



St Mary & St John CE Primary School Development Plan (SDP) 22-23

The overarching goal for school development is common to all schools and is uncomplicated.

To drive school improvement towards outstanding provision by maintaining high standards with:

- consistently good teaching and learning.
- a highly motivated, committed, and aspirational staff team.
- an enriched, broad, and balanced curriculum.

Our school context will influence our long-term strategic plan. At St Mary & St John this includes commitment to:

- diminishing the difference between our more and less vulnerable groups of pupils.
- our 'whole child' agenda.
- further strengthening our partnership with Comper Foundation School, where our Reception year children are educated.
- making sustainability and reduction of carbon emissions a priority in our school and governing body decision making.

The annual School Development Plan (SDP) aims are defined by:

- self-evaluation, Ofsted's and Statutory Inspection of Anglican and Methodist Schools' (SIAMS) recommendations.
- whole school long term strategic plan.

| OBJECTIVES FOR 2022-2023 | |
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| Objective 1 | To develop confident subject leaders who contribute to a broad and balanced curriculum with strong outcomes in all curriculum areas. |
| Objective 2 | To develop the Maths curriculum to maximise engagement, outcomes and progress. |
| Objective 3 | To develop a school culture of inclusion and aspiration, with well-being at its core. |

Let all that you do be done in love...

Vision

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1 Corinthians 16:14

As a Church of England Primary School, we are committed to making St Mary & St John an inclusive environment, fostering curiosity, spirituality, creativity and respect. At our school we want everyone to feel valued, to explore the joy of learning, and to be the best that we can be.

Mission

Our core values:

- Love – love of learning, love of others, love of the world around us.
- Respect – developing positive relationships and a desire to protect the environment. We respect and value differences.
- Empathy – through restorative approaches to relationships, we want to show kindness and compassion as we seek to understand others.
- Courage – being brave as we model risk taking and mistake-making.
- Aspiration – being ambitious in all we do, with no ceiling on learning.
- Curiosity – through creative approaches, we are encouraged to ask questions, fostering a desire to explore the world around us, to develop our learning further.

Ethos

Children at St Mary and St John celebrate the richness of diversity within our school community. They are confident, empathetic, and resilient, able to take measured risks with a sense of self-belief. We strive to empower the children at school, motivating them in an environment where they feel valued and understand the power of being inquisitive. When they leave us, they will be enthusiastic life-long learners who are ambitious, courageous and able to build positive, healthy relationships.

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| OBJECTIVE 1 Curriculum To develop confident subject leaders who contribute to a broad and balanced curriculum with strong outcomes in all curriculum areas. | | | | | |
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| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA |
| 1.1 To develop a monitoring cycle to enable subject leaders to monitor their subject across the school. | Autumn Term introduction – implemented across the academic year | Subject Leaders – monitored by Leadership Team | Time needed to release SL for learning walks/ book checks etc. | All subject leaders gather: - Pupil voice - Evidence from book looks Leaders conduct learning walks for their curriculum area. | <ul style="list-style-type: none"> • Leaders able to articulate strengths and next steps/areas for development within their curriculum areas • Children receiving high quality learning opportunities in all curriculum areas |
| 1.2 Subject Leaders know how their subject progresses from Reception through to Year 6. | End of academic year | Subject Leaders – monitored by Leadership Team | Staff meeting time to look at Early Years Framework (Birth to 5 Matters). Time with Comper staff | Subject Leaders by end of Term 6 2023 Curriculum Committee to discuss progress with SL at end of year | <ul style="list-style-type: none"> • All subject leaders to identify where their subject area fits in to the FS curriculum • Subject leaders can confidently articulate the progression of their subject from Reception through to Year 6 • Clear rationale for progression of learning • Children able to make links to prior learning |
| 1.3 To develop knowledge organisers for key subject areas. | End of academic year | Art, Science Leaders | Release time for subject leaders | Subject Leaders by end of Term 6 2023 Curriculum Committee to discuss progress with SL at end of year | <ul style="list-style-type: none"> • Key vocabulary identified for units of work • Structure of unit clear for teachers, children and parents/carers |
| 1.4 To introduce a new feedback and assessment strategy so that all areas of the curriculum can be monitored. | End of academic year | LT All teachers | Cost of printing feedback forms Staff CPD time | Leadership Term – Phase Leaders to monitor use of folders termly Monitored as part of monitoring cycle of learning walks/observations Subject Leaders to gather data for their subject at end of year | <ul style="list-style-type: none"> • Each CT has a feedback and assessment folder showing progress of children in lessons • Teachers can use file to feed into planning of future lessons, provide children with next steps, and inform formal reports to parents/carers • Work-life balance of teaching staff improved • Immediate feedback enables children to make progress and plug gaps in a timely manner • Teachers aware of every child within their class and how they have progressed within lessons |

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| | | | | | <ul style="list-style-type: none"> Handover between different teachers is seamless, allowing for continuity of learning |
| 1.5 Leaders to engage with the Whole SEND Project | July 2023 | SENDCO HT All teachers | Release time for training Resources for SEND need | SENDCO LT Termly meetings | <ul style="list-style-type: none"> Improve our baseline score for school evaluation of SEND Attend LA training and implement taught strategies |
| 1.6 To improve the provision of Art and Design teaching as we gather evidence to work towards Artsmark | July 2023 | Art Leader LT All Teachers | Release time for Art Leader Staff CPD Arts resources | Termly by SB | <ul style="list-style-type: none"> Gather a portfolio of evidence showing progress in Art |

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OBJECTIVE 2 Maths Progress and attainment

To develop the Maths curriculum to maximise engagement, outcomes and progress

| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA |
|--|-------------------------------------|---------------------------------|---|--|--|
| 2.1 Participate in LA Maths training, implementing taught strategies within school | July 2023 | Maths Lead HT | Cost of additional manipulatives to support whole school access | Half termly | <ul style="list-style-type: none"> Manipulatives accessible and visible being modelled by staff and used by children in all lessons Children confident in use of manipulatives to support their learning using a range of resources |
| 2.2 Work with Partnership Schools to investigate new approaches to Maths teaching | July 2023 and beyond if appropriate | Maths Lead HT | Release time | Half termly, shared learning walks between schools and time for professional dialogue | <ul style="list-style-type: none"> New approach to be developed by Maths Lead and introduced to teachers New approaches seen through monitoring (book looks, learning walks, observations) |
| 2.3 Improve confidence in delivery of Maths across the school | July 2023 | LT | Release time for teachers to observe each other Training for TAs supporting in Maths lessons | Ongoing – monitoring in accordance with the monitoring cycle | <ul style="list-style-type: none"> Teachers can engage in discussion about new approaches to Maths teaching and learning Children from all attainment groups engaged in Maths learning Use of visualisers as a new strategy to share provide in the moment feedback, share children’s examples and model manipulatives and strategies |
| 2.4 Support vulnerable children by implementing targeted Maths intervention support | July 2023 | Class teachers SENCDO TAs | Intervention TA time Manipulatives | Ongoing – monitoring in accordance with the monitoring cycle Pupil progress meetings – termly | <ul style="list-style-type: none"> Improved data for low performing groups Improved engagement from children identified as vulnerable |

OBJECTIVE 3 Wellbeing and Behaviour

To further develop a school culture of inclusion and aspiration, with wellbeing at its core.

| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA |
|---|-------------|---------------------------------------|---|--|--|
| 3.1 Embed new behaviour policy to ensure consistent, restorative approaches are being implemented by all adults in school | Ongoing | LT All staff | Training for new staff Staff meeting time | Termly report to governing body | <ul style="list-style-type: none"> • Calm, reassuring approaches used by all adults in school • Key children needing support know to all staff |
| 3.2 Provide children with opportunities to experience awe and wonder, exploring what spirituality means for them across the curriculum | Summer 2022 | Teachers Collective Worship Leader | Be Space Visits to church | SIAMS Team SLT Collective Worship Leader Post-activity assessment/question response (pupil voice) | <ul style="list-style-type: none"> • Children’s assessment responses show an increased ability to articulate what they think and believe (SMSC) • Pupil voice shows that children are thinking about the ‘bigger questions’ across the curriculum • Children’s curiosity shown by greater questioning across the curriculum |
| 3.3 Attendance monitored for children identified as ‘at risk’ or below 90% | Ongoing | Deputy Head and Phase Leaders | Training for DHT and Phase Leaders | Termly report to governing body Monitor children with protected characteristics Phase Leaders and DHT communicate termly about concerns (record kept centrally for LT) | <ul style="list-style-type: none"> • Parents/carers are aware of attendance concerns • Parents informed of when it is appropriate to be off school • Phase Leaders able to identify children and discuss what is being done to support families with ongoing attendance concerns |
| 3.4 Raise the profile of wellbeing across the school for all stakeholders | July 2023 | Wellbeing Lead SENDCO | Cost of training BOXALL profiles for SEMH need | Regular points of monitoring via the wellbeing course | <ul style="list-style-type: none"> • Introduce the role of Wellbeing Lead to the Leadership Team • Work towards the wellbeing award |

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| | | | | Standing agenda item for all staff meetings | <ul style="list-style-type: none"> Attend wellbeing training and implement new strategies Monitor SENH caseload with SENDCO and ensure provision is there for pupils with need. Data gathered from stakeholder questionnaires |
| 3.5 Ensure all staff have high expectations for disadvantaged pupils in order to close the gap that has been identified | July 2023 | All staff PP Champion | Intervention TA time | Ongoing – monitoring in accordance with the monitoring cycle Pupil progress meetings – termly Data reports monitored by governors | <ul style="list-style-type: none"> PP pupils identified by teachers Pupils are engaged, supported and stretched (evidenced by monitoring cycle) Academic gap for disadvantaged pupils lessens (evidenced in data) Disadvantaged pupils continue to access extracurricular opportunities with the support of the school Our aspiration is that every child eligible for PP will leave our school with at least the ‘Expected Standard’ in reading, writing and maths, with an enjoyment of reading for pleasure |
| 3.6 To share best practice across Mary and John and Comper, to aid transition | Summer 2023 | Teachers LT | Cover to release teachers to visit | LT - termly Partnership meetings – termly HT fortnightly meetings | <ul style="list-style-type: none"> Staff sharing in CPD Visits between sites to use best practice in both schools Smooth transition for children as they move from FS to Y1 Moderation between FS and Year 1 allows for smooth transition |