



St Martin's C of E Primary and Nursery School



School Improvement Report 2015-16





Introduction

As we end our fourth year at St Martin's, we can look back and see the impact of our mission statement, 'To Be The Best We Can Be,' and our Christian values of love, kindness, faith, grace, mercy and hope that are embedded within all the we strive for and achieve at St Martin's. Our journey, through the rapid rate of growth of our school (from 32 pupils to nearly 420 in the space of 4 years) has been a challenging one but one that has encompassed many successes along the way. The successes have been made possible through the hard work, commitment and enthusiasm of our children, staff, governors, the Church, outside organisations and the wider community. I would like to thank everyone for all of the energy, time and goodwill they have given to our school improvement priorities and I know, when you read the report, you will recognise that we have a lot to celebrate!

The report is organised under the headings of our school improvement priorities, for each area we looked at successes, any challenges to and any next steps that we need to take. There may be some aspects of the report that use language that is unfamiliar, please do not hesitate to ask a member of staff or a member of the governing body to explain anything to you. A team of governors and staff have responsibility for various school improvement priorities, these teams are known as 'SIP Teams'.

You are invited to look at the report and if you would like to respond in any way to any of the points raised, please use the form at the back of the report or arrange to come in and see me.

A huge thank you to everyone involved in the success of our school.

Tania Beard

Headteacher

Staff and Governors Attending School Improvement Review Day – 14.7.16

Name	Role	Name	Role
Tania Beard (TB)	Headteacher	Owen Golightly (OG)	Chair of Governors
Steph Harvey (SH),	Deputy Headteacher	Jo Smith (JS)	Vice Chair of Governors
Brigid Thompson (BT)	School Business Manager	Meg Privett (MP)	Governor
Mel Turl (MT)	Acting Assistant Head	Sheena Wright (SW)	Governor
Nat Padley (NP)	Assistant Head	Declan McGowan (DM)	New Governor
Caren Flicker (CF)	Family Advocate	Judith Stephens (JS)	New Governor
Nenny Wright	SENDSCO	Rev'd Lythan Nevard	New Governor



Effectiveness of Leadership and Management of the School

Developing distributive leadership across the school and further growing a culture in which everyone is a leader, is responsible and is accountable for the whole school as one entity.

Re-visioning the leadership structure of the school to meet the needs of a large primary school. To include:-

A distributive leadership model within the Governing Body

A core and extended leadership team with a clarity of the roles within this

To build capacity within the whole staff team

Successes

- The leadership team that we have been working towards since the school opened is now in place to include School Business Manager, Deputy Head, 2 Assistant Heads, Phase Leaders and Subject Leaders.
- The responsibility for school improvement is distributed effectively rather than resting on three key individuals as it did in the first few years of the school's development.
- The School Business Manager (a new post for the school) has had a significant impact in freeing up the head teacher from administrative tasks. The School Business Manager has successfully completed many modules of the SBM Diploma and is on track to gain the qualification in November.
- Five members of staff have completed the learning to lead programme and have had an impact across the school through their work in PE, maths, IT, phase leadership, project leadership, wider community work and action research.
- The leadership team (including the Governing Body) have worked individually and collectively with a leadership coach to prioritise, innovate and plan.
- Staff across the school took the opportunity to be involved in the 'Community Soup' project (leadership distributed across all staff to include admin, TA and teachers) – this has resulted in 3 key initiatives – the Playpod, the Family Learning Days and the Creation Stations.
- The lunchtime team have been trained in the use of and the philosophy linked to the Play Pod – initial findings show that this is resulting in improved lunchtime play.
- Appointment of a non-teaching, dedicated SENDCO for 4 days a week.
- The school has joined a partnership with 4 other schools and we began to discuss a leadership project across all the schools. In addition, the governors from the schools met to look at the strategic development plans for the 4 schools and how they could work together in a possible MAT.
- The headteacher supports partnership work with additional schools in her role as Vice-Chair of the Exeter Consortium Management Board.

Challenges

- HT and DHT went on School to School Review training (Instead) they were disappointed with the quality of the training and on reflection the time commitment that would be needed to be part of the scheme would take them away from their work at St Martin's.
- The constant need to revise and adapt systems and processes as the school grew.
- The loss of 2 key members of the leadership team and the significant number of maternity leaves.

Next Steps

- Increasing accountability and scope of the leadership teams across the school and further growing a culture in which everyone is a leader, is responsible and is accountable for the whole school as one entity.



Quality of Teaching, Learning and Assessment

Staff and children recognise the characteristics of an effective learner and apply these across all aspects of school life.

Further growing the 'noticing and naming' culture, within the context of engaging, motivating and developing critical thinking across the school alongside developing mastery and confidence with 'life without levels', using an approach based on a triangle of assessment, feedback and reflection.

Successes

- The Language of Learning flowers are now being used across the school, children and staff and using this language to support their understanding of the learning process.
- The way in which the Phase Meetings have developed; they are now more rigorous, linked closely to school improvement priorities and outcomes for children. Robust discussions have taken place that have impacted positively on learning environments and outcomes for children. There is consistency across phases with shared and individual agenda items.
- Moderation within phases is now well established.
- 2-6-2 meetings are impacting positively on staff's ability to work effectively with more challenging children.
- The week of inspirational maths at the beginning of the autumn term was very successful and in line with school practice – encouraging children to grapple with low threshold, high ceiling challenges. The impact of this week was far reaching as it further developed teachers' understanding of ways in which they could promote and develop reasoning skills.
- Our Year 5 children took part in a city-wide maths competition and came 2nd out of 17 schools – they really excelled in the logical thinking round.
- The noticing and naming culture is now firmly established within the school and it can be heard, seen in marking and encourages children and staff to reflect. Staff have commented on how the children are now noticing and naming for each other.
- TAs were trained to carry out effective learning observations whilst working with the children in our forest school.
- Our curriculum continues to motivate, inspire and engage children and teachers
- We have re-introduced philosophy for children across the school and this now forms part of every child's experience. As well as encourages children to take risks and share their ideas it also supports the Prevent Agenda as children are encouraged to express their views and listen to the views of others.
- We have implemented a successful lesson study model between several classes to include maths and 'Talk for Writing'.
- The sentence toolkit has been introduced and there are trained teachers across the school who can model how to use this effectively.
- Interventions are tracked and their effectiveness monitored within a tight timeframe to ensure any intervention is effective.
- Staff have had training from literacy subject leader on running pupil progress meetings in reading and writing.
- The story telling curriculum introduced in Years 2 and 3 has been a huge success in terms of engagement (particularly boys) and outcomes in writing.
- An action research project undertaken in a Year 5 class has been recognised the the academic community as being innovative and worthy of dissemination. The teacher who led the project has been invited to deliver a lecture at a national conference. This project is going to be extended into Year 2.

Challenges

- It isn't viable for all TAs to attend all phase meetings so we need to prioritise the meetings that TAs attend.
- We tried to work with the new version of SPTO but have found this not to be fit for purpose and are now working with other schools to find a solution.



Next Steps

- Develop cross phase and external moderation.
- To introduce story telling curriculum from Reception to Year 6.
- Monitor the 2-6-2 meetings to look for patterns and systematic solutions.
- Phase meeting minutes will need to feed into TA meetings and vice-versa.
- In partnership with 3 other schools we will develop an assessment model that is fit for purpose and gives a clear indication of progress and attainment of children in line with national expectations.
- To introduce the Penpals handwriting programme from Reception to Year 4.

Personal Development, Behaviour and Welfare

Everyone shares responsibility for providing a safe and receptive environment that enables children and adults to make sense and meaning of their world.

Ensuring that interventions are timely and effective for all groups to include SEN, Pupil Premium, G&T, gender specific needs and any other needs identified.

Monitoring quality first teaching to ensure all children achieve and make progress in line with national expectations and are able to learn in greater depth.

Successes

- Training with Dr Anne Moir to develop staff's understanding of meeting the needs of boys within a school environment.
- The introduction of the Play Pod and the training of staff has had a positive impact on the quality of lunch time play which, in turn, impacts on children's readiness to learn and their happiness.
- Tracking of children's attitudes to learning across the year demonstrates the impact of all the time and training invested in supporting staff to create positive learning environments and the emphasis that the school places on children understanding themselves as learners and taking a pro-active role in developing themselves as learners. The increased numbers of children across the school willing to take risks, grapple and persevere are evidence of the impact of our growth mind set culture.
- The Learning Ambassadors carried out a safety survey and took actions to rectify any situations in which children didn't feel safe. The survey demonstrated that all children see the adults in school as safe people who they can go to for support.
- Children, parents and staff have received regular training on all safeguarding matters including internet safety, Prevent, FGM, CSE, transgender and safeguarding scenarios.
- There has been training for MTAs to support them in understanding the school's ethos and the approach it takes to creating a positive environment – this included the MTAs spending time in the classrooms with the youngest children to make successful relationships with them.
- The Headteacher worked with the Forest School lead to ensure that there was a shared approach in the forest school and the rest of the school. This resulted in forest school sessions becoming more focussed and we will be developing our approach to forest school next year.
- We have worked successfully with Matt Jones from behaviour support in several ways:-
 - CPD around attachment theory
 - Supervision for staff linked to individual children
 - Targeted phase or year group team training around individual children with challenging behaviour.
- Structural improvements have been made on site to ensure that the children can play safely in the playground – covered steps.



- Staff contributed to the 'What I Am Proud Of' document and this evidenced the passion and commitment of our staff group to be the best they can be for our children.

Challenges

- The high level of safeguarding needs within the community that all require school involvement.
- Supporting staff to cope with the emotional impact of working with significant numbers of children who have suffered and are still suffering trauma. This impacts on teachers' well-being.
- The high number of children who arrive with SEND or other needs with no funding in place eg From 2014 to 2016 the Year 5 cohort increased by 500%, there was a 400% increase in PPG children and a 314% increase in SEND.

Next Steps

- To continue to track children's attitudes to learning and look at whether children regress in their learning behaviour when faced with the challenge of a new class and, if this is the case, whether we can accelerate the rate at which they are able to regain the attitude they had at the end of last year.
- To develop the way in which we deliver forest school within a school context through the newly formed Forest School Team.
- To work with CAHMS to support children and teaching staff through a programme of clinical supervision.
- To develop a learning lodge within the school grounds through pupil premium funding to enable us to include pupils who would otherwise be at risk of exclusion.

Outcomes For Pupils

Ensuring children's life chances are maximised through access to a rich and inspiring curriculum that develops a love of learning and engenders high aspirations for themselves and others.

Ensuring that interventions are timely and effective for all groups to include SEN, Pupil Premium, G&T, gender specific needs and any other needs identified.

Monitoring quality first teaching to ensure all children achieve and make progress in line with national expectations and are able to learn in greater depth.

Successes

- The week of inspirational maths at the beginning of the autumn term engendered a sense of excitement and enthusiasm for maths amongst the children – it is evident through maths PPMs (Pupil Progress Meetings) that the majority of children enjoy maths and increasing numbers are developing a growth mind set approach.
- Noticing and naming is evident across the school and the impact this has on children's progress and attainment is evident when looking at children's books and when talking to children during PPMs.
- Intervention and PPG tracking shows that interventions are put in place to meet the needs of specific groups, these interventions are adapted if not effective. Where children are not at national expectations or making expected or above expected progress teachers have to identify the steps taken to support individuals and inform the SLT what they are going to put in place next to support the child to make progress. This means that no child is overlooked and teachers are reflective and accountable in their practice.
- Teachers and TAs have worked with Matt Jones to find ways in which children who struggle to manage within the school environment are enabled to meet with success. We have several case studies of children who were not accessing mainstream education initially now being fully or partially integrated into classes.



- Children are appreciative of the introduction of the Play Pod and report back enthusiastically that playtimes are now more fun and happier. Learning Ambassadors will continue to monitor this next term.
- The introduction of the story telling curriculum in Year 2 has been extremely effective – it has provided a ‘hook’, particularly for the boys and outcomes for the end of KS1 in writing show that St Martin’s children performed above national outcomes for children achieving age related expectations and for children achieving greater depth in writing (St M’s 18.3%, national 13.3%).
- As a result of training with Matt Jones staff are very aware of the need to ‘check in’ with children and let them know – I’m reliable, I’m interested, I’m accepting, You can do it, You’re special, You’re in my mind – the feedback from children is that they know they can talk to the adults in school and rely on them.
- Philosophy for children sessions have enabled children to take risks when sharing their views, develop the ability to hold a different view from their peers without falling out and to articulate their thinking.
- AR has resulted in 80% of classes across KS2 making expected or accelerated progress (60% made accelerated progress). In the 2 classes that haven’t achieved this there are high numbers of SEND children but both classes are nearly at expected progress. Key children in these classes will continue to be given additional support.
- Book swap has been very successful in engendering a love of reading and real enthusiasm to enjoy books.
- At the end of KS1 children exceeded national outcomes in all reading, writing and maths. KS1 data from 2016 shows that our disadvantaged children outperformed other children in writing and reading and there was only a 3% gap in maths.
- The proportion of Year 1 pupils that met the expected standard in phonics has been consistently above national for the last 3 years. The gap between disadvantaged children and others was only 5%.
- Although at the end of KS2 children performed below national outcomes, the average point score shows our children were very close to achieving national expectations. Only 10% of the cohort had been with us for the whole of KS2. Progress from starting points is good or better for many children.

Challenges

- Meeting the needs of children who continue to join throughout the year, many children have complex needs and this sometimes means diverting TA time away from interventions until we have additional staff in place.
- Developing a shared understanding across the whole school community of the expectations within the new curriculum and preparing our children to meet them.
- The need to develop the IT infrastructure at St Martin’s so that it provides a flexible, secure and cost effective system which children and adults can access and which meets the constantly changing face of IT.

Next Steps

- Significantly increasing the percentage of children reaching national expectations at end of KS1 from their end point in the Foundation Stage (67.8% GLD in 2016).
- To significantly increase the percentage of children reaching national expectations in reading, maths and GAPS at the end of KS2.
- To further develop our approach to reading at home in Year 1 responding to parental requests for hard copies of books and will trial a new reading record system.



Early Years Provision

Developing the way in which an EYFS approach impacts positively across the school with particular reference to the characteristics of effective learning. *This action plan had to be significantly adapted due to the sudden compassionate leave of the Assistant Head who led Early Years.*

To ensure 80% of FS children achieve GLD.

Increase the percentage of children to achieve exceeded in PSED, Health and self-care, writing, people and communities and shape space and measure across both classes.

To ensure high quality practice and provision is consistently maintained across the year amid staffing changes.

Successes

- After the sudden departure of the Assistant Head with responsibility for Early Years Mel Turl and Sally Knowles successfully took up the reins of leadership within the Foundation Stage and after Sally left to begin her maternity leave Mel led across Phase 1. There is external validation from 2 early years advisors of the excellent work of these two members of staff both of whom had completed the Learning to Lead programme earlier in the year.
- High quality practice and provision was consistently maintained across the year amid staffing changes – teaching and learning observations evidenced good and outstanding practice.
- Developing children's ability to reflect on their learning over the week and decide on their next steps for the following week.
- The way in which the continuous provision is developed in partnership with the children.
- A diverse range of interventions to support children with language and listening skills, with social skills, concentration skills and a high emphasis on providing nurture for those children who are not yet secure and confident.
- Knowledge of each individual child and monitoring of data have been used effectively to ensure that no child 'falls through the net'. The children who didn't make a GLD this year were being supported throughout the year with additional interventions and they will receive an intense package of support from an additional qualified teacher within the Year 1 teaching team to enable them to catch up with their peers.
- Increased the percentage of children who exceeded in PSED, Health and self-care, writing, people and communities and shape space and measure across both classes - 29% of children achieved exceeding in identified areas of learning.
- The induction process devised and delivered by Mel Turl and the foundation stage team has been really successful. There was a great response from the parents and positive feedback given. This has made a positive impact on the new pupils' transition.
- The way in which the pupils settled in to the school on the transition day and the confidence parents demonstrated when leaving their children in the foundation stage unit for the first time. It was evident that new children and parents recognised the school as a safe place to be.
- The newly created photo booklet of key features of the school given to each new pupil. This was deliberately made as a small size for the nursery and reception pupils and many parents have reported that their children have taken real ownership of the book and it is being used to facilitate conversations about starting school between children and their parents or carers.

Challenges

- Several staff changes have impacted on the Early Years department. 1 class had 4 teachers within the school year. When relationships and knowing individual children play such a key role in the early years this was a significant challenge but one that all staff worked hard to mitigate.



- High numbers of children experiencing trauma in their lives impacts on their ability to gain all that they can from the rich and engaging learning experiences within the foundation stage unit.

Next Steps

- A clear focus on developing early fine motor skills to ensure a higher number of children reach expected level in writing. It was the number of children not achieving in writing that impacted on the percentage of children achieving a good level of development. Improving outcomes for boys will be a particular focus.
- Increasing the percentage of children achieving a GLD in 2017 and building on this in future years.
- Increasing the percentage of children exceeding a GLD in 2017 and building on this in future years.

We are always keen to have feedback on the work of the school. Please respond to the prompts below and email your responses to Tania Beard at head@smartinscranbrook.devon.sch.uk.

FEEDBACK SHEET

Aspects of the Report that have impressed me:

Questions I would like to ask:

Comments I would like to make:

Name _____ (optional)

Child/ren's Names _____ (optional)

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