



St Martin's C of E Primary and Nursery School



School Improvement Report 2016-17





Introduction

As we end our fifth 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 over 420 in the space of 5 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! In addition to this we had a successful Ofsted inspection in June this year and again, this successful outcome was down to the hard work of so many.

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 – 11.7.17

Name	Role	Name	Role
Tania Beard	Headteacher	Dominic Morgan	Chair of Governors
Steph Harvey	Deputy Headteacher	Mark Maries	Associate Governor
Brigid Thompson	School Business Manager	Meg Privett	Governor
Mel Turl	Assistant Head	Sheena Wright	Governor
Nat Padley	Assistant Head	Declan McGowan	Governor
Caren Flicker	Family Advocate and Governor	Revd Lythan Nevard	Governor
Emma Luff	Teacher		



Effectiveness of Leadership and Management of the School

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.

Year 1

To develop leadership teams across the school with each team taking responsibility for aspects of school improvement that are aligned with the whole school's development aims.

Year 2

The teams develop greater autonomy outside of SLT whilst still working effectively towards the whole school vision.

Successes:

- Phase Action Plans have been a responsive way of responding to needs when identified, combined with frequent (3 weekly) reviews of impacts
- Purchase and use of the Perspective Light online system for CPD recording. SLT have been able to draw down a wide variety of reports, which supported the OfSTED process well. The system also works well for recording lesson observations and looking at analysis of recording.
- GB has undertaken its annual self-review, reflected on its processes and created a Governance Development Action Plan, which will be monitored at Full GB meetings.
- Governors are more involved with staff and are no longer so remote to the rest of the school.
- Working so closely with the three local schools has been incredibly successful with lots of cross-working between staff and links being made between governors and the clerk to governors.
- Kelly Newland has undertaken a variety of work with staff which staff have reported to have found insightful, supportive yet challenging and instrumental to them finding ways of dealing with different issues e.g. demanding staff issues, managing difficult conversations to promote cohesion amongst the staff team, providing an external view/reflection.

Challenges:

- IT infrastructure needed full review, and has taken a lot longer than anticipated.
- Subject Lead for IT has not been able to move forward with their role due to the infrastructure being unreliable.
- Completing forms in Perspective Lights can be time-consuming.

Next Steps:

- Develop role of middle leaders and have a more distributed form of leadership. Subject Leaders to join SLT meetings as required.
- All costings, actions and impact statements to be recorded on one SIP document.
- Impacts to be provided/recorded more clearly by the GB.
- Develop use of Apple Classrooms



Quality of Teaching, Learning and Assessment & Outcomes For Pupils

Continue to grow St Martin's unique pedagogical approach through the emphasis the school places on 'readiness to learn' and a curriculum that is designed in collaboration with children to motivate and inspire curiosity. Alongside this ensuring an increased percentage of children reach age related expectations, particularly across KS2, in all subjects and those more able children are challenged.

Year 1

In partnership with 3 other schools we will develop an assessment model that gives a clear indication of progress and attainment of children in line with national expectations.

To introduce a reliable, standardised assessment tool that will mean we can measure progress towards the new standards.

The use of the Story Telling Curriculum throughout Phases 1 and 2 to narrow the gap between boys' and girls' writing.

To develop children's auditory processing skills within Years 5 & 6 to close the gap between outcomes at St Martin's and national standard.

Continuing to promote children's reasoning about mathematics and evidencing the impact this has. Having identified those children working at greater depth we need to ensure a coherent strategy of provision across the school.

Year 2

To develop the way in which IT is used to support teaching and learning across the school to maximise the updated and improved infrastructure.

Ensuring children's life chances are maximised by further improving our rich and inspiring curriculum that develops a love of learning and engenders high aspirations and prepares children effectively, as life long learners, for each new stage in their educational journey. A key part of the preparation for the next stage of a child's journey is to be at age related expectations or working at greater depth where appropriate.

Year 1

Developing a shared understanding across the whole school community of the expectations within the new curriculum and how we prepare our children to meet them. *We continue to work with the interim standards for 2016-17 and await further information from the DfE.*

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.

Develop the way in which we use home learning to improve outcomes for children.

Year 2

Significantly increasing the percentage of children reaching national expectations at end of KS1 from their end point in the Foundation Stage (69% GLD in 2016).

To significantly increase end of KS2 outcomes in reading, maths and GAPS.

Successes:

Maths:

- Introduction of NFER tests (used at beg and end of year in Years 3, 4, and 5) to provide baseline and standardize judgments. NFER tests have supported teacher judgments so



teacher assessment confirmed to be reliable. Progress shown from NFER tests outstanding – remaining gaps in Year 4 will be possible to address.

- Supporting teachers in Years 5 and 6 to take responsibility for their data and understanding what it means.
- Good trajectory of progress in Year 4.
- Progress on track now up to Year 5.
- SLT have confidence in staff appointments made for Year 6 for Sept 17 and believe they will make a positive impact on achievement in Maths
- Planning of Maths reviewed and developed
- Experienced TAs working alongside teachers
- Analysis of working memory skills for different groups in Years 5 and 6 undertaken, follow up work having a positive impact
- Inspirational Maths Week – linked with growth mindset work and establishing positive learning behaviour
- Evidence shows Number Talk Interventions have had significant impacts
- More children working at greater depth
- Maths books clearly show children's reasoning skills

Literacy:

- Accelerated Reader (AR) programme continues to be a big focus
- Budget has been invested in purchasing more books so that children can take their AR book home, which means they are reading more.
- Gaps for disadvantaged children in reading are closing through them improving their reading ages and increasing their daily reading times.
- Teachers are supporting children by sitting with them in class and talking to them about their AR quizzes, which encourages them to read more and do more quizzes
- Children have access to books to take home and online via Bug Club.
- The routine of daily reading is being established.
- The school is successfully developing a love of reading and the playfulness of reading. Children speak articulately about what they think of books and think deeply about their responses, which is evident in the language they use.
- Children use language and actions associated with grammar tool kit.
- Children can talk articulately about strength of their writing.

Spelling

- Purchase of No Nonsense Spelling programme for Years 2 – 6 has had positive impact
- School provides daily spelling lessons in year 2 and four days a week in Year 3 upwards. This is more than the required three days a week. Additional days are used to close or revisit gaps.
- Children are able to use dictionaries and spell checkers.
- Children refer to spelling strategies on the walls (noted by OfSTED as a strength)

Story Telling

- This has developed a real love and excitement for writing amongst the children. It is now in use across all of Phase 2 and children really engage with it. They say: "It's why we write".
- Other schools locally have been inspired by NP's recent presentation on the Story telling curriculum and will be developing it in their classes.
- The children are now driving the work, not the adult story-teller.

Science

- An experienced Science Leader external to school will be mentoring the new Science leader at St. Martin's.



Challenges:

Maths:

- Needing to accelerate progress in KS2
- Having teachers new to teaching
- Having too many areas to focus on: working memory, maths acceleration, acceleration for disadvantaged pupils. Trying to pre-teach disadvantaged children in year 5 did not work as there were too many children to target (approx. 50%) to make it meaningful. It also required the teacher to be out of the classroom and this unsettled the remaining children in the classroom.
- Some staff applying working memory strategies without having a full understanding of how it works and can be developed

Literacy

- Teachers anxious about teaching grammar. No Nonsense Grammar Tool kit purchased to support teachers with this. Grammar taught within texts to make it enjoyable/exciting for children.

Story Telling

- Requires financial investment
- Involves significant planning with a number of staff

Next Steps:

Maths

- Developing monitoring for new strategies for systems observed externally

Spelling

- Address all gaps by beginning of year 6

Personal Development, Behaviour and Welfare

The school community continues, through the application of our school values, to develop ways of overcoming any barriers to teaching and learning and has high aspirations for all children and adults.

Year 1

Staff training linked to enabling children to access learning to maximise progress and attainment across the school.

Developing the relationship between the new minister for Cranbrook and St Martin's so that the symbiotic relationship between the school and the Church continues.

Year 2

To further develop the multi-disciplinary team that works to support children and families in Cranbrook.

Successes:

- Behaviour Learning Trackers a strength (noted by OfSTED and at DCC Pupil Premium review). These will also be developed by other schools locally.
- Staff meeting held to moderate Learning Behaviour Tracking to ensure consistency across the school.
- PP Review evidenced how behaviour of disadvantaged children is reviewed over time
- Relationship between school, Minister and Church continues to grow. Songs learned in school are also sung in church on Sundays, linking the school and the community. Prayers written by



children are shared at Collective Worship and at Governing Board meetings. Use of prayer and music is creating genuine moments of transcendence and sense of awe.

- LN contributes to the curriculum, plans Collective Worship jointly with TB and is available to talk to and pray with staff.
- Calm Classroom cards used effectively by some staff members with individual children and in some classes as a whole.
- Mentoring and attachment training has been very successful. SP is setting up the mentoring programme and already has had more volunteers than needed for the initial roll out.
- HR and Unions have affirmed that processes applied by school to respond to some staffing issues this year have been appropriate and correct (described as rigorous yet compassionate).
- Secure staffing now in place for Sept 17
- Evidence of impact from Emotional Literacy TA work – class disruptions reduced significantly
- More staff have received Speech & Language training and are now able to support DR who leads this area
- Family Vision course (funded by university) focused on supporting parents to develop themselves into ‘leaders’ within their families and to feel empowered to address difficulties in their lives. Course very successful – feedback from parents was that it had been “transformative” and “life-changing”. The group bonded well and is still in touch – the parents continue to support each other. This will strengthen the community in turn. The school has already received interest from parents who would also like to do future courses.

Challenges:

- How staff manage the emotional impact of working with very vulnerable children who have experienced traumatic events in their lives. CAMHS offer clinical supervision and training to staff. Candidates for job roles are also now asked at interview how they might manage this.
- Increased demands on staff from new curriculum.
- Changes in leadership
- Numerous staff changes to cover staff sickness and maternity leave
- Children being mentored need a lot of staff input
- Supporting the high numbers of children with S&L needs
- Data does not always reflect the successes at St. Martin’s. School’s huge strength in how it works inclusively has been recognised by OfSTED who noted the value of having additional roles such as Family and Child Advocates in addition to the SENDCo.

Next Steps:

- Developing the Church outdoor space and planning how it can be used.
- Trialing the mentoring programme and then expanding this until all adults in school have a child they mentor (this will be for identified vulnerable children).
- SP and CF to develop future Family Vision courses and to tailor these to different groups of parents with different needs.
- Complete application for receiving the Inclusion Award for the school.
- Use recently awarded grant to develop working memory project further with EY children and their parents. Assess whether there is a correlation between working memory skills and accelerated progress.

Staff and governors gave their thanks to LN for all the time she gives to the school.



Early Years Provision

To develop the curriculum in order to accelerate the acquisition of early reading and writing skills whilst still retaining a child led early years curriculum that engages, motivates and promotes curiosity.

Year 1

To develop objective led continuous provision (the research is being led by Alistair Bryce-Clegg) to engage boys and improve outcomes for all with an emphasis on writing and specific support in place to maximise outcomes for PPG children.

Year 2

To sustain the environment that supports both the raised expectations for outcomes alongside our philosophy that it is vital to create curious, enthusiastic and reflective learners.

Successes:

- The EYFS has become part of the school, and is not a standalone unit. EY staff have developed a real understanding of how the impacts of judgments made at EY are key for the school.
- Resources re-stocked, budget has been invested in improving outside areas. Resources driven by what children needed, and underpin continuous provision.
- TAs have received training to develop planning
- Staff have been able to act upon advice provided by SW to improve staff skills at assessing provision
- 70% achieving GLD huge achievement when starting points were 50% and around 20%.
- Clear aims for reading achievement were set through establishing use of colour-banded books.
- Attendance at Story telling Conference informed provision
- Advice sought on correcting pen grip has resulted in an agreed approach which has been confirmed as best practice
- Children have been provided with more writing opportunities through using additional 'purple books' for additional Phonics work. Children have been motivated to achieve being given a purple book.
- Four 'exceeding' writers have been identified alongside many children working at 'good'.
- St. Martin's has worked closely with other local schools (Otter Federation) which has provided opportunities to share EY practice and resulted in staff feeling confident and positive about how the EYFS is run.

Challenges:

- The wide range of ages and needs of children in the FS and ensuring there are sufficient resources for continuous provision. Being aware of those children who have been in the unit since Nursery and who will therefore have already used and played with many of the resources.
- Developing objective-led play and encouraging TAs to develop plans for play
- Balancing adults overseeing and supporting learning with allowing TAs to not just be based in one area
- Behaviour, especially of three children who are at risk of exclusion and have had to have time out of the unit as a result of their behaviour.
- The need to have increased staff in the unit to manage challenging behaviour has meant staff needing to be up-skilled to be able to fulfill their role.
- There have been questions as to whether there is too much expectation on the children regarding their writing/pen skills
- Plans to develop changes combined with new leadership initially met with some challenge/resistance from existing TAs. MT and EL obtained expert advice which evidenced



their way forward was appropriate. OfSTED's findings also validate the EY leadership direction. Confidence in EY leadership is now embedded and challenges have been addressed. TAs working well in the unit.

- The new curriculum increased expectations for all children.

Next Steps:

- Storytelling Curriculum to be followed in the unit from Sept 17.
- Sharing sufficient information re needs of the children for those moving up to Year 1
- Making improvements to the FS environment – creating mud tables, workman benches, replacing damaged toys.
- Participating in Working Memory Skills work
- Moving away from Learning Journeys as children's records and towards Tapestry (an online system). This will allow items to be sent to parents, can assist in logging any issues from home and allows for easier recording of subject progress.
- Mark making books to be set up in Nursery to evidence impacts
- Create programme to work closely with disadvantaged children to ensure they get to where they need to be, one step at a time, in liaison with the parents.

Discussion

- DM asked whether there would be additional provision for those not ready for a purple book. They will still be encouraged to mark make and will have their blue books. If children feel ready, then they are given a purple book.
- DM asked whether the challenges to leadership could have been supported any differently. MT and EL worked with and were supported by SW and the SLT throughout.
- DMG asked if TAs had the skill sets for meeting expectations or were intimidated by new requirements. There have been on-going conversations and input for them to develop their responsibilities for specific areas. MT confirmed that staff do have the required skill sets.

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/rens Names _____ (optional)

..