilson) to support the development of an action plan to include spirituality.	NT	Subject leader will have improved knowledge, skills and vision for the development of spirituality.	Autumn and Spring Term	Subject leader time Diocese SLA (£875)	AH	Visit notes from SLA Action plan
5.4 Subject leader to plan opportunities for Rev.Jon and Jude Carter to support the development of children's spirituality.	NT	Children's opportunities to develop their spirituality will be maximised. Staff subject knowledge will be improved through engaging with activities led by trained members of the clergy.	Autumn Term	Subject leader time	AH	Curriculum planning Subject leader monitoring/action plan
Impact: December 2023: April 2024: July 2024:						

KEY FOCUS AREA: Improving outcomes for disadvantaged pupils through high quality universal provision (Quality of Education)

OVERALL AIM:

- To improve the achievement of disadvantaged pupils through high quality universal provision.

Rationale (Why - linked to SEF):

- Data for disadvantaged pupils is skewed by a number of military families and needs to be interrogated further. Data shows that children in receipt of Free School Meals do not do as well as their peers.
- Attendance data for disadvantaged pupils who have an EHCP is below national figures

Overall Outcomes:

- Attendance of disadvantaged groups has improved and the gap between them and ‘all pupils’ has diminished (with a focus on PP children with an EHCP)
- Outcomes for children on FSM have improved and the gap between them and ‘all pupils’ has diminished and is in line with national data for FSM
- Adaptive teaching is effective and meets the needs of all pupils;

Objective 6: To improve the quality and effectiveness of intervention for children who have fallen-behind their peers or who have identified SEND needs.

Actions RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete	Led by	Success Criteria RAG Rated Red-Ineffective White -Effective Green-Highly Effective	Milestones (dates)	Resources/ costs	Monitoring (Who)	Evaluation Arrangements (How e.g unit meetings, minutes, scrutinies)
6.1 Ensure that all staff and governors have a shared understanding of the criteria for ‘disadvantaged’	MT	All staff and governors will have a shared definition for ‘disadvantaged pupils’ and will use this to correctly identify and target under achievement.	Autumn first half	Leadership time Governors’ meeting	AH	Data tracking meetings Governors minutes
6.1 Review the universal provision for children with SEND.	AHi/ EK	Leaders (including SENDCos) can clearly articulate the strengths and development areas in universal provision. Leaders and coaches can link developments in universal provision to incremental coaching	Autumn Term	SENDCo/ leadership time	AH	Monitoring SEND action plan

Undertake a SEND review discussion with Ventrus.	AHi/ EK	Leaders (including SENDCos) can clearly articulate the strengths and development areas in universal provision	Autumn Term	Management partnership time/resources	AH	Visit note/outcomes from SEND review discussion
Identify and target staff training needs (audit)	AHi/ EK/ MT	Teaching staff, including TAs have the necessary skills and expertise to improve quality-first provision and to target gaps in children's knowledge and skills	Autumn Term	SENDCo time	AH	Audit outcomes
Review and amend, if required, the tracking of interventions/outcomes of disadvantaged/SEND pupils.	AHi/ EK/ MT	Leaders and SENDCos have clear systems to monitor the effectiveness of interventions, including entry and exit 'data'	Autumn Term	SENDCo/ leadership time	AH	Tracking documents Intervention data Pupil outcome data
Ensure that disadvantaged children are clearly identified and targeted during data tracking discussions.	NP/ MT	Teachers know which of their disadvantaged children require targeted support through classroom practices or intervention. Under-achieving disadvantaged children are correctly identified and gaps in their learning are targeted. Data for disadvantaged children is at least in line with national data	Autumn Term Autumn Summer	Data tracking meeting time Leadership time	AH	Data tracking notes Pupils' books Data outcomes
Impact: December 2023: April 2024: July 2024:						

Objective 7: To improve the attitudes and outcomes for disadvantaged children through a mentoring approach

Actions RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete	Led by	Success Criteria RAG Rated Red-Ineffective White -Effective Green-Highly Effective	Milestones (dates)	Resources / costs	Monitoring (Who)	Evaluation Arrangements (How e.g unit meetings, minutes, scrutinies)
7.1 Share research with staff	MT	Staff will have a shared understanding of how a mentoring approach can impact upon pupil outcomes and accelerate their progress.	Sept 2023	Staff meeting time	AH	Discussions with staff CPD presentation Research articles
7.2 Identify children and key learning area	MT	Teachers will know which of their disadvantaged children are being mentored and by whom and can target discussions to promote this relationship. Mentors will know the current targets for their children and can focus discussions around these	Autumn Term		AH	Disadvantaged children tracking docs List of mentor/mentee and focus area
7.3 Staff to 'meet' with their mentee twice a week	MT	Disadvantaged pupils build a relationship with a key member of staff who is interested in their learning and next steps. Pupils meet their small step targets and this builds towards closing their gaps Pupils' engagement in learning and school in general is improved	Ongoing		AH	Pupil voice Children's books
7.4 Disadvantaged children attend wider curricular activities	MT	Disadvantaged children attend clubs/extra curricular activities in similar proportions to their non-disadvantaged peers	Spring term	Club opportunities / overtime	AH	Club lists Extra curricular activity monitoring Case studies

Impact:

December 2023:

April 2024:

July 2024: