

Bosley St. Mary's CE Primary School



School Strategic Development Plan

September 2021

Headteacher: Miss Victoria Rippon

Chair of Governors: Mr. John Pollard

This strategy plan is intended to be used as a working document, with areas added or deleted when necessary and a formal update at the start of the new academic year. It is intended for use essentially by staff and governors. Parents and any other interested parties are welcome to have access to this document.

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1. Bosley St. Mary's Vision, Aims, Values and Objectives

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3. Key Improvement Priorities Overview (3+ years)

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These are the specific initiatives and targets that have been identified after analysis of school performance data and consultation with staff, parents and governors.

The 5 Key Improvement Priorities fall under the following OFSTED headings:

Quality of Education

Behaviour and Attitudes

Personal Development

Leadership and Management

Quality of Early Years Education

1. Bosley St. Mary's School Vision, Values and Aims

Achievement for all in a caring, Christian Community

Vision



Believe
Encourage
Achieve
Relate
Serve

Believe

“Trust in the Lord with all your heart, and do not rely on your own understanding; think about Him in all your ways, and He will guide you on the right paths. With the Lord’s strength, you can do and overcome anything.” **Proverbs 3:5-6**

Our children are taught to have positive self-esteem feel confident and capable. We encourage them to value themselves and their abilities and to feel proud of the things they can do and want to try their best. When our children are confident and secure about who they are, they’re more likely to have a growth mindset. That means they can motivate themselves to take on new challenges and cope with and learn from mistakes.

Encourage

We are all different but we are all special, and we celebrate our differences at Bosley St. Mary’s. We treat others as we would like to be treated.

“Encourage One Another and build each other up” **1 Thessalonians 5:11**

Encouragement is an important core value in our school because it is the foundation stone of relationships within our school and wider community. In our community, we learn that God made us all different and unique.

This is something that we celebrate together. We learn to value ourselves, each other and the wider community through honesty, tolerance and trust, where everyone has an equal right to our care, time and attention as a reflection of God's love. This means valuing differences and showing encouragement to others.

Achieve

We encourage children to strive to be the best version of themselves and understand that labelling children works to limit them. We actively promote and celebrate extra-curricular achievements and good behaviour.

We aim to:

- ensure high academic achievement through teaching practices which build confidence, independence and develop initiative;
- recognise the fundamental importance of attainment in the core curriculum areas and ensure that each child maximises their potential in maths, reading and writing;
- give children the opportunities to maximise their academic, artistic, personal and sporting potential;
- identify children with any special learning needs early, and make provision for them;
- train and develop all staff to meet the needs of the school, support their career aspirations and enable them to fulfil their professional potential.

Relate

Relationships attitude of trust in someone you can rely on which mirrors the commitment that God has for his people. It involves commitment, and trust and thus stands in contrast to many common attitudes to relationships as short-term, conditional and uncommitted.

Our faith deepens relationships and enables our children to explore more fully the meaning of their own life and the beauty of the lives of others. It is an important element of all our children and their families and other relationships the children form.

Serve

God the Father loves us and he sent his son Jesus, to show us how to care for each other. Love is a core Christian value for our schools, because in the Bible we learn that God is Love and that God showed how much he loves us and how to love others, when he sent his son Jesus to live on earth.

“Let all that you do be done in love” 1 Corinthians 16:14

In our community, love forms the basis of all that we do.

We share a love of learning, love for one another and love for the world that God made. We show love to each other through small acts of kindness and through encouraging others with kind words, remembering that God loves us and we can love ourselves and others. We will let our love shine every day.

2. BACKGROUND, RATIONALE AND THE RECOVERY CURRICULUM

SSDP 19-20

The SSDP for 2019-20 was reviewed in March 2020, just before the first national lockdown. Due to the unprecedented situation caused by COVID-19, it was decided that the SSDP priorities would be put on hold until September 2020. We have now been able to review and prioritise areas of school development, rolling some objectives over from 2019-20 and including new objectives to meet the new demands following the COVID-19 outbreak.

SSDP 20-21

All children returned to school full-time from September 2020. Approximately half of our children have not attended school for six months and have been accessing learning remotely. Although staff have been in regular contact with the children during this period, and we have enjoyed a high uptake of engagement to home learning, the quality of the children's education will have varied greatly. As a result, many children will return to school with significant gaps in their learning. The children will also not have completed their previous stage of learning before moving on to their new classes. All of this has been considered when formulating our school improvement planning for 2020-21 at least.

During the Autumn Term, we intend to deliver the first stage of our Recovery Curriculum, aimed at addressing children's social, emotional and academic needs. The overarching theme for 2020-21 will be to ensure a safe environment in which to reconnect with the community, rebuild children's learning confidence and stamina, and reignite their curiosity.

To achieve this, the following measures will be put in place:

- **COVID-19 Risk Assessment / Reconnection Plan:** These key documents will be shared with all staff and parents, detailing the measures in place to help keep our community safe. This will be reviewed regularly.
- **Recovery Curriculum:** Our initial focus for all the children will be on PSHE and pastoral support. Children will be identified for additional support where necessary.
- **Baseline Assessment:** Year 1 - Year 6 will undergo baseline assessment in reading, writing and maths by mid-November (if appropriate). Teachers will use a blend of formative and summative assessments to ascertain children's starting points. The Reception children will be baseline assessed by October 2020 half term as usual.
- **Subject leaders** will support teachers to identify essential missed learning from spring and summer term 2020 in all subjects. Essential learning objectives will be mapped into future learning sequences.

SSDP 2021-22

The following pages include school priorities under the five Key OFSTED headings. Partially completed objectives from 2019-20 have been included where there is still an identified need or capacity in school to address them. At this stage, these priorities and objectives may need to roll over into future years, depending on, amongst other factors, the results of our first, formal pupil assessments near to the end of the autumn term.

3. Key Improvement Priorities Overview (3 years)

2020-21 Key Priorities	2021-22 Key Priorities	2022-23 Key Priorities
Quality of Education (Intent, Implementation, Impact)		
<p><u>Key Priority 1: Recovery Curriculum (COVID-19 related) / Wider Curriculum</u></p> <ul style="list-style-type: none"> Design and implement an effective school Recovery Curriculum to address children's social, emotional and academic needs. (COVID-19 related) Embed high quality curriculum planning, with a key focus on assessment of learning in all year groups, to ensure full coverage and pupil progress across all wider subject areas (rolled over from SSDP 19-20). <p><u>Key Priority 2: English</u></p> <ul style="list-style-type: none"> To achieve good levels of attainment and progress in English, at least in line with National standards <p><u>Key Priority 3: Maths</u></p> <ul style="list-style-type: none"> To achieve good levels of attainment and progress in Maths, at least in line with National standards 	<p><u>Key Priority 1: Maths</u></p> <ul style="list-style-type: none"> To achieve good levels of attainment and progress in Maths, at least in line with National standards. Ensure a mastery approach is embedded. <p><u>Key Priority 2: English</u></p> <ul style="list-style-type: none"> Ensure new systems in reading (shared /guided reading) and writing/SPAG (programme of study) are embedded and impactful. To achieve good levels of attainment and progress in reading and writing, at least in line with National standards. <p><u>Key Priority 3: Wider Curriculum</u></p> <ul style="list-style-type: none"> Ensure the curriculum is embedded, assessments systems are impactful and that Subject Leaders continue on a path of professional development. Further develop our Forest Schools offer. 	<p><u>Key Priority:</u></p> <ul style="list-style-type: none"> Maintain high standards across the curriculum.
Behaviour & Attitudes		
<p><u>Key Priority 4</u></p> <ul style="list-style-type: none"> Maintain high standards of behaviour and excellent attitudes to learning (<i>rolled over from SSDP 19-20</i>), with an increased emphasis on reconnecting the community safely rebuilding learning confidence and stamina, and reigniting children's curiosity (COVID-19 related). 	<p><u>Key Priority 4:</u></p> <ul style="list-style-type: none"> Promote the Ethos Council roles in order to make a tangible contribution to the life of the School and wider community. (<i>rolled over from SSDP 20-21</i>) Maintain high standards of behaviour and excellent attitudes to learning with an increased emphasis on reconnecting the community safely, rebuilding learning confidence and stamina, and reigniting children's curiosity (COVID-19 related) 	<p><u>Key Priority:</u></p> <ul style="list-style-type: none"> To maintain excellent attitudes to learning and high standards of behaviour.
Personal Development		
<p><u>Key Priority 5</u></p> <ul style="list-style-type: none"> Continue to embed collective worship practices linking with the community <p><u>Key Priority 6</u></p> <ul style="list-style-type: none"> Explore after-school club provision 	<p><u>Key Priority 5: Christian Distinctiveness</u></p> <ul style="list-style-type: none"> Ensure our Christian Ethos permeates the School <p><u>Key Priority 6: PSHE</u></p> <ul style="list-style-type: none"> Continue to develop and embed the PSHE scheme of work, including the statutory RSE programme of study. <p><u>Key Priority 7: Mental Health</u></p> <ul style="list-style-type: none"> Continue to develop school policies and provision for good mental health and well-being. 	<p><u>Key Priority:</u></p>

Leadership and Management

Key Priority 7

- Raise the profile of the School

Key Priority 8

- Governors to continue MAT application

Key Priority 8: Staffing Structure

- To ensure that the new staffing structure from Sept 21 is effective, including appropriate levels of CPD for new and existing members of staff.
- To develop the role of middle leaders and explore suitable CPD opportunities for experienced staff.
- Ensure that ECT access necessary requirements to complete induction year.

Key Priority 9: Conversion to become a member of the Chester Diocesan Academy Trust

- Ensure a smooth transition with CDAT

Key Priority

Quality of Early Years Education

Key Priority 9

- Improve physical development opportunities in the outdoor area

Key Priority 10

- Improve the teaching of phonics and early reading

Key Priority 10: New Early Years Framework

- Ensure the effective introduction of the new Early Years baseline assessment.
- To develop the EYFS curriculum in with the new framework.
- Fully embed the teaching of phonics and early reading through RWI Phonics

Key Priority:

- Embed the revised EYFS curriculum

4. Key Improvement Priorities (1+ years)

1. Quality of Education

Key Improvement Priority 1 - Maths

Objective(s):

- To achieve good levels of attainment and progress in Maths, at least in line with National standards.
- Ensure a mastery approach is embedded.

Lead Teacher(s):

All

Link Governor(s):

Richard Howarth

Success Criteria / Planned Pupil Outcomes:

- Maintain good levels of mathematics attainment, at least in line with national expectations.
- Maths fluency practice remains effective and consistent across the school to ensure that recall of number facts, and therefore arithmetic skills, are strong.
- Teachers are confident to teach maths using a mastery approach in liaison with the Cheshire and Wirral Maths Hub. There is evidence that White Rose planning acts as a starting point and that teaching and learning is enhanced by the suggested resources.
- All adults responsible for teaching or supporting maths have a secure knowledge of the maths curriculum. They are able to teach and reinforce the correct mathematical terminology and concepts appropriate to the children's developmental stage.
- Effective formative and summative assessment enables teachers to identify gaps in learning and pupils to know how to improve in order to secure better outcomes.
- Children identified as requiring additional support due to missed learning receive suitable interventions, which have a measurable and positive impact.
- Children with SEND and children in receipt of the Pupil Premium Grant make agreed and measurable progress from identified start points.
 - Intervention is specific, timely, intensive, and impactful.

Key Improvement Priority 2 - English

Objective:

- Ensure new systems in reading (shared /guided reading) and writing/SPAG (programme of study) are embedded and impactful.
- To achieve good levels of attainment and progress in reading and writing, at least in line with National standards.

Lead Teacher(s):

All

Link Governor(s):

Richard Howarth

Success Criteria / Planned Pupil Outcomes:

English

Reading

- Maintain good levels of reading, at least in line with National expectations.
- Guided / shared reading is high quality and effective across the school. All staff understand and work to an agreed set of principles using VIPERS approach.
- Adults in charge of teaching reading and phonics (RWI) receive appropriate levels of training.
- School fosters a love for reading across all age ranges by ensuring reading is high profile. In each class, there is a well-resourced book area, a class story to listen to throughout the week and class / whole-school incentives. Teachers consistently model an interest and passion for books.

Writing

- Achieve good levels of writing attainment.
- Guided / shared writing is high quality and effective across the school.
- The majority of children display a secure knowledge of age-related expectations and apply them consistently to their work across the curriculum.

Reading and Writing

- Children identified as requiring additional support due to missed learning make agreed and measurable progress from identified start points. Intervention is specific, timely, intensive, and impactful. (COVID-19 related)
- Children with SEND and children in receipt of the Pupil Premium Grant make agreed and measurable progress from identified start points. Intervention is specific, timely, intensive, and impactful.
- Effective formative and summative assessment enables teachers to identify gaps in learning and pupils to know how to improve in order to secure better outcomes. Our feedback and marking policy is finalised, embedded and new assessments are integrated effectively into the assessment timetable.

Key Improvement Priority 3 - The Wider Curriculum

Objective:

- Ensure the wider curriculum is embedded, assessments systems are impactful and that Subject Leaders continue on a path of professional development.
- Further develop our Forest Schools offer.

Lead Teacher(s):

Vic Rippon/all staff

Link Governor(s):

John Pollard

Success Criteria / Planned Pupil Outcomes:

- a. Identify subject leadership areas
- b. Ensure staff attend relevant CPD in order to gain skills and knowledge to lead a subject area
- c. Re-map wider curriculum ensuring that long-term learning, fluency and progression in a broad curriculum
- d. Subject leaders to monitor curriculum coverage and quality of the teaching and learning within their subject area
- e. Ensure that our children have the time and space to discover their authentic self with a focus being on achieving connection: to self, to others and to the natural world.

2. Behaviour and Attitudes

Key Improvement Priority 4

Objective:

- Promote the Ethos Council roles in order to make a tangible contribution to the life of the School and wider community. (rolled over from SSDP 20-21)
- Maintain high standards of behaviour and excellent attitudes to learning and with an increased emphasis on reconnecting the community safely, rebuilding learning confidence and stamina, and reigniting children's curiosity (COVID-19 related).

Lead Teachers:

Vic Rippon/all staff

Link Governors:

Success Criteria / Planned Pupil Outcomes:

- a. Re-establish the role of the ethos council and ensure that meetings are held at least 3 times per half term.
- b. Adults and pupils understand their role in keeping our community COVID-safe.
- c. Good rates of school attendance that are at least in line with local authority averages.
- d. Pupils' behaviour is generally exceptional and they contribute to a positive and respectful school culture.
- e. Learning builds on children's interests where possible.
- f. The recovery curriculum helps to ensure pupils' attitudes, commitment, and resilience in learning is generally excellent.

3. Personal Development

Key Improvement Priority 5 - Christian Distinctivess

Objective:

- Ensure our Christian Ethos permeates the School

Lead Teachers:

All teachers

Link Governors:

All governors

Success Criteria / Planned Pupil Outcomes:

- a. Develop an action plan outlining key priorities to enhance our Christian Distinctiveness
- b. Form an Ethos Council to integrate pupil voice into decision making

Key Improvement Priority 6 - PSHE/RSE Curriculum

Objective:

- Continue to develop and embed the PSHE scheme of work, including the statutory RSE programme of study.

Lead Teachers:

All teachers

Link Governors:

Success Criteria / Planned Pupil Outcomes:

- a. New high quality PSHE curriculum planning is in place, meets statutory requirements and there is evidence of impact.
- b. Children will demonstrate an age appropriate knowledge and understanding of fundamental British values, equality and diversity.
- c. Children have a greater understanding, opportunity and ability to contribute to society (beginning with their class and the school community) as responsible and respectful citizens.
- d. Pupil voice is an integral and important part of school improvement.

Key Improvement Priority 7 - Mental Health

Objective:

- Ensure there is support for children's and teacher's mental health. (COVID-19 related)

Success Criteria / Planned Pupil Outcomes:

Children

- a. Children's mental health needs are identified and suitable interventions are put in place where necessary.

Staff

- b. Staff receive guidance and training to support mental health.
- c. Staff are aware of the support available to support their own mental health.
- d. Staff morale is generally high.

Children and Staff

- e. Children and staff are involved in the development of a school mental health strategy.
- f. Children and staff are identified as Mental Health Ambassadors.
- g. Children and staff are mentally health aware and able to articulate that awareness in an age-appropriate fashion.

4. Leadership and Management

Key Improvement Priority 7 - Staffing structure

Objective:

- To ensure that the new staffing structure (from Sept 21) is effective, including appropriate levels of CPD for new and existing Subject Leaders (rolled over from 2020-21).

Lead Teachers:

Head teacher

Link Governors:

Success Criteria / Planned Pupil Outcomes:

- a. There is a suitable replacement to cover Miss Devlin's maternity leave and they receive appropriate levels of support during their induction.
- b. Subject Leaders have sufficient levels of expertise to lead their subjects effectively in line with OFSTED expectations.
- c. Subject Leaders ensure progressive and sequenced programmes of study are positively impacting on pupil outcomes.
- d. Ensure that all staff have opportunity to develop their CPD
- e. Coach and mentor ECT staff through their induction year through Best Practice Network.

Key Improvement Priority 8 - CDAT conversion

Objective:

- Ensure a smooth transition with CDAT

Lead Teachers:

Head teacher

Link Governors:

All

Success Criteria / Planned Pupil Outcomes:

- a. Support bursar/SBM through the changes during transition from Cheshire East to CDAT.
- b. Provide a clear rationale for staff and ensure that networking and collaboration opportunities are made available.
- c. Form 'working parties' amongst children within CDAT schools.

5. Quality of Early Years Education

Key Improvement Priority 11

Objective(s):

- To understand and prepare for the introduction of the revised Early Years Framework including successful baseline assessment (new for 2020-21)

Lead Teachers:

Miss Forbes/Mrs Fisher

Link Governors:

Success Criteria / Planned Pupil Outcomes:

- a. EYFS staff members receive appropriate levels of CPD to understand the new framework and associated documents.
- b. There is evidence that objectives from the new framework are being implemented and reviewed.
- c. Standards remain high and GLD is at least in line with national thresholds.

Key Improvement

Priority 12 Objective(s):

- Fully embed the teaching of phonics and early reading through RWI Phonics

Success Criteria / Planned Pupil Outcomes:

- d. EYFS staff members receive appropriate levels of CPD through RWI Ruth Miskin specialist training.
- e. Successful administration of initial assessments to inform accurate grouping of children.
- f. Reading lead to facilitate coaching models for support staff to prepare them for leading group teaching of RWI.











