

Jesus said 'I have come that you may have life, life in all its fullness' John 10:10



## School Improvement Plan 2019-2024

*'Being the best we can be for ourselves, for each other and for God's world.'*



## **Introduction**

The aim of the School Improvement Plan is to set a clear focus for improvement driven by our school vision to be 'the best we can be for ourselves, for others and for God's world'. and to build on previous school improvement initiatives. Our model of improvement planning is intended to provide stakeholders with an easily accessible plan for our school's improvement. Each identified aspect for improvement will have an action plan to support it, actions will be mapped onto a monitoring calendar and there will be regular opportunities for evaluation by school leaders. In addition, the action plans will identify CPD, resources, cost and time scales. All Governors' monitoring is linked to the School Improvement Plan with teams of staff and governors taking responsibility for and being accountable for various aspects of the plan. There are 5 areas of school improvement and these correspond directly to the key judgements in the Ofsted inspection framework.

We continue to face the challenge of maintaining provision for high numbers of children with SEND with a reduced teaching assistant team and have addressed this by identifying, through careful analysis of the need throughout the school, clear priorities to move the school forward, aspiring to excellence for the children and families that we serve and ensuring all children, including the more able are stretched and challenged.

All improvement points are intended to be challenging and reflect our Christian ethos. We want to ensure that all children at St Martin's reach their full potential, feel that success is always possible and are excited by the opportunities offered to them by the school; the best interests of our children are always our priority.

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## Quality of Education

Improvement Priority 1	Staff Team	Governor Team
To further develop the curriculum so that every child leaves St Martin's with a significant body of knowledge in their long-term memory, within each area of the curriculum. Children will know and understand how to apply existing knowledge to new learning and will have a love of learning – this will support them in transitioning to each next stage of their education and in their lives beyond school.	Steph Harvey and all subject leaders	Teaching and Learning - Lead Governor Hannah Wood
Improvement Priority 2		
Drawing on current research (Dylan Williams, EEF, John Hattie) to create a 'meaningful, manageable and motivating' (2015 Workload Review DfE) approach to feedback and planning for future teaching and learning.	SLT and all teaching staff	Teaching and Learning - Lead Governor Hannah Wood
Improvement Priority 3		
To implement a more manageable whole school data and tracking system ensuring that all teachers, SLT and governors are able to prioritise, challenge and look strategically at key issues.	Jonny Sluman	Teaching and Learning - Lead Governor Hannah Wood
Improvement Priority 4		
To further develop our curriculum, with an increased focus on the reading curriculum in order to familiarise children with a rich and meaningful vocabulary, to empower them to achieve at their highest level and to increase the percentage of children working at greater depth in all areas.	Nat Padley	Teaching and Learning - Lead Governor Hannah Wood

## Personal Development

Improvement Priority 1	Staff Team	Governor Team
To build on the current culture of Being The Best We Can Be and courageous advocacy to further develop children's self-efficacy in terms of taking responsibility,	Steph Harvey	Caren Flicker

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being aspirational and caring for themselves, each other and the wider world.		
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## Behaviour and Attitudes

Improvement Priority 1	Staff Team	Governor Team
To push the 'language of learning' further into the wider community by teachers using the 'language of learning' when sharing children's experiences on the St Martin's blog and when developing our new curriculum.	Steph Harvey and teaching team	Andrew Wood
Improvement Priority 2		
To publish the children's achievements through their courageous advocacy in the wider community.		
Improvement Priority 3		
To create more opportunities for parents to engage with the school and build relationships with each in a variety of social and information sessions. <a href="#">Class dojo is used by all teachers</a>		Andrew Wood

## Leadership and Management

Improvement Priority 1	Lead Staff Member/s	Governor Team
To build on the successful development of Subject Leadership achieved in 2019-20 to ensure that Subject Leaders have the knowledge, skills and time to monitor and develop the subjects they are responsible for effectively. <i>All subject leaders to keep a subject leadership file under the headings intent, implementation and impact.</i>	Steph Harvey and subject leads	Hannah Wood
Improvement Priority 2		
To ensure that SEND procedures are cost efficient and maximise outcome in terms of support for children.	Steph Harvey, Emily Light and Nenny Wrights	John Clements; Lythan Nevard
Improvement Priority 3		

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The Governing Board is able to further develop the culture of autonomy, challenge and support that has been created throughout 2019-20.	Head teacher and Chair of Governors	Chair of Governors
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## Early Years

Improvement Priority 1	Staff Team	Governor Team
To ensure that the EYFS unit approach is continued with the increase in nursery numbers from a 26 to a 52 place nursery so the high quality provision across the unit is maintained and developed for all EYFS children.	Mel Turl and the EYFS team	
Improvement Priority 2		
To have a 'Total Communication' approach across EYFS provision.	Mel Turl and the EYFS team	

## Vision For The Next 5 Years

Quality of Education	Personal Development	Behaviour and Attitudes	Leadership and Management	Early Years
St Martin's has a proven track record of leading the way in innovative education practice.	"Living life in all its fullness" John 10:10 The children of St Martin's are agents for positive change within the wider community and are given opportunities that enrich and empower them to be curious about what the world has to offer them.	The language of learning from the learning flowers has permeated beyond the school and into the wider community so it can support children and their families in being aspirational about the future.	Distributive leadership has prepared and empowered staff to take up leadership roles in other schools. There is a track record of St Martin's staff working in leadership roles in other schools.	St Martin's has grown and developed the way in which they are able to impact on children's lives before they start their educational journey ensuring more children are ready for their first steps when they arrive.