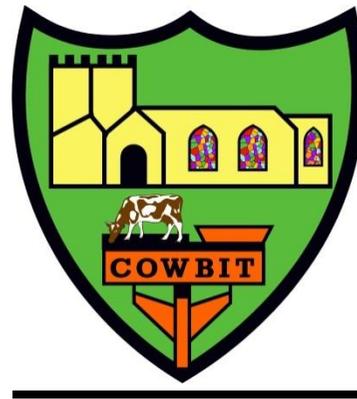


Cowbit St Mary's Endowed Church of England Primary School

School Development Plan 2019/2020



We are a small, inclusive Church of England Primary School that welcomes everyone and encourages all voices to be heard. Through challenge and support, we strive towards each person becoming the best person God intended them to be, happily flourishing as human beings. We empower our whole school community to be hopeful about the future and to be drivers of positive change.

School Development Plan 2019-20

Overview

Improvement Areas	Context	Intended Impact																												
<p>1. <i>Improve the quality of Leadership and Management</i></p>	<p>Following our recent Ofsted (Jan 2019) the inspector noted that leaders have begun to introduce new approaches and strategies, with strengths being found in EYFS, SEND and Safeguarding provision. The leaders also ensure the school is providing a broad curriculum, good learning environment and that PE/Sports funding is used effectively. The leaders are supported strongly by parents/carers and are passionate about the school and pupils' doing his or her best. However, the inspector reported that leaders and the governing body need to ensure that pupils in KS2 make enough progress in R,W and M from their KS1 starting points. Pupil Premium funding needs to be monitored more effectively in order to ensure disadvantaged pupils make enough progress in R,W and M. The school's development plan needs to contain information that will allow the governing body to hold leaders fully to account.</p>	<p>The school's development plan will hold leaders and staff to account thus ensuring all pupils' outcomes will improve. Expected or better progress will be made from each pupils' starting points, particularly disadvantaged pupils and those working towards Greater Depth.</p> <p>Overall pupil progress to be in line with national progress bands in R,W and M.</p>																												
<p>2. <i>Improve the quality of teaching, learning and assessment so that outcomes improve for ALL pupils, especially pupils in KS1 and KS2.</i></p>	<p>To address low progress, low pupil outcomes and inadequate teaching in some areas, in November 2018, the school leaders implemented new strategies for T&L (White Rose Maths Mastery, Book Talk and Writing Mastery.) However, the new approaches to the teaching of Reading, Writing and Maths had not been fully introduced and embedded as noted by Ofsted. Improvements were seen in a focus Year group, but not consistently good on a day to day basis. As mentioned by the inspector stronger areas were in EYFS, the teaching of Phonics and writing in Upper KS2. In Mathematics: differentiation (within year groups), reasoning /problem solving skills and challenging pupils to reach Greater Depth were a concern. There was also an inconsistency in levels of expectation for presentation seen in some pupils' work. The high level of presentation and teacher's expectations were not consistent in all classes; thus affecting pupils' outcomes. Since the inspection, the overall quality of Teaching, Learning and Assessing has continued to improve but needs to remain consistently good and at a high level.</p>	<p>Pupil's outcomes to improve; thus breaking the downwards three-year trend in KS1 and KS2. (With consideration of small cohorts in regards to percentages.) Pupil progress to be within national band from pupils' starting points.</p> <table border="1" data-bbox="1417 991 2058 1297"> <thead> <tr> <th colspan="4">2019-20 Targets based on EYFS/KS1 results (TA for those new to the country or school.)</th> </tr> <tr> <th>Reception-</th> <th>GLD 9/12= 75%</th> <th colspan="2">Y1 Phonics 5/6= 83%</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y2 EXS</td> <td>7/9 78%</td> <td>7/9 78%</td> <td>7/9 78%</td> </tr> <tr> <td>GD</td> <td>3/9 33%</td> <td>2/9 22%</td> <td>3/9 33%</td> </tr> <tr> <td>Y6 EXS</td> <td>9/12 75%</td> <td>8/12 67%</td> <td>8/12 67%</td> </tr> <tr> <td>GD</td> <td>3/12 25%</td> <td>2/12 17%</td> <td>2/12 17%</td> </tr> </tbody> </table>	2019-20 Targets based on EYFS/KS1 results (TA for those new to the country or school.)				Reception-	GLD 9/12= 75%	Y1 Phonics 5/6= 83%			R	W	M	Y2 EXS	7/9 78%	7/9 78%	7/9 78%	GD	3/9 33%	2/9 22%	3/9 33%	Y6 EXS	9/12 75%	8/12 67%	8/12 67%	GD	3/12 25%	2/12 17%	2/12 17%
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School Development Plan 2019-20

Improvement Areas	Context	Intended Impact
<p>3. Attendance and Emotional Well-being: <i>Develop emotional wellbeing through instilling our Christian Values, building resilience, effective questioning, self-reflection and developing and maintaining healthy lifestyles; thus improving attendance.</i></p>	<p>As a Church of England School we have chosen certain values which we feel are pertinent to our whole school community. Historically, values were displayed but not embedded into the daily life of our school and pupils. Over the past few years the values of: <i>Perseverance, Forgiveness, Trust, Compassion, Respect and Responsibility</i> have become a driving factor in developing our Christian Ethos. Improving attendance has been a main focus and our figures are on the rise (particularly with our EAL pupils.) However, our Travelling Community is a continued focus. During our Ofsted, we were able to show an improved attendance through presenting figures without these pupils as we are required to allow them to travel. Improving attendance in this group will ensure progress and attainment. Pupils in our school benefit from encouragement to achieve and face challenges with determination and confidence. Previously, as noticed by Ofsted, expectations have not been consistently high therefore affecting outcomes, particularly for the more able and higher ability. Through embedding the Christian Values of Perseverance, Respect and Responsibility pupils will strive to achieve academically and emotionally.</p>	<p>Whole school (including all groups) to reach 96%.</p> <p>Pupils will face challenges with confidence and determination.</p> <p>Outcomes will improve for all pupils and progress to be within the national band.</p> <p>Pupils to exhibit Christian Values as a part of their daily lives.</p>

School Development Plan 2019-20

Improvement area	
Priority 1	<i>Improve the quality of Leadership and Management</i>
Intended impact	<p>The school's development plan will hold leaders and staff to account thus ensuring all pupils' outcomes will improve and expected or better progress will be made from each pupils' starting points, particularly disadvantaged pupils and those working at Greater Depth.</p> <p>Overall pupil progress to be in line with national progress bands in R,W and M.</p>

Milestones					
Short term October	RAG	Medium term by Feb	RAG	Long term by July	RAG
SDP written and shared.		SDP written, evaluated, next steps taken and Governing Body using SDP as a means of Accountability.		Next steps acted upon and reviewed.	
Performance Management held with teachers and TAs and reflect priorities for the whole school based on securing outcomes.	TAs Teachers	Performance management targets reviewed.		Performance Management Targets reviewed and evaluated based on pupils' outcomes: targets have been achieved showing that PM has had a positive impact.	
English and Maths leaders to attend Small Schools Project for English/Maths and present methodology and resources to staff.		Book scrutiny held Maths and English show accelerated impact since Oct.		Maths and Writing progress to be within national band. Overall reasoning and problem skills in Maths to be evident in formal assessment.	
Compile PP strategy and use of funding.		Evaluate PP spending in regards to PP progress and Targets.		PP Strategy has been evaluated and reviewed in regards to spending and outcomes ensuing gaps in attainment closing in comparison to non-PP.	
Operational Overview completed for monitoring, evaluating and training dates.		Operational Overview updated for Summer Term.		Operational Overview has been completed and prepared for 2020-21	

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Priority 1 actions & implementation	When	Who	Resources /cost	Monitoring (what/when/who)	Evaluation (what/when/who)
Governing body to hold leaders fully accountable through ensuring School Improvement Plan contains information which will have accelerated impact on driving standards and progress.					
Governors and the HT will ensure highlighted areas for development from recent Ofsted report are listed as priorities/objs and state how milestones will be met in order to accelerate progress and improve attainment.	Sept '19	BJ		MA (LL) PS (Chair) To be Reviewed by JH	LL visits Governor's meeting
Headteacher, governing body and subject leaders ensure new approaches to teaching writing and mathematics are implemented fully across the school. Ensure teachers follow WhiteRose Maths – incorporating Fluency, Reasoning and Problem Solving with FOCUS on differentiation. Leaders evidence that teachers are using a range of resources such as Classroom Secrets, WR Maths, NCETM Maths Hub, etc to differentiate, support and challenge. Teachers also use Mastery Questions to support GD. Maths Lead to attend Small Schools Project for Mixed Age Maths Planning. (Mastery Focus)	Sept	BJ/LR HL/AH Govrs	Supply cover- (partially funded by project) £200	BJ Lesson obs, book scrutinies and outcomes. LR-RW/Inc obs HL-Writing Obs AH-Maths BJ	Curriculum Govrs LA SLEs
Subject Leaders monitor writing and opportunities for Maths in Topic/RE books through looking at pupils' books and lesson visits.	Half-termly.	BJ/LR HL/AH		BJ/ PS/ SK Book scrutinies	BJ/ PS/ SK
Monitor and evaluate effective use of premium funding in order to show positive impact on pupils' progress. School Business Manager will evaluate cost effectiveness and governors to evaluate strategies from PP Plan by reviewing PP data and books.	Dec Feb Jul	BJ		View PP data and strategy PS/SK/JD (SBM)	PS/ SK
Evaluate and rewrite the school's vision, so that it reflects the Christian values and is embedded throughout the school's provision for pupils, staff and community.	Oct	BJ and staff		Governors to discuss at meetings.	

School Development Plan 2019-20

Improvement area										
Priority 2	<p>Improve the quality of teaching, learning and assessment so that outcomes improve for ALL pupils, especially pupils in KS1 and KS2.) plan work that challenges the most able and supports the least able pupils in all subjects- particularly in Mathematics to improve pupils' problem-solving and reasoning skills in Mathematics. To hold high expectations of presentation and handwriting in all year groups deliver high quality lessons in subject areas -allowing pupils to reflect on their learning and provide them with knowledge and skills needed to progress further</p>									
Intended impact	Pupil's outcomes to improve; thus breaking the downwards three-year trend in KS1 and KS2. (With consideration of small cohorts in regards to percentages.) Pupil progress to be within national band from pupils' starting points.									
	EYFS	Y1	Y2	R	W	M	Y6	W	M	R
	GLD 9/12= 75%	Phonics 5/6= 83%	EXS	7/9 78%	7/9 78%	7/9 78%	EXS	9/12 75%	8/12 67%	8/12 67%
		GD	3/9 33%	2/9 22%	3/9 33%	GD	3/12 25%	2/12 17%	2/12 17%	
2019-20 Targets based on EYFS/KS1 results (TA for those new to the country or school.)										

Internal E.O.Y.Data Targets-

Y1	R	W	M	Y3	R	W	M	Y4	R	W	M	Y5	R	W	M
EXS	4/6 67%	4/6 67%	4/6 67%		6/10 60%	5/10 50%	6/10 60%		8/10 80%	6/10 60%	6/10 60%		6/6 100%	5/6 83%	6/6 100%
GD	2/6 33%	2/6 33%	2/6 33%		3/10 30%	2/10 20%	3/10 30%		4/10 40%	2/10 20%	2/10 20%		3/6 50%	2/6 33%	2/6 33%

Targets for Pupil Premium:

EYFS	GLD	Yr1	Phonics	Y1-6	R	W	M
	3/3 100%		2/2 100%	EXS	13/16 81%	12/16 75%	12/16 75%
				GD	6/16 46%	5/16 31%	5/16 31%

Our aspirational target is for every pupil to achieve **expected** or **greater progress** in order to close the gaps in attainment and for a greater number of pupils to reach Greater Depth in Reading Writing and Maths.

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Milestones					
Short term October	RAG	Medium term February	RAG	Long term July	RAG
Pinks and greys set for the year in order for teachers to map pupils' progress.		Evaluate pupils on track for progress-		All pupils to make expected or better progress	
Targets Set for each year group based on EYFS/KS1 results for Y2/Y6.		Set targets for Year 4 Multiplication		Pupils achieve targets based on Summative Assessments for M/R and TA for writing.	
Teachers booked on Small Schools Projects		Teachers feedback to colleagues on new strategies and monitor implementation.		Implementation of new strategies shows impact in pupil progress and attainment.	
Teachers' assessments have identified pupils' gaps in learning and actions needed to fill such gaps.		Evaluate progress based on TA, tests, and independent book work.		Gaps in learning closed thus improving outcomes and progress.	
December data to show: Number of pupils on track for EXS Y6- R 8/12 W 7/12 M 7/12 Y5- R 4/6 W 3/6 M 4/6 Y4- R 6/10 W 5/10 M 5/10 Y3- R 5/10 W 5/10 M 5/10 Y2- R 6/9 W 6/9 M 6/9 Y1- R 5/6 W 5/6 M 5/6 EYFS -TO BE SET		Number of pupils to be at EXS Y6- R 6/12 W 5/12 M 6/12 Y5- R 4/6 W 3/6 M 4/6 Y4- R 4/10 W 3/10 M 4/10 Y3- R 3/10 W 3/10 M 4/10 Y2- R 4/9 W 4/9 M 4/9 Y1- R 3/6 W 3/6 M 3/6 EYFS TO BE SET		As presented above.	

School Development Plan 2019-20

Priority 2 actions & implementation	When	Who	Resources /cost	Monitoring (what/when/who)	Evaluation (what/when/who)
<p>Improve the teaching of Writing in Ks2 through implementing advice from Writing Moderator Jan'19. Teachers follow modelling the text type with SC and expectations. What-a-Good-One-Looks-Like (WAGGOL)/Teacher teaches key skills-</p> <p>Pupils write drafts, edit and produce final text at a higher level of writing.</p>	Sept '19	HL	Keystone	HL as per OpOvw.	BJ Moderation
<p>English Lead to attend Small Schools Project for Mastery in English for Mixed Aged Planning and presents training to staff. Evidence seen in pupils' books, lesson obs and learning walks show that teachers are providing writing opportunities which challenge HA and support others.</p>	8 th Oct 20 th Nov	HL	½ day supply cover x 2	HL as per OpOvw	BJ
<p>Improve the teaching of Mathematics challenging the MA/HA and supporting LA. Teachers use WRMaths to plan and use a range of resources to provide differentiated level of Fluency, R&P and Challenge. Dev/Exp/Greater Depth.</p> <p>Maths Lead to attend Small Schools Project for Mixed Age Maths Planning. (Mastery Focus)</p>	Jan 19 Sept 19 1 Oct 17 th Oct 15 th Nov 27 th Nov	AH	Maths hub ½ day supply cover x 4	AH as per OpOvw SLE	BJ
<p>Teachers to provide pupils with independent work to apply Mathematical skills to solve problems and to reasoning.</p> <p>Pupils have had the opportunity to apply learned skills to solve problems and to show his/her reasoning.</p>	Sept 19 Ongoing	AH	WRMaths- Classroom Secrets/ NCETM and link above for mastery statements	AH SLE	BJ

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Teachers closely monitor pupils to ensure pupils are presenting work neatly. Teachers to model neatness and presentation using the correct handwriting style. Maintain high level of expectations in every lesson.	Sept 19	LR, HL, AH, BJ	Policy Scheme	LR, HL, AH, BJ	PS
ii) Handwriting scheme to be followed in all year groups. Teachers have criteria on display and pupils are following targets. Pupils have handwriting script in books.	Sept 19 Nov 19	LR, HL, AH, BJ		LR, HL, AH, BJ	CB
i) Monitor and evaluate provision of RE throughout the school Subject Leader to create an action plan and to collate evidence to show good provision in RE. Lesson Obs Book Looks Pupil Interviews Learning Walks	Nov 19	BJ/HL	Lincs RE syllabus Course resources Day supply	LR	CB
Pand C/ HT prepare and adapt curriculum for coverage of expectations in this subject area per year group. Science Art/Music History/Geography Relationship	Sept 19 Dec 19	AH/BJ		LR	PS
iii) Follow Edison Learning's Connected Curriculum Map for cross-curricular opportunities. Teachers to incorporate a range of cross-curricular independent learning tasks. Focus on Writing and Maths as well as Science/Art/Geo/Hist etc.	Sept 19	LR, HL, AH, BJ		BJ	GP

School Development Plan 2019-20

Improvement area	
Priority 3	Attendance and Emotional Well-being: <i>Develop emotional wellbeing through instilling our Christian Values, building resilience, effective questioning, self-reflection and developing and maintaining healthy lifestyles; thus improving attendance.</i>
Intended impact	<p>Whole school (including all groups) to reach 96%.</p> <p>Pupils will face challenges with confidence and determination.</p> <p>Outcomes will improve for all pupils and progress to be within the national band. (AS ABOVE PRIORITIES)</p> <p>Pupils to exhibit Christian Values as a part of their daily lives.</p>

Milestones					
Short term	RAG	Medium term	RAG	Long term	RAG
School's core Christian Values are on display in classrooms and shared areas.	Yellow	School's Christian Values to be evident in pupil's behaviour.		Pupils to exhibit school's Core-Christian Values in all aspect of school life.	
Attendance letters to those falling below 90%	Green	Improved attendance for pupils that have received letters. Follow up meetings have been held for those whose attendance has not improved.		Whole school attendance to be at national of 96%. (Definite of 96% w/o certain groups.)	
Attendance certificate for whole class and individuals.	Green	Termly rewards have been given.		Yearly rewards have been given.	
Emotional Well-being workshops/sessions have been booked.		Emotional well-being workshops and individual sessions have been held. Pupils display a positive attitude towards facing challenges.		Pupils can discuss ways in which they have overcome challenges and celebrate achievements.	
EMTET involvement has been arranged for families/pupils.		Attendance for certain groups of pupils have improved.		Attendance for certain groups have improved and gap closed in comparison of others.	

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Priority 3 actions & implementation	When	Who	Resources /cost	Monitoring (what/when/who)	Evaluation (what/when/who)
School's core Christian Values to be displayed in shared areas (in addition to classrooms.)	Dec	HL		BJ	
New Vision to be displayed in classrooms and in main areas. Wall Art for the school's vision to be ordered for main lobby	Jan	HL LR AH		BJ	
Teachers to take opportunities to link learning to our values.	Sept	HL LR AH		BJ	
Share a core Christian Values with parents (monthly) Send photocopy of the page from the Assembly book.	Dec	BJ		CB	
Lift the profile of portraying Christian Values through Value Star of the Week.	Sept	AH		BJ	
Attendance certificates given for 100% on a weekly basis. Rewards termly for 100% E.O.Y. rewards for 100%.	Sept	JD		BJ/ PS	
Develop links with the Church and Community through coffee mornings with members/pupils	Started July 19 Oct	BJ JD	£50	CB	
Emotional Well-being workshops with pupils through a specialist consultant. Individual sessions with children to promote self-esteem and encourage perseverance when faced with challenges. Also, to promote praise and celebrating successes.	Dec 19	BJ JD	£45/hr x 30	PS/SK	
Engage with EMTET to liaise with families with low attendance.	Nov 19	BJ JD		PS/SK	