



# St Andrew's CE Primary School Improvement Plan 2020-21





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The Headteacher's Report reviews the impact of actions taken and objectives are evaluated each term in the Governor's meeting and by the Curriculum Committee of Governors that meet in school each term. Please also see Subject Leader files, action plans, and Key Stage and SL actions. **For timescales and dates, see the Staff meeting and SLT Diary sheets.**

### Ofsted Inspection Feb 2016

What does the school need to do to improve further?

1. Further improve the quality of teaching by:
  - ensuring that teachers have high expectations of what pupils can achieve in writing
  - giving more emphasis to developing pupils' use of mathematical reasoning
  - improving the presentation of work throughout the school
  
2. Further improve early years by:
  - ensuring better opportunities for children in the early years to develop their learning outdoors
  - ensuring that there are sufficient opportunities for children to develop their writing skills indoors and out
  
3. Strengthen leadership and management further by:
  - ensuring that plans for further improvement have clear targets for pupils' achievement
  - ensuring that middle leaders check how well pupils are progressing as well as checking on the provision that is being made



### 2020-21:

**Priority 1:** To improve the quality of education by making sure that reading is more prominent and in every subject, making sure that assessment is accurate and supporting pupils to understand metacognition in order to maximise their learning

**Priority 2:** To ensure that low level behaviour does not interrupt learning and that pupils take responsibility for their own learning

**Priority 3:** To develop personal development by involving the local community in the learning of pupils, creating ambition/aspiration and improving transitions through school and into KS3

**Priority 4:** To continue to improve standards, to focus on well-being and Governance



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Priority 1: Quality Education (focus: Reading/Assessment/Long term memory/Metacognition)				
Intent	Implementation	Who	Monitoring	Impact
<p>To improve phonics results in Year 1 to be more inline with national expectations. (82%)</p>	<p>Daily phonics teaching to target specific children who need support coupled with opportunities for this to be reinforced throughout the curriculum</p> <p>Implementing Story time Phonics alongside letters and sounds to boost teaching and make learning more fun and memorable</p> <p>Precision teaching and IDL to support where needed</p>	<p>KM SLT All staff</p>	<p>Early identification of needs. Daily phonics lessons. Half-termly phonics checks. Daily interventions. Checking phonics in all subjects. Observation of phonics from YF to Y2. SLT to monitor the groups that the children are in and phases they are working on half-termly. Monitoring the impact of Story time Phonics.</p>	<p>Phonics score to be at least in line with national expectations during the phonics screening check (82%) Teachers to teach phonics daily with skills embedded into all other curriculum areas. Specific interventions given to children who are identified as needing further support</p>
<p>To improve the attainment in Key Stage 1 in all areas to be at least in line with national expectations R- 75%, W- 69% M-76% Combined 65%</p>	<p>Class teachers work to improve attainment in KS1, especially boys in reading and writing- Step into Boys programme. Teachers to use data from insight and feedback books to target specific children that need further support.</p>	<p>KM SLT KS1 staff</p>	<p>Monitoring to take place by SLT/SLs on a regular (half-termly) basis through a triangulation of books, observations and pupil interviews. Teachers to become more aware of expectations of KS1 pupils in all subjects. Moderation across the key stage to take place. Raising expectations of all pupils. Timely interventions to help close the gap. Check the use of exemplification materials.</p>	<p>Key Stage 1 data shows an improving trend and is at least in line with national expectations R- 75%, W- 69% M-76% Combined 65% Boys to make significant progress from starting points, particularly in reading and writing.</p>



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<p>To identify and tackle potential barriers to learning</p>	<p>To identify barriers to learning by ensuring the curriculum is planned around the interests and needs of the children. Barriers to be tackled by creating a PP action plan, careful curriculum planning, work of Learning mentor and Play Therapist and visits from Well-Being warriors and CANW – emotional health for child well-being. ELCAS to provide parenting course along with signposting parents to the correct place to access support.</p>	<p>S&amp;L HA SH SLT</p>	<p>Review action plan termly Discussions with external agencies and children to monitor implementation and impact. Discussion at pupil progress meetings</p>	<p>All staff have a clear understanding about what pupils bring with them that is a potential barrier to their learning. All staff understand what is meant by cultural capital and can relate this to decisions made about the curriculum's intent. Identified children make good or better progress in all subjects.</p>
<p>To ensure that use of feedback books in all subjects is precise and pertinent to intended outcomes</p>	<p>Our feedback policy is linked to the latest research Staff understand the importance of immediate interventions and are using feedback books correctly. Information from feedback and assessments to be input into insight tracker and used for next steps planning.</p>	<p>CW SLT</p>	<p>Scrutiny of books shows that it is very rare for pupils to repeat an error which has been the focus of feedback. Verbal feedback tends to be the preferred to written feedback, with the latter being used in instances for the very few pupils who otherwise are unable to locate their own errors.</p>	<p>The feedback policy is up to date and followed. Staff make excellent use of peer assessment and self-assessment to aid the feedback process. Teachers provide feedback as close to the point of learning as possible. Children identified in feedback as needing further support make good or better progress.</p>
<p>To ensure that pupils are making good progress and that staff understand what the next steps</p>	<p>Use of insight for inputting assessment data and analysing pupil performance. Termly pupil progress meetings Discussions with SENDCO about SEND</p>	<p>HT SEND- CO CTs</p>	<p>Termly pupil progress meetings Appraisal targets Termly assessment data (insight) IEPs PIVATs</p>	<p>Pupils are making good progress across the curriculum. Problems are identified quickly and effective support is put into place.</p>



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are and identify any SEND				Children identified as SEND are tracked and make good progress on the PIVATs system.
Teachers are proactive in identifying opportunities for pupils to use their knowledge across different subject domains	Because of the way the curriculum is mapped out, there are several opportunities for pupils to make links across different subject domains in order to make learning sticky	AHT SL KS	Curriculum mapping-subject links and reading Quality texts are being used	Because of the way the curriculum is mapped out, there are several opportunities for pupils to make links across different subject domains. The links between English and several non-core subjects are exceptionally strong. Writing in science, history and geography particularly benefit from these links. Teachers use their expertise to look for links between art and design and technology and science, history and geography. The opportunities to link mathematical concepts across other subjects has been skilfully embedded into the curriculum's intent.
To develop the teaching of reading to ensure that it is done frequently and appropriately across the curriculum	Looking at research about what is most effective for the teaching of reading Reading for pleasure and development of reading standards Effective assessment and challenge Phonics training Visiting authors	SL AHT KS SLT	SL/SLT to check the use of guided reading and daily reading. SL Guided reading observations and team teaching/reading in other subjects. SL/SLT phonics observations and measuring the impact of training	The teaching of reading is effective and takes account of the latest research. Assessments are effective and teachers challenge the children to read texts at a level that improve their reading skills. Teachers understand that



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	<p>Whole class guided reading in KS2 Talk for writing using CLPE Transference of reading skills into other subjects</p>			<p>reading is essential for access to the whole curriculum. Children make at least good progress in reading KS1 and KS2 reading results are at least inline with national expectations (75% KS1, 73% KS2)</p>
<p>For all children in FS/KS1 to read for pleasure with parent support/engagement</p>	<p>Reading meetings with parents Regularly changing and sending reading books home building a good level of communication with parents. Taking children to join the library and showing the availability of books Staff reading to the children on a regular basis to show enjoyment. Mystery readers to visit school and read to the children Books, breakfast and brew on the bus weekly. Regular visits from authors/story tellers to promote a love of reading World book day Staff reading to different classes.</p>	<p>LM FS/KS1 Staff</p>	<p>Regular reviews of authors/visits Well attended meetings by parents Review reading scheme to be more in line with letters and sounds. Review staff reading to different classes (on a rota) Ensure all reception children have a library card.</p>	<p>All children to regularly read for pleasure in school and at home with parents. The reviewed reading scheme in FS/KS1 is implemented effectively to ensure children are making sufficient progress. All parents are engaging with the reading that is taking place in school and supporting children at home.</p>
<p>For writing across the curriculum to be at least in line with national</p>	<p>Good quantity and quality of written texts in all subjects.</p>	<p>KM SLT CTs</p>	<p>Regular book looks linking to year group expectations for writing Pupil interviews and discussions on the teaching of writing</p>	<p>Children will produce high quality written pieces of work in all curriculum areas using a range</p>



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<p>expectations for English in all year groups.</p>	<p>Teachers to have the same high expectations for writing across the curriculum. Children are expected to use basic skills to a high standard, developing their use of high quality vocabulary. The teaching of Reading and SPAG in English to be embedded into writing lessons and children's independent work.</p>		<p>Observations and learning walks during writing lessons</p>	<p>of reading and SPAG skills to develop their pieces. The children will experiment with vocabulary to improve their work.</p>
<p>For staff and children to be aware of metacognition and how the brain works and to be responsible for their own education.</p>	<p>Further staff training on metacognition Whole school assemblies each term about metacognition, based on Dojo learning powers Staff to include teaching about learning powers and the brain into everyday lessons.</p>	<p>SLT All staff</p>	<p>Pupil questionnaires/interviews Observations/checking on the use of vocabulary/teaching of learning powers Staff questionnaires</p>	<p>Children are aware of how the brain works and are responsible for their own learning. Staff understand how the brain works and are confident in discussing this with children in lessons. Children use learning powers and metacognitive language when learning.</p>
<p>To create a personalised curriculum intent and develop a curriculum that is personal to our school, enhancing the cultural capital that our children</p>	<p>Design a curriculum intent that involves the ideas of all stakeholders. To develop skill progression in all subjects to ensure effective development across the curriculum To design a curriculum that prepares children for life and takes prior knowledge into account</p>	<p>SLT SLs Govs</p>	<p>SLT to work with SLs to develop skill progression documents Review the implementation of curriculum linked to the intent statement. SLT to work with SLs to effectively monitor the implementation of the new curriculum and skills.</p>	<p>The curriculum is personalised to meet the needs of our pupils and provides pathways to the future after St Andrew's. Staff are confident in delivering the new curriculum and are on board with why and how it is being implemented.</p>



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bring to school and to ensure that a knowledge based approach aids in the effective progression of skills throughout the curriculum.	Invite visitors to enhance learning opportunities and aspirations		Regular staff meetings to address the implementation of the new curriculum
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### Priority 2: Behaviour and attitudes (Focus: Unstructured behaviour/ Consistency/Metacognition/ Responsibility)

Intent	Implementation	Who	Monitoring	Impact
Pupils behave well in lessons and around the school and pupils are responsible for their own behaviour	To establish systems for behaviour management that has been shared and agreed with all staff and pupils Staff training Review behaviour policy Establish a system for teaching staff to assist on the yard at the end of dinner times Use of Absolut Futbol to support new activities	CW SLT All staff	Observations at playtime by SLT Discussions with welfare staff Observations by SLT and SLs in classes	There is little, or no, time lost in lessons due to disruptive behaviour. There is a strong sense of productivity in lessons with pupils being keen to do well and showing pride in their outcomes. Pupils' attitudes to learning are excellent and they are very keen to do well. Pupils show good levels of perseverance when tackling difficult tasks. Pupils work well in pairs or in small groups. Reduction in the number of short and long term exclusions.





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### Priority 3: Personal Development (Focus: Local community/Ambitions and aspirations/Transition)

Intent	Implementation	Who	Monitoring	Impact
<p>To value the talents and ambitions of all pupils</p>	<p>The curriculum intent is designed so that every pupil has the opportunity to reach their full potential and the different talents of pupils are recognised so that all can flourish.</p> <p>Staff frequently talk to the pupils about their ambition and about what they hope to achieve in the long term.</p> <p>Visits/visitors and discussions about local role models who are successful in the field that children would like to be successful in.</p> <p>All pupils, including disadvantaged and SEND pupils are encouraged to be highly ambitious and have self-belief</p>	<p>SLT SLs</p>	<p>Pupil discussions Regular staff meetings on curriculum design and development Visits to local high schools Lesson observations Review of visits and visitors</p>	<p>All staff are keen that every pupil reaches his or her potential in whatever area that may be. The curriculum intent ensures that all pupils can succeed and are ambitious about the future, focussing on role models and professions.</p> <p>All pupils, irrespective of background are provided with excellent guidance and are encouraged to have self-belief. Pupils with SEND are provided with excellent support and see themselves as achieving well.</p>
<p>To have an effective system in place for transitions within school and when moving to high school</p>	<p>Put a system in place for checking how well school leavers do when they move on to secondary education</p> <p>Staff to have meeting with the next teacher to ensure smooth</p>	<p>SLT CTs</p>	<p>Monitor use of workshops at local high schools Review transition with local high schools at cluster meetings Monitor work of Learning Mentor and Play Therapist around transition</p>	<p>Pupils leaving Year 6 are as ready as possible to meet the demands of Year 7.</p> <p>The leaders and Year 6 staff know how children are settling into secondary school and are able to support where necessary</p>



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	<p>transitions (Especially R-1, 2-3 and 6-7) Year 6 teachers to meet with head of Year 7 from local high schools to ensure a smooth transition Year 6 teachers to meet with past pupils to check how they are settling into their new school.</p>			<p>There is a smooth transitions between classes within school Teachers are aware of specific needs within their class</p>
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### Priority 4: Leadership and Management (Focus: Well-being/ Improving standards/Governors)

Intent	Implementation	Who	Monitoring	Impact
To ensure that staff workload is manageable and that staff well-being is made a priority	Rev Anthony to visit school weekly to offer support to staff and an opportunity to discuss any issues. Staff meetings are restricted to one hour Review marking and feedback policy to ensure that it is manageable Reduce assessments from half termly to termly Revise the expectations of formal written planning Key Stage meetings to have a focus on well-being and workload	SLT Fr Anthony KSLs	Staff questionnaires Weekly Key Stage meetings Discussions with Rev Anthony	Workload is manageable for staff Leaders are aware of the strains on work-life balance for staff. Results of staff questionnaires show a majority feel valued and can manage workload.
Monitoring & Evaluation is triangulated, purposeful and has an impact on future learning	SLs and SLT regularly triangulate monitoring of workbooks, feedback books and teaching. Future learning is discussed in KS and staff meetings	CTs SLT SLs	Lesson observations Monitoring of data Book looks SL updates for governors and SLT Pupil interviews/questionnaires	Monitoring takes account of all aspects so that judgements are triangulated effectively. All Data on insight reflects the triangulation of evidence collated by teachers.
To ensure that leaders create an ethos of 'all pupils are capable of	Pupils get great feedback and can act on misconceptions quickly Pupils are not grouped by ability	SLT SLs All staff	Impact of visitors (pupil and staff discussions) Tracking	Senior leaders have created an excellent ethos which recognises that all pupils are capable of attaining the highest standards.



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<p>attaining the highest standards'</p>	<p>Pupils meet visitors that inspire them and show them that everyone can do anything if they want to</p>			<p>With a focus on metacognition, learning powers and sticky learning, all pupils are capable of reaching the expectations for their age in all subjects, with KS1 and KS2 pupils meeting at least national expectations in all subjects. All pupils make at least good progress between Key Stages.</p>
<p>The curriculum is well planned and takes the needs of our children into account in order to develop cultural capital across the school.</p>	<p>All staff have been involved in designing the curriculum and are held to account for its success Staff have considered topics, skills and knowledge</p>	<p>Governors SLT SLs All staff</p>	<p>SL action planning KS meetings Staff meetings Planning/books</p>	<p>Everyone to be involved in developing the school's curriculum intent, including Governors. Leaders are well placed to oversee its implementation and are confident in being able to judge the impact their curriculum intent is having on day-to-day practice. Leaders are keen to make changes when necessary and recognise that there will need to be a degree of flexibility within the curriculum to allow for this</p>
<p>To ensure Governors benchmark performance.</p>	<p>Statutory duties are up to date and statutory requirements are checked. Governors hold SLT to account for the impact of the curriculum design, giving</p>	<p>Governors SLT HT</p>	<p>Governor visits file Minutes of Governor meetings</p>	<p>The Governing Body take great care to ensure that it carries out its statutory duties effectively. All safeguarding and child protection policies and procedures are up-to-date and reviewed regularly</p>



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Governors to hold school leaders to account	appropriate attention to the broader curriculum			by governors. Governors know that this aspect of their role is exceptionally important. The governors consistently use national and local data to check on the school's performance. Governors make excellent use of the inspection framework to help recognise areas of strength and weaknesses. Governors act as advocates for specific subjects, or a group of subjects, and it is their responsibility to feed back to governors about the impact their subject is having within the broader curriculum and attainment/progress across the school.
Subject leaders make a difference to the quality of education in their subject	SLs spend time monitoring, discussing with staff and making sure that their subject is well taught, that skills progress and that children are learning the correct knowledge in each year group. The local area and context are taken into account	SLs SLT	SL files KS meetings Appraisal Triangular scrutinies Governor meetings and minutes	Subject leaders are confident that the implementation matches their intent. Subject leaders have an effective assessment procedure in place for their subject and can show that children are making good or better progress.