



# St Mary's Catholic Primary School Worthing

## School Improvement Plan (SIP) September 2018 – 2019

Learn; Love; Pray

# Working together for your child's progress

## We will focus on...

1. **Raising standards in reading, writing and mathematics**
2. **Providing a challenging curriculum, with high quality teaching**
3. **Improving whole school attendance**
4. **Developing leadership at all levels**
5. **Meeting the needs of all learners in EYFS**

Key priority	What is the school going to do ?	How can you help ?	How will this make a difference ?
<ul style="list-style-type: none"> <li>More opportunities for children to demonstrate their writing skills independently</li> </ul>	<ul style="list-style-type: none"> <li>Create more independent writing opportunities and experiences especially linked to real life or topic related events</li> <li>Visit and work with other high achieving schools when developing and reviewing our writing provision</li> <li>Moderate writing within the Deanery and Locality groups of schools</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child/ren to write at home; maybe keep a diary, write to a relative (this could be an email) or send postcards</li> </ul>	<ul style="list-style-type: none"> <li>Children will feel confident to 'have a go' with their writing and want to use imaginative and descriptive words to describe what they have experienced</li> </ul>
<ul style="list-style-type: none"> <li>To further develop the application of phonics and to embed the teaching and accuracy of spelling across the school in all areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The reading/phonics lead has researched phonics schemes and is providing training and support for all teaching of phonics.</li> <li>The school will continue to run phonics workshops to introduce how we teach phonics at St. Mary's</li> <li>The English Leads and Leadership team will continue to monitor the impact of the teaching of spelling on the children's application of spelling.</li> <li>Ensure that all members of staff are clear on the expectations regarding marking spelling in line with the whole school policy.</li> </ul>	<ul style="list-style-type: none"> <li>Attend any relevant workshops regarding Spelling and Phonics.</li> <li>Support with homework.</li> <li>Model using phonics, dictionaries, thesauruses and other strategies such as 'have a go' when spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring that the solid foundations of phonics are applied and used across the curriculum when spelling</li> <li>Raise staff's expertise and professional development in teaching spelling.</li> <li>Children's increased confidence in attitude to spelling and what to do if they do not know to improve.</li> </ul>
<ul style="list-style-type: none"> <li>To further develop children's handwriting style.</li> </ul>	<ul style="list-style-type: none"> <li>Raise the profile of handwriting across the school, by introducing Pen Licences and our Handwriting Heroes display</li> <li>Continue to consistently model the handwriting policy.</li> <li>Ensure that discrete handwriting lessons are taught.</li> <li>Praise and encourage children when they have applied the handwriting policy.</li> <li>Provide information to parents regarding the handwriting policy and ways to support at home.</li> </ul>	<ul style="list-style-type: none"> <li>Read any information sent home regarding handwriting.</li> <li>Encourage children to show pride in their home learning and apply their handwriting skills.</li> </ul>	<ul style="list-style-type: none"> <li>Children's handwriting is consistent in its application.</li> <li>Raised standard of our written work.</li> <li>Develop a sense of pride in the work that the children produce.</li> </ul>

<ul style="list-style-type: none"> <li>To ensure and monitor the attainment in writing to reduce/narrow the gap between different groups of children</li> </ul>	<ul style="list-style-type: none"> <li>Explore how quality texts can be used to give a purpose for learning and also engage all children in the learning experience</li> <li>Continue to review the Curriculum so that we are taking note of the children's current interests</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for writing at home- thank you letters, diaries, postcards etc</li> <li>Share and read texts that may be beyond the children's reading ability but will engage them imaginatively</li> </ul>	<ul style="list-style-type: none"> <li>Narrow the gender gap in progress and attainment</li> <li>More engagement from boys with reading</li> <li>Enriched Curriculum opportunities based around high quality texts</li> </ul>
<ul style="list-style-type: none"> <li>To continue to develop a whole school approach to guided reading.</li> </ul>	<ul style="list-style-type: none"> <li>Audit the ways in which guided reading is taught across the school.</li> <li>Develop and produce a whole school approach to guided reading based on research of best practice.</li> <li>Continue to review the assessment of progress and attainment of reading against the national curriculum objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Support the school with reading through reading with your child and encouraging them to read on a regular basis.</li> <li>Share a wide range of stories and texts (including audio) with your children.</li> </ul>	<ul style="list-style-type: none"> <li>More engaging texts will develop greater opportunities and thirst for reading.</li> </ul>
<ul style="list-style-type: none"> <li>To continue to further develop the application of the basic skills and fluency within mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce PowerMaths across the school</li> <li>Teachers to have training on how to teach using PowerMaths and be supported by Maths lead and Director of Maths with planning and team teaching</li> </ul>	<ul style="list-style-type: none"> <li>Use positive language and attitude when talking about your own experiences of maths</li> <li>Support children with their home learning including learning times tables in a fun and encouraging manner</li> </ul>	<ul style="list-style-type: none"> <li>Confidence and attitude in approaching maths is improved</li> <li>A greater understanding of the basic skills and fluency</li> </ul>
<ul style="list-style-type: none"> <li>To continue to monitor SEND children across the school through Pupil Progress meetings and interventions so that progress continues to improve on previous</li> </ul>	<ul style="list-style-type: none"> <li>Continue tracking progress through standardised scores and use this information to inform their SMART targets for the Individual Learning Plans</li> <li>One page profiles of pupil voice SEND parent meetings</li> <li>Continue to seek and update staff training to help support children with specific learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Have positive communication with the class teacher and Inclusion Team</li> <li>Attend Parent's meetings to share your views on targets for ILPs</li> </ul>	<ul style="list-style-type: none"> <li>Children feel that key adults are all working together</li> <li>A clear plan for support is in place</li> <li>The gap in progress and attainment will narrow</li> <li>The correct agencies are involved to give support and advice</li> </ul>
<ul style="list-style-type: none"> <li>To meet the needs of all learners in the Early Years Foundation Stage</li> </ul>	<ul style="list-style-type: none"> <li>Writing tools hub to be in the outside area to encourage children to write outside – toolkits can be moved from centre and used across the outside area</li> <li>Continue to provide a variety of resources, stimuli and opportunities that inspire the children to write</li> <li>Continue to use tapestry to record pupil voice</li> <li>Respond to children's interests in the learning environment</li> <li>Embed involvement of children selecting what is recorded on tapestry and in their learning journals</li> <li>Introduce learning ushers so children share their learning</li> <li>Elect school council representatives mid-year</li> </ul>	<ul style="list-style-type: none"> <li>Share books with your child.</li> <li>Use play dough and other forms of messy play to help strengthen fingers.</li> <li>Play hopping and skipping games.</li> <li>Encourage the use of climbing equipment at the park.</li> <li>Attend any EYFS workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Children will access a wide range of learning opportunities.</li> <li>More evidence of improved pencil grip and letter formation from all the children.</li> <li>Impact on Communication and Language.</li> <li>More engagement from all children in the learning experience.</li> </ul>