



ST MARTIN'S CE PRIMARY & NURSERY SCHOOL

SCHOOL IMPROVEMENT PLAN SESSION 1st JULY 2019

Present	
Governors	Staff
Lythan Nevard (LN) Lisa Malton (LM) John Clements (JC) Sheena Wright (SW) Caren Flicker (CF) Tania Beard (TB) Kirsty Crowe (KC)	Laura Milner (LMN) Emma Luff (EL) Steph Harvey (SH) Nat Padley (NP) Emily Light (ELG) Shannan McKirk (SMK) Cat Graham-Peet (CGP) Emily Garwood (EG) Laura Davenport (LD) Sue Edden (SE) Jonny Sluman (JS) Mel Turl (MT) Russ Green (RG)

1.	Opening Prayer & Welcome Taken by LN.
2.	Effectiveness of Leadership and Management of the School <ul style="list-style-type: none"> • Improvement Priority 1 – To further develop a distributive leadership model across the school with a focus on developing capacity in core subjects and the Early Years. • Improvement Priority 2 - To further develop the capacity of the Governing Body to hold school leaders to account and to actively support the development of the school.
3.	Quality of Teaching, Learning & Assessment <ul style="list-style-type: none"> • Improvement Priority 1 – Teachers have a clear focus on the key skills in Maths and English for their year group and ensure that opportunities are maximised throughout the day to secure children's knowledge and understanding, including finding creative ways to continue to meet the needs of children with SEND.

	<ul style="list-style-type: none"> • Improvement Priority 2 - To further develop efficient and rigorous assessment systems that provide a true reflection of attainment and progress across the school.
4.	<p>Personal Development, Behaviour and Welfare</p> <ul style="list-style-type: none"> • Improvement Priority 1 – To increase positive parental engagement to participate in the wider life of the school and to support their children’s learning. • Improvement Priority 2 – Children are able to reflect on their learning behaviour and know what they need to do to further improve – linked to ‘Being the Best We Can Be’ and our school values. • Improvement Priority 3 - To develop a culture of courageous advocacy across the school.
5.	<p>Outcomes for Pupils</p> <ul style="list-style-type: none"> • Improvement Priority 1 – To be in line with national outcomes at KS1 and KS2 and increase percentage of children at greater depth across all core subjects. • Improvement Priority 2 - To diminish the gap between disadvantaged pupils and others at KS1 and KS2 and ensure the needs of children with SEND continue to be met despite budget constraints which impacts on the amount of TA support.
6.	<p>Early Years Provision</p> <ul style="list-style-type: none"> • Improvement Priority 1 – Improve outcomes in personal development and managing feelings and behaviour in order to narrow the gap between boys and girls achieving a GLD. • Improvement Priority 2 - Improve children’s speaking, listening and communication skills to impact positively on the children’s growth in the prime areas particularly for boys.
7.	<p>Vision for the Next Five Years – discussion</p>

Early Years – EL & LMN

Successes

- All classes using talk 4 writing approach
- Has helped to develop and build on the work done to improve speech and language understanding. By providing children with basic vocabulary and language patterns e.g. after that, finally, early one morning and also specific vocabulary that they might not have come across e.g. cottage and axe
- We can see the impact of the storytelling curriculum through the Helicopter Stories project and how children can imagine, structure and tell a story verbally including assessment and tracking of speech and language features such as sentence length and use of conjunctions.
- The storytelling curriculum has also helped children to have a framework to scaffold their writing.
- Value added is evident in GLD progress.
- Due to the nursery expansion, the challenging cohort will be able to be split between two smaller rooms which is likely to work much better for them.

Barriers

- Staff knowledge/ understanding in how to best deliver the storytelling curriculum
- Difficulty in finding texts which both meet the learning objectives and also fit with whole school overarching theme.
- Monitoring of the breadth and type of texts being taught in each year group
- Two members of staff are on long term sick leave and there has also been one on maternity leave
- There are already five children with EHCPs in the cohort for Reception 2019
- Very limited Health Visitor service locally means that prior identification of need is not happening before the child starts Nursery.

Next Steps

- Creating a Storytelling 'pathway' throughout Phase 1 which lays out key learning objectives for each year group and key texts to help achieve this. It will have some 'must haves' e.g. helicopter stories as a way of tracking progression plus an outline of the process/ sequence for teaching them and what would be expected outcomes at the end of the sequence. Training on this will be delivered where necessary.
- Engaging parents by having open sessions where parents can come and watch/join the children re-telling the stories and sending storymaps home.
- Begin to do some video bedtime stories- investigating the ability to do a facebook 'live' so that we can monitor engagement.
- Build on the success of the current phonics teaching by implementing a clearer and more cohesive approach to phonics teaching and planning across the phase. This will help to maintain a constant high standard in the event of staffing changes. Investigate possible schemes to help deliver this. Update and add to reading books for children to take home.
- To continue to work effectively in the new space and expanded outside areas.

Improve children's speaking, listening and communication skills to impact positively on the children's growth in the prime areas particularly for boys.

- Phase One worked with Ellie Peppernell to receive training on effective communication in the classroom; to assess speech and language more effectively; to create a speech and language pathway to determine the course of action to support children's communication needs; to review and purchase a range of assessment and teaching tools to upskill our staff.
- Specialist HLTA for S&L now in the provision following the Talk Tracker guide set by teachers. This supports speech work to be easily transferred to the classroom environment.

- LMN attended autism training tier 2 - whole class strategies were brought back and shared with Phase One.
- MT organised external trainer Hannah O'Donnell to run a twilight session "Enabling early communication & language skills, through effective environments, practice & play provision (0-5y)"

Art – CG-P

Successes

- Variety of approaches being used across the school
- Staff are ensuring there are no gaps in the curriculum through the creation of a termly curriculum structure
- Gallery is now being used in a more specific way – each year group has its own frame and space for text to explain what their focus is

Next steps

- Development of outside art
- Whole school art projects planned to bring the children together
- Establish a structure for the assessment of art

Music - RG

Successes

- Course on KS1- 2 classroom practice was positive
- Lots of singing, rhymes, listening and responding to music happening in school
- Building links with local music societies and receiving funding to purchase instruments from these societies
- Wren Music are involved in school day activities and in supporting the children to perform at other venues outside of school
- Phase 3 trialled Music Day to highlight and promote music, involving African drumming, ukulele lessons, hand chimes. The children rotated through different activities, culminating in a group performance all together.
- Part of the Phase budget has been invested in purchasing full class sets of ukuleles, recorders, hand chimes and okarinas. This was in part also supported by the PTFA.
- Hiring instruments through Devon Music – children loved the mini trumpets!

Challenges

- Not all teachers are confident in teaching music.

Next steps

- Seeking funding on an annual basis from local music activities to buy instruments
- Assisting teachers to feel confident in delivering music curriculum
- Development of the music curriculum – explore doing this in conjunction with the EDCSP
- Exploring how children can relate and respond to more contemporary classics
- Developing writing to music
- Continuing to instil enjoyment and appreciation of music across the school, making sure all children can contribute and be involved.

MT: Instruments have also been used within storytelling, and children have responded positively to this.

Questions

LN: Once curriculum themes have been set, would it be useful for teachers to consider what pieces of music could fit and be used within lessons.

RG: This idea could be developed to create a music resources folder on the shared drive with a variety of pieces of music saved within it that could be used in the classroom.

Success Books & Inclusion – ELG

Successes

- Success Books have been reviewed by ELG with staff and action points have been implemented e.g. more of the child's voice to be incorporated.
- As a result of discussion at Inclusion Meetings, 2-6-2 meetings have been set up for teaching assistants to raise issues and identify how these can be addressed. Ideas arising from the 2-6-2 meetings have already been put into place. Feedback from TAs was that having this space and support made them feel valued by others.
- ELG has reviewed how The Space is being used – as a result it is now in use as an intervention room
- Success books are a real celebration of the child.

Challenges

- Not always having sufficient rooms free in school for all the work staff would like to undertake with children.

Next Steps

- Set up whole class success books
- Hold 2-6-2 meetings every half term.
- Staff meeting to be held to look at the expectation re success books and ensuring they are meaningful and target based.

Questions

JC: How is it determined which children have success books?

ELG: children who are not working at National Curriculum levels or children who have a specific need identified in their EHCP.

NP: Success books show real progress in social/learning behaviour.

LM – do all children with EHCPs have success books?

ELG – not all with EHCPs have them.

ELG: Teaching Assistants who are attached to the child complete the books, and they take great pride in them, and feel a real sense of progress in the work they undertake with the child. Often the TAs add to the books alongside the child and this reinforces the relationship between them.

IT – JS

Successes

- This is an exciting time for the school with regards to IT. The school has made a significant investment in purchasing Promethean Boards to support teaching. This has been achieved with a huge amount of input from Iain Ollive,
- New Chromebooks have been purchased for Years 5 and 6 to replace older devices

- Google Drive now being used by Phase 3 children, which means they can use any device, carry on with work at home and more easily collaborate on work. This was not possible when they were tied to a specific device.

Next steps

- Set up all children with their own school email
- Phase 3 children to sign IT usage form to encourage greater responsibility and ownership
- Develop an assessment structure
- Develop process for tracking PP/SEND pupils better
- Plan development of progression document – identify what focus needs to be and where
- Training for staff on use of Promethean Boards

TB: JS took on the Phase 3 leadership on a temporary basis this year and did a brilliant job.

JS: Has enjoyed the experience of leading a Phase.

PE – SMK

Successes

- Having identified that not all staff felt confident in delivering PE lessons, a company was brought into help with planning and assessment on a weekly basis. This has been very successful and has increased confidence levels amongst staff.
- The school has achieved the Bronze School Games Mark – this is a huge achievement and reflects all the work put in by SMK.
- Year 4 have trialled 4-minute workouts to build in as much activity as possible. Children lead on choosing the activities.

Challenges

- Undertaking a variety of sports when teaching PE can make identification of under-achieving difficult.
- Having enough staff or parents to take children to inter-school matches

Next steps

- Expand 4-minute workouts to across the whole school
- Encourage all children to be more active and reduce the numbers who find PE difficult.
- Developing the competitive nature within PE – the only thing that prevented St. Martin's from achieving the Silver Games Mark was the lack of participation in inter-school competitions.
- Support children to develop resilience in taking part/not always winning and being competitive. This will be developed through annual year group competitions.

Questions

SW: Does this focus on activity start in the Early Years? Physical development will be a key focus in future Ofsted inspections.

MT: There is lots of physical play in EY, the children play outside every day and equipment and games are always available. A climbing frame has been purchased for the new nursery room.

JC: Is there anything the Governing Board can do to support the development of sports in school?

TB: Perhaps governors could volunteer to assist taking children to sports events once a year to develop inter-school participation.

LM: Secondary school leaders should be offering support/links to develop PE in primary schools – is this something which has been explored?

TB: This is only usually offered to primary schools within the catchment area of the secondary school so could be worth discussing with CEC.

SH: Should the curriculum be narrowed to really focus on developing one area or make it wide and risk children forgetting skills? There is a need to develop a core of sports skills.

SMK: Teachers decide for their own classes what is the most appropriate approach. Part of the work needed is promoting greater activity within the local community – often children are active in school but are less so outside of school.

RE – LD

Successes

- Planning has been undertaken in conjunction with Tatiana Wilson, Diocese of Exeter
- All teachers now teaching RE to their own class (previously often taught by TAs during PPA time)
- Having identified previously that there needed to be greater teaching about other faiths, this has now been implemented and teachers have developed the subject knowledge to be able to do so.
- Attending new RE syllabus training
- Making links with local RE Hubs on a termly basis and sharing practice/resources/book moderation.
- Book moderation validated RE work at St. Martin's as high quality.
- An assessment tool has been created and will be tracked on SIMS
- Children submit questions to LN and appreciate her responses. Staff value LN's contribution.

Challenges

- Some children are confused by there being different gods/faiths

Next steps

- LD to disseminate learning from RE syllabus training to staff at a future staff meeting.
- Ensure practice corresponds with new SIAMS framework
- Invite more visitors in to talk to the children about different faiths to support their understanding

Questions

JC: Is there a set pathway for RE?

LD: Yes, this is built upon throughout the school.

LN noted that she sees the diversity of discussions and questions from Phase 1 that have arisen from their looking at different faiths.

French – EG

Successes

- Children are enthusiastic and would like to do more French
- Children attend French Club
- French is made fun through use of games, and activities like holding French breakfasts
- French supports the learning of grammar and exploring of other cultures

Challenges

- Not all staff are confident in teaching French or enjoy teaching it. Some staff worry about using the correct pronunciation

- Some staff find it difficult to fit in languages with other priorities
- Not all current resources are pitched at the right level

Next steps

- Embed French into the curriculum
- Develop use of interactive programme which includes pronunciation
- Develop more use of singing
- Continue with running French club
- Raise the profile of French within the school through creating displays and holding a French Day
- Have more regular, embedded French

Questions

LM: Is French planned into the curriculum?

EG: Not every week. Teachers decide how/when it will be taught.

Science – SE

Successes

- Teachers have been using resources more creatively
- Children are enthusiastic about science and enjoy learning
- Use of Science website with daily photos, discussions, Science stunts etc have proved to be a good way of instigating science discussions across all subjects.
- The Science Museum trip is now an established trip which enriches learning and provides opportunities which not all children may have otherwise. The Big Bang STEM day was equally as enriching.
- CPD on the video discussion platform for teachers
- Numbers of staff teaching demonstrates how leadership is being shared across the school

Next Steps

- Ensure science teaching fits new Ofsted framework
- Increase use of interactive technology in class
- Enable children to report back by video/discuss in class to improve engagement
- Encourage more curiosity and an adventurous approach to Science

Quality of Teaching, Learning & Assessment

Year 6 – SH

SH reinforced the school's ethos regarding the teaching of Maths: that staff will not move on to formal methods until children's core understanding is secure. SH has explored the Singapore Method which is used by other schools within the EDCSP but feels that it is very restrictive. St. Martin's is keen to ensure that its teaching methods not be limited. The planning workshop SH undertook with EDCSP was stimulating and enriching. SH will be developing areas of training for other schools. SH advised that she was confident that if needed, JS could pick up the Maths subject lead.

Next steps: develop games children can share with their families at home.

SH explained the Year 6 data from teacher assessments (see following table):

2019 TA Assessments Year 6 (figures in red are national data for 2018)

		WTS	EXS	GD
Whole cohort (63)	Reading	18	82 (75)	24(28)
	Writing	16	84 (78)	14(20)
	Maths	25	75 (76)	22(23)
RWM @ 67% (64%)				
Disadvantaged (18)	Reading	22	78	39
	Writing	6	94	12
	maths	28	72	22
RWM @ 67% (51%)				
SEND (26)	reading	35	65	4
	writing	31	69	8
	maths	42	58	12
RWM @ 43% (21%)				
NON SEND (37)				
	reading	5	95	38
	writing	5	95	19
	maths	13	87	30
RWM @ 84% (74%)				

Year 2 – NP

NP: targets this year have been on building key skills and on assessment (and building confidence in making assessments). Whole school observations have shown high quality teacher knowledge and a rich vocabulary amongst the children. The later assembly time means that there is now an additional half hour in the morning for English and SPAG. This has had a really positive impact on developing vocabulary and context further.

NP explained the Year 2 data (see following tables):

This year's cohort consisted of 59 children. 36% (21 children) are SEN with 8 children have EHCPs this equates to 14% of the cohort. 4 children are EAL where another language is spoken at home this equates to 7% of the cohort. 25% (15 children) are disadvantaged – 5 of these children have EHCPs.

Results

	Pre - Level	WTS	@ and above	Greater Depth
Reading	10%	19%	71%	19%
Writing	12%	25%	63%	15%
Maths	10%	20%	69%	17%

2018 National

	@ and above	Greater Depth
Reading	75%	26%
Writing	70%	
Maths	76%	22%

Disadvantaged – St. Martin's

	Pre - Level		WTS		@ and above		Greater Depth	
	Dis	Others	Dis	Others	Dis	Others	Dis	Others
Reading	25%	5%	19%	17%	56%	81%	13%	21%
Writing	25%	7%	25%	26%	50%	67%	6%	19%
Maths	25%	5%	19%	21%	56%	74%	6%	21%

Disadvantaged - National

	@ and above	
	Dis	Others
Reading	60%	78%
Writing	53%	73%
Maths	61%	79%

SEN St. Martin's

	Pre - Level		WTS		@ and above		Greater Depth	
	SEN	Others	SEN	Others	SEN	Others	SEN	Others
Reading	29%	0%	24%	16%	43%	87%	0%	29%
Writing	29%	0%	29%	24%	38%	74%	5%	24%
Maths	29%	0%	29%	16%	43%	84%	14%	18%

SEN National

	@ and above	
	SEN	Others
Reading	30%	84%
Writing	22%	79%
Maths	33%	84%

Conversion from Foundation Stage

No data for 4 children – 2 children did not attend school in the FS, 2 children's data

Reading

WT - BLW	WT - WTS	WT - EXS	EXS - EXS	EXS-EXS +	EXS - GDS	EXC - GDS
35%	47%	18%	74%	91%	18%	100%

Writing						
WT - BLW	WT - WTS	WT - EXS	EXS - EXS	EXS-EXS +	EXS - GDS	EXC - GDS
41%	41%	18%	69%	80%	11%	100%
Maths						
WT - BLW	WT - WTS	WT - EXS	EXS - EXS	EXS-EXS +	EXS - GDS	EXC - GDS
38%	44%	19%	75%	84%	9%	86%

Reciprocal reading has been explored further and NP has supported teachers who have had this as a target.

Successes

- Parental workshops were held and very positive feedback from parents who attended was received. These have helped with encouraging children to read rich, quality texts.
- Book scrutiny shows improvement in the quality of spelling and the use of language
- Children are having a go at using different words even if they are tricky to spell.
- More dictionaries have been purchased to support the children's work
- Moderation was undertaken by Rebecca Cosgrove and the bar for greater level writing is very high. St. Martin's is seen to be moving in the correct direction. When moderation was undertaken against EDCSP schools, St. Martin's books held up very well. NP feels a great deal of pride in this.

Challenges

- Sentence structure still needs some improvement
- Although spelling has improved and progress has been made, this remains an area to be improved further

Next steps

- Encourage use of audio books alongside reading to hear increased vocabulary

Phonics Screening – MT

Successes

- 82% pass rate
- 100% of non-SEND pupils passed

Challenges

- The results were impacted upon by four children arriving at school in-year who were achieving below average.
- More children in this cohort were working at below average expectations than the cohort last year

MT: Those pupils with SEND/with an EHCP who did not pass last year retook the screening this year. Although there was improvement, not all children passed. There is a noticeable difference in achievement between boys and girls – this is because out of 16 SEND children in the cohort, 15 are boys.

Questions

JC: What has made the Phonics screening results so successful?

EL: having successful teaching in place, having a clear process on how to support children, identifying gaps and planning on how to address these quickly, input from and working with Gaby Davies, work being tailored to identified gaps, writing stories that incorporate gaps identified, sending home relevant items to work on, making it fun!

CG-P: having good communication between the staff team has helped, Phonics is embedded into everything the children do – not seen as separate.

SH: training from Pie Corbett and understanding how the emphasis on Phonics can affect reading has led staff to consider best ways to deliver the curriculum. As suggested by PC, the school will be ensuring quality texts are used as the spine of a strong reading curriculum.

MT: data tracking checks reading levels and Phonics.

Outcomes for Pupils

Special Educational Needs and Disabilities (SEND) – NW

NW: The funding which the school receives is not always the funding that the school is meant to have. This means NW has to carefully monitor funding reports from DCC which is very time-consuming. It also means that the school misses out on significant amounts it should have. The SEND cohort fluctuates depending on need.

In 2017 (when E3 funding was available), the school had five children who had statements. In 2019, 16 have EHCPs, with 6 more at DCC in process.

There is an on-going need to balance budget and need. The school acknowledges the legal obligations of the EHCP but the child and their needs remain at the heart of all SEND provision.

Two children in Year 1 should actually be in specialist school but remain at St. Martin's. Adaptations are required to support them learning in a mainstream setting. Their results and progress are included in St. Martin's data.

Diminishing the Gap – TB

TB: There is no gap between disadvantaged and non-disadvantaged children for Year 1 Phonics. At Year 2, there is a gap, but this is cohort-specific. There is not a whole school trend of disadvantaged pupils doing poorly. Those that do also have significant SEND.

Year 6 * TB to insert data/summary here re gap

Pupil Development, Behaviour & Welfare

Successes

- A Parental Charter has been created, and this is now included with the parent information pack
- High level of parental engagement with the Nursery Coffee Mornings
- Successful evening of parental workshops held
- Parent Forest Sessions very positive and well attended
- High parent attendance at Celebration of Learning assemblies
- Initial results from Parent Questionnaire very positive
- Eddie Brown's parental engagement project as part of his Headship programme has been thorough and resulted in a detailed action plan for the school to consider.
- Learning culture flowers are visible and in use throughout the school – now embedded as part of St. Martin's.
- Children reflect well on life values, like skills and life attributes
- Learning behaviour is tracked throughout the school
- Courageous Advocacy now firmly embedded, with work from different year groups ranging from refugees, looking after the planet and plastic in oceans. Sign language was looked at to help a child feel more included. Year 4 made and disposed of seed bombs. Year 5 had a very

successful response to Operation Xmas Child and the number of shoe boxes filled and sent off. The children continue to reflect on these and it has had a huge impact. Year 6 have been creative and very successful in responding to the 'Fiver Challenge' which has resulted in them being able to not only fund their own end of year activity but also support the funding of a Year 3 trip.

Challenges

- Parent Questionnaire results showed that there was little parental support for being part of the proposed volunteer road crossing patrol or for being willing to join the PTFA. It was noted that these results do not explain whether this is because parents do not have the time/capacity to be able to contribute in this way or whether they just do not wish to be involved.

Next steps

- TB to share Eddie Brown's action plan and work with staff and governors to identify which points would have the most impact for St. Martin's and how to action these.
- Teachers to take the lead on tracking and identifying learning behaviour changes/improvements.

Leadership & Management

Governance

- The GB has been subject to a large amount of staff turnover and at the end of the year there are only seven GB members who do not work at the school. Of those three have taken up their roles in the last academic year, with one starting in the last term. This has meant that many of the GB members are relatively inexperienced.
- It has been possible to fully recruit new members to the GB and at the start of 2019/20 academic year the GB will have a full set of members. The board members come from a range of backgrounds and professions.
- The Induction Process has not been totally achieved for all new members across the year although for the most recently appointed member it has been followed and there is capacity and capability to be able to complete it with the members due to start in September 2019.
- The Lead Governor system is working well with most governors providing good quality reports that cover the requirements of the role and provide key information to the relevant committee of board meetings. There is still development required for some governors and this will be provided as the GB moves forward.
- The creation of lead governor roles has allowed the GB to act more strategically and within each GB meeting there is a specific item to stimulate a strategic discussion.
- The members of the GB have held the school leadership to account over school performance, budget management, key school developments, staff management and relationships between the school and parents. Evidence can be found within GB meeting minutes and committee meeting minutes.