

# St Martin de Porres Catholic Primary School



## School Plan 2019 - 2020

St Alban  
Catholic  
ACADEMIES TRUST

## St Martin de Porres School Plan 2019/2020: Action Plan for Priority 1

<b>Priority 1:</b>	To increase the proportion of children from disadvantaged backgrounds who attain the standards expected for their age by the end of EYS/KS1/KS2.
<b>Main SEF Link:</b>	1,2,3,4,5
<b>Ofsted Link:</b>	Ensuring that the impact of additional funding is more clearly measured and that those responsible for checking this are confident to do so.
<b>Expected Outcome(s):</b>	Disadvantaged and LAC pupils attain the expected standards for their age in line with their matched pupil and all children.
<b>Led by:</b>	Disadvantaged Team

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	Attainment of disadvantaged pupils in writing.	<ul style="list-style-type: none"> <li>i. Staff to identify under-attaining disadvantaged pupils.</li> <li>ii. Match DA pupils to pupils with similar starting point.</li> <li>iii. Ensure work is scaffolded to meet the needs of those pupils.</li> <li>iv. Disadvantaged pupils to run the school magazine and produce termly copy.</li> <li>v. Provide experiences that will encourage writing.</li> </ul>	Disadv Team	On-going	Trust CPD for writing.	£500	More evidence of extended writing and a higher percentage of disadvantaged pupils reaching expected and greater depth.		By Disadvantaged team/SLT to LGB & Trust Feb 20 & July 20.
2.	Attainment of disadvantaged pupils in reading.	<ul style="list-style-type: none"> <li>i. Staff to identify under-attaining disadvantaged pupils.</li> <li>ii. Match DA pupils to pupils with similar starting point.</li> <li>iii. Ensure guided reading is scaffolded to meet the needs of those pupils.</li> <li>iv. Beanstalk</li> <li>v. Better Reading Scheme - Reading Mentors</li> <li>vi. Reading Challenge – each year group to have specified texts to support units of writing.</li> <li>vii. Reading for Fun</li> </ul>	Disadv Team				More evidence of a higher percentage of disadvantaged pupils reaching expected and greater depth and making at least expected progress.		

		iii. Reading books purchased for PP children based on their personal interests.							
3.	Attainment of disadvantaged pupils in mathematics	<ol style="list-style-type: none"> <li>1. Staff to identify matched DA pupils to pupils with similar starting point.</li> <li>2. Ensure maths is scaffolded to meet the needs of those pupils.</li> <li>3. Lunch time maths games</li> <li>4. In-school access to Mymaths and TT Rock Stars.</li> <li>5. Morning Challenge – continue to use challenge maths boxes.</li> <li>6. Selected Disadvantaged pupils to take part in Maths competitions.</li> <li>7. Year 6/2 Family Learning.</li> <li>8. Mastery Training for Maths Leads.</li> </ol>	Disadv Team		Trust – Maths Mastery training.		More evidence of a higher percentage of disadvantaged pupils reaching expected and greater depth.		

\*SEF Link: 1. Quality of Education 2. Behaviour and Attitudes 3. Personal Development  
4. Leadership and Management 5. Quality of Education in Early Years

## St Martin de Porres School Plan 2019/2020: Action Plan for Priority 2

<b>Priority 2:</b>	To improve the attainment and progress in writing across the school, including HPA.
<b>Main SEF Link:</b>	1,2,4
<b>Ofsted Link:</b>	<a href="#">Ensuring that the most able pupils receive learning opportunities that enable them to make the progress of which they are capable.</a>
<b>Expected Outcome(s):</b>	Increase the percentage of children reaching expected and greater depth in each year group. More opportunities for extended writing in cross-curricular subjects.
<b>Led by:</b>	TLE & English Team

	Area of Focus	Actions	Led by	Timescale	Resources/ CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	Planning.	i. To ensure daily grammar input (either starter or standalone lesson.) ii. Continue to review and amend current planning to ensure opportunities for grammar to be applied in writing across all areas of the curriculum. iii. Plan opportunities for extended writing by reducing writing units and extending breadth of knowledge within each unit. iv. To implement grammar games as part of daily grammar practice. v. Staff to share grammar sites they are currently using. vi. Edit first drafts and re-draft writing. vii. Half termly informal monitoring to support use of thesaurus and dictionary work.	TLE/English Team	Advent Term	Thesaurus, dictionaries and spelling lists to be regularly used by pupils in all writing.  Planit (Twinkl)  Creative writing books for each year group.		More evidence of extended writing and a higher percentage of pupils reaching expected and greater depth.          Teaching of writing is at least good and much is outstanding.		By English Team to LGB Feb 20 & July 20.

2.	Quality of teaching	<ul style="list-style-type: none"> <li>i. Through training, establish an agreed approach to the teaching of writing for each key stage.</li> <li>ii. Ensure teachers understand what elements in writing are required to achieve greater depth.</li> <li>iii. Additional support for grammar training for identified staff.</li> <li>iv. Observation of grammar starter and how it links into following writing session.</li> </ul>	TLE/English Team	Advent Term					
3.	Moderation	<ul style="list-style-type: none"> <li>i. Collect agreed exemplars of expected and greater depth writing within the school.</li> <li>ii. Moderate these exemplars at Trust level and other partnership schools.</li> <li>iii. Each year group to moderate at the end of each unit of writing.</li> <li>iv. Half termly moderation in school, between consecutive year groups.</li> <li>v. Training within the school following moderation outcomes.</li> <li>vi. New writing moderation grids to bring these in line with KS1 and KS2 moderation tables.</li> </ul>	TLE English Team	Advent 2 Lent 2 Pentecost 1			Consistency in moderation of work for TA		
4.	Attainment of Higher Prior Attainers (HPA) and PP in writing at the end of KS1&2.	<ul style="list-style-type: none"> <li>i. Identify relevant pupils, including those achieving 2S+/exceeding ELG.</li> <li>ii. Make clear expectations of greater depth so those pupils understand the elements</li> </ul>	Class Teacher English Team (Advent – Yrs 2&3;	September 2019			More evidence of extended writing and a higher percentage of HPA pupils		

		iii. required for writing at greater depth. Magazine club for PP and HPA	Lent – Yrs 4&5; Pentecost – Yr6.				reaching greater depth.		
5.	Involve parents in the writing process	i. Provide parents with resources to use at home to support grammar and writing. ii. Changes to homework policy to include opportunities for writing. iii. Family Learning for Yr2.	English Team/Class teachers	Advent Term			Parents to feel able to support pupil’s writing at home.		

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 4. Leadership and Management 5. Quality of Education in Early Years

St Martin de Porres School Plan 2019/2020: Action Plan for Priority 3									
<b>Priority 3:</b>	Developing curriculum to meet the new OFSTED expectations – Intent/Implementation/Impact.								
<b>Main SEF Link:</b>	1,4								
<b>Ofsted Link:</b>	<a href="#">Developing leaders' new roles and clarifying responsibilities.</a>								
<b>Expected Outcome(s):</b>	Revised curriculum to meet the needs of our pupils.								
<b>Led by:</b>	SLT/Class teachers								
	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	Planning (Intent)	i. Evaluate current plans for all subjects. ii. Each subject team to look at intent. iii. Long and medium term plans to be updated by each year group.	Subject Teams/SLT	Advent			Revised curriculum in place that meets the needs of our pupils.		Subject Teams/SLT to LGB & Trust: Feb 20 & July 20.
2.	Implementation	i. Subject teams to work with year groups to support implementation of new plans. ii. Put new planning into place, evaluating effectiveness, iii. SLT to monitor new planning.	Subject Teams	Advent					
3.	Impact	i. Termly review by SLT and through teacher assessment. ii. End of year attainment and progress assessment.							

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## St Martin de Porres School Plan 2019/2020: Action Plan for Priority 4

<b>Priority 4:</b>	Restructure of Early Years
<b>Main SEF Link:</b>	1,2,3,4,5
<b>Ofsted Link:</b>	<a href="#">Developing the activities available through the day in the early years to make better use of children's time in the school.</a>
<b>Expected Outcome(s):</b>	Developing the activities available through the day in the early years to make better use of children's time in the school.
<b>Led by:</b>	EYS Lead

	Area of Focus	Actions	Led by	Timescale	Resources/ CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	Planning	i. Evaluating current plans and restructuring.	Early Years Leader				Developing the activities available through the day in the early years to make better use of children's time in the school.  Improved outcomes at the end of early Years.		Early Years Leader/SLT: LGB & Trust: Feb 20 & July 20.
2.	Outside Learning Area	i. EYs outside area is being zoned to create specific learning areas. ii. Staff are being time-tabled to lead adult-led directed learning opportunities. iii. Early years play time will now be on the KS1 playground.	Early Years Team						
3.	Improving the quality of adult interaction	i. New language programme to develop adult competence.					Improved communication skills for pupils - to be measured through improved outcomes in Communication and language for all pupils.		
	Parent partnership	i. Continue with open door Family fun Wednesdays.					Further improve relationships with parents so that		



4.		ii. Online parenting course – the Solihull Approach.					they are able to support their child's learning.		
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## St Martin de Porres School Plan 2019/2020: Action Plan for Priority 5

<b>Priority 5: SACAT Action Plan</b>	To further develop and nurture the Catholic life of every school ensuring that we bring our children closer to God - To build a robust assessment system.
<b>Main SEF Link:</b>	1,2,3,4,5
<b>Expected Outcome(s):</b>	There is an assessment system that clearly defines the expected outcomes for each year group
<b>Led by:</b>	TLE/RE Team

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	Training	ii. RE/TLE lead to attend NORES training on new national guidance for assessment. iii. RE/TLE lead to train other staff in the new processes and standards. iv. RE/TLE Lead to support staff with planning to include new assessment structure.	TLE/RE Team Advent 2		NORES training	£300	Progress and attainment in RE is in line with core subjects.		Reporting to LGB & Trust  SLT scrutiny of children’s work and tracking.  Anne-Marie (RE Primary Advisor).
2.	Implementation / Moderation	iv. Staff to use new exemplification when assessing RE. v. Staff to carry out process of moderation to assess pupils’ work against agreed standards. vii. Moderate these exemplars at Trust level and other partnership schools. iii. Collate assessment exemplars from across the Trust schools clearly identifying the expected standard for each term. vi. Further training will be delivered as a result of moderation.	TLE/RE Team				Consistent approach to assessment outcomes across all Trust schools.		

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**OFSTED Report**

**What does the school need to do to improve further?**

**Improve the quality of leadership and management by:**

<p>Developing leaders' new roles and clarifying responsibilities. (Priority 3)</p>	<p>Meeting with all leaders who are new to role to clarify expectations</p>
<p>Ensuring that the impact of additional funding is more clearly measured and that those responsible for checking this are confident to do so. (Priority 1)</p>	<p>Disadvantaged/PE/SEND Leaders have met with CFO to look at funding and how it needs to be measured. Are working on their plans currently.</p>

**Improve the quality of teaching and learning by:**

<p>Ensuring that the most able pupils receive learning opportunities that enable them to make the progress of which they are capable. (Priority 2)</p>	<p>Ensuring consistency in this area across the school. Many classes were already providing challenge, so are sharing good practice. Peer observations have taken place to support this.</p>
<p>Developing the activities available through the day in the early years to make better use of children's time in the school. (Priority 4)</p>	<p>EYS staff are re-planning activities, particularly the outside activities to ensure children are fully involved in their learning at all times.</p>