



THE ST. MARY'S PARTNERSHIP

Improvement and Implementation Framework

2024 – 2025



High expectations • No excuses • Whatever it takes



Aims and Vision of The St. Mary's Partnership

Collectively, our four schools serve almost 2000 primary-aged children, living in Southampton. And, whilst all four schools celebrate a uniqueness derived from the characteristics of community and their contextual demographic – our leaders share a common commitment and passion to develop collaborative practice that enables children to flourish and thrive.

Our collaboration was formed with the determination to improve outcomes for all children, in previously under-performing maintained schools. Through enabling pupils to achieve better academic performance, we are fulfilling our collective mission: **to transform the life-chances of the young people and communities we serve**. Collectively, we teach children to look beyond their current circumstances and to fixate on the future they want for themselves, safe in the knowledge that through hard-work and determination – it is achievable.

Curriculum delivery is the key to changing life-chances, therefore we are resolute on three things:

- Every child deserves a curriculum that will inspire, motivate and enable them to achieve their full potential.
- All learning is underpinned by experiential learning opportunities that should bring alive the curriculum.
- Every lesson we teach or concept we deliver must be founded in skill or knowledge acquisition, delivered sequentially and connected to prior knowledge to help build pupils' understanding.

Our curriculum does not:

- Teach random or disconnected facts that lead to cumulative dysfluency.
- Favour or focus teaching on skill development over knowledge acquisition.
- Attempt to compartmentalise concepts into standalone components of learning - we connect the curriculum through subjects.

We ensure that:

- Through using the curriculum as a driver - we are able to connect pupils' learning to the City of Southampton and their immediate surroundings.
- The curriculum builds schema over time and through different subject study, to help pupils commit knowledge to long-term memory. For example: Y6 learning about the Inca Civilisation in History, also study South America in Geography and the Art of Latin America.

The curriculum begins in EYFS - not year 1:

You'll notice, as you navigate the curriculum, that each subject has an established EYFS learning path. This is because our children's experiences in those EYFS years are crucial to building the foundation blocks to future key stage study.

The Partnership's 'School Improvement Strategy' is built around an emerging pool of talented teachers and leaders who are adept at securing improvement through alignment, by coaching our core pedagogical structure, developing curricula expertise and strengthening inclusion.



Commissioned External Quality Assurance (QA)

St. Mary's Partnership benefits from operating within a strong accountability structure – modelled on national guidance for trusts. We are committed to commissioning and learning from 'fierce friends' to quality assure our work. All reports are shared with partnership leaders and governance to provide crucial insights, allowing leaders to be fully held to account.

Quality of Education

Partnership schools receive reviews, from ex-HMI (Gehane Gordelier), at least twice-yearly. The reviews are collaborative - involving school leaders and supporting development - whilst providing the Partnership Executive Leader with a full picture of performance against the improvement priorities set for the school.

Special Educational Needs & Disabilities (SEND)

The partnership commissions independent coaching, with annual reviews and audits, of SEND at each of the schools. This work is undertaken by Whole School SEND's regional leader (Clare Belli). The partnership is committed to sustaining highly inclusive practice - characterised by the group quality marks being achieved.

Local Authority Statutory Partners

Visits from the EYAT (Early Years Advisory Team) are purchased through traded-services SLAs and can be utilised to support reviews for the setting or emergent training needs.

Safeguarding Reviews are commissioned, at least, every two academic years.



The Improvement Strategy 2024 – 2025

The Improvement Strategy sets the key foci for the St. Mary's Partnership: it is deliberately highly focused. We have developed effective habits of joined-up working and continue to be energised by the knowledge that the methods we use to drive improvement continue to develop strongly. Our stability is our unshakable commitment to the achievement of equality-of-opportunity and strong outcomes for our learners. We are relentless in our mission for excellence.

AFDs	Overview of the development area:	Ofsted framework links:
Area for development 1	To embed curriculum implementation by addressing historical curricula gaps so that pupils build knowledge coherently, and on strong foundations for future learning.	<ul style="list-style-type: none"> • Quality of Education • Leadership and Management • EYFS
Area for development 2	To improve mathematic mental agility and automaticity in problem solving. Utilising oracy and 'Talk for Maths' benchmarks to improve pupil attainment, deepen subject understanding and boost pupils' mathematical confidence.	<ul style="list-style-type: none"> • Quality of Education • Leadership and Management • EYFS
Area for development 3	To ensure that the Early Years Framework is coherently planned to enable strong transition to Key Stage 1, with irresistible learning environments engaging all groups to progress.	<ul style="list-style-type: none"> • Quality of Education • Leadership and Management • EYFS
Area for development 4	To develop staff expertise and understanding in supporting pupils with increasingly poor mental health – enabling children to thrive, despite adverse external influences.	<ul style="list-style-type: none"> • Behaviour and Attitudes • Personal Development • EYFS
Area for development 5	To refine distributed leadership and further strengthen capacity, in relation to high-quality monitoring and school improvement, leading to good and better outcomes for all groups of children.	<ul style="list-style-type: none"> • Leadership and Management • Quality of Education • EYFS



St Mary's Partnership - Area for development 1:

To embed curriculum implementation by addressing historical curricula gaps so that pupils build knowledge coherently, and on strong foundations for future learning. In doing so, we develop our teachers as curriculum experts.

AFD 1	Area for development	Intent – Key Performance Indicators	Monitoring	Implementation – steps to success	Milestone checks					
	Overview of current issues:	Expected outcome(s) to improve AFD	Rhythm of the year (ROY)	Comprehensive implementation actions	1	2	3	4	5	6
	Teachers, and some leaders, are not yet proficient in their knowledge and understanding of the curriculum in all facets. This means that sequencing anomalies are compounded by poor component understanding.	1. Teachers and leaders have expert knowledge in the planning of the curriculum and its component units – including composite (end of unit) assessments. As a result, teachers enable children to make progression links between EYFS and Y6.	- Intent INSETs (<i>termly</i>). - PPA support (<i>weekly</i>) - LI/SC planning support (<i>weekly</i>) - MIRO checks (<i>half termly</i>) - T&L briefings (<i>weekly</i>)	<ul style="list-style-type: none"> Revise core and non-core knowledge retrieval prompts and routines – MIRO, exit tickets, questioning. Termly PDMS for subjects – unpicking curricula build and sequencing. Group subjects to ensure coverage over the year. Share Ofsted (EIF)/EEF research. 						
	Teachers do not stop to address common misconceptions or knowledge gaps – prior teaching and COVID. This leads to children building knowledge concepts on weaker foundations.	2. Teachers understand prior-knowledge and skill gaps that have arisen over time. They skilfully unpick these through core pedagogical formative and summative assessment routines.	- Data conferences (x4 <i>per year</i>) - Support for planning (<i>weekly</i>) - Pedagogy PDMs (see <i>ROY doc</i>) - Book scrutiny (<i>weekly</i>)	<ul style="list-style-type: none"> Further develop teacher precision using summative assessment gap analyses (data conferencing) Teach teachers to risk take by ‘stopping in the moment’ to reteach where foundational knowledge deficit impacts concept develop’ PDMs to enable time to unpick data. 						
	Some teachers do not have the confidence to know when they should abandon ‘progression’ and focus on addressing foundational deficits in learning.	3. Teachers develop expertise to decide on key knowledge and lesson sequences that MUST be delivered whilst balancing ways of reducing input to fit in gaps or to re-teach.	- Intent INSETs (<i>termly</i>) - Data analysis (<i>termly</i>) - Re-teach weeks (<i>termly</i>) - ECT mentoring – developing curriculum progression (<i>ECT prog</i>)	<ul style="list-style-type: none"> PDMs to focus on cut-away teaching for grouping children who require specific input (research from EEF) Teacher expertise developed in analysis of data trends (class and individual) Subject inset progression for NC. 						
	Some teachers require support in developing understanding of disciplinary vs substantive knowledge – and order of this.	4. Leaders and teachers can discern the difference between types of knowledge and skill acquisition – understanding how to deliver these.	- Intent INSETs (<i>termly</i>) - Subject knowledge development (PPA) - ECT mentoring (<i>ECT prog</i>)	<ul style="list-style-type: none"> Recap (for established staff) and introduce the subject PDMs - focus on skill vs knowledge acquisition. Intent INSET (each half term) will cover a subject in-depth from the groups – this will then form the basis of wider monitoring. Pupil voice to triangulate impact of the work. 						
	Teachers do not securely understand the progress being made in the intended curriculum by all pupils and across all subject ranges. Book scrutinies demonstrate tasks chosen but do not always show a child’s progress through application of knowledge.	5. Teachers articulate and define the progress pupils make through a deep knowledge of what pupils know and remember in the intended curriculum. Assessment in subject books is based on pupils applying knowledge and skills consistently.	- Book scrutiny (<i>weekly</i>) - Pupil voice (<i>weekly</i>) - Horsforth Quadrants for Progress (<i>quarterly</i>) - Data conference discussions (<i>termly</i>) - Half termly assessment across non core in books.	<ul style="list-style-type: none"> Teachers and subject leads articulate precisely how children are progressing in the intended curriculum. Intent days to support. Book scrutinies lead to strong coaching to move away from task-generated output to assessment questions to show progress. Teachers judiciously deliver lessons that march children to progress. 						



St Mary's Partnership - Area for development 1 – Underpinned Research

To embed curriculum implementation by addressing historical curricula gaps so that pupils build knowledge coherently, and on strong foundations for future learning. In doing so, we develop our teachers as curriculum experts.

AFD 1	Research Title and Source Citation	Research findings pertinent to this development area:	How will staff implement the research?
	<p>EEF: Socio-economic attainment gap remains stubbornly wide after pandemic.</p> <p>https://educationendowmentfoundation.org.uk/news/socio-economic-attainment-gap-remains-stubbornly-wide-after-pandemic-with-reading-skills-particularly-affected</p>	<ul style="list-style-type: none"> Children who were in the lower year groups pre-pandemic (EYFS/Y1) are currently most affected – as they have missed the most learning over time. Current KS1 (post-pandemic) are thriving due to minimal issues and 'normal teaching' – however most disadvantaged have social skill deficits because of the pandemic, which present within the classroom and impact learning. There is a body of evidence to suggest that getting 'literacy teaching right' first can have a positive impact on curricula teaching overall. 	<ul style="list-style-type: none"> Data conferences to highlight specifically disadvantaged pupils for discussion around performance in recent tests. Covid-impacted years (current UPKS2) to have specific spotlight on foundational gaps of skills and knowledge across curricula. These year teams to be linked with strong leader for support. Consider the impact of the literacy curriculum on strengthening wider curriculum coverage – reading in to non-core to continue.
	<p>EEF: Closing the attainment gap</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap</p>	<ul style="list-style-type: none"> In only 10% of primary schools in the UK, disadvantaged pupils are doing better than the national average. Whilst it shows it is possible to narrow the attainment gap – it highlights that schools are still struggling to meet the needs of pupils despite the funding. Before a disadvantaged child reaches the age of 5, the gap is already evidence between non-disadvantaged peers. Highlighting that the first years of life are the most crucial to influence ahead of primary education. By the end of primary school, typically a disadvantaged child is 10 months behind their peers nationally. The Pupil Premium grant spend, although not always linked to educational outcomes improving, is key to ensuring that projects are supporting disadvantaged attainment to improve. Research shows that TA-led groups tend not to yield the same improvements as teacher-led learning. Consideration of time for additional provision. 	<ul style="list-style-type: none"> Pupil Premium children to be known by all teachers – sets/home class. Profile important to ensure that decisions around groupings/sets are considered around context. Research to be shared at INSET to ensure that disadvantaged pupil focus serves to highlight inequality in education provision. Consideration of the PP Grant funding spend and the impact of the booster groups/tuition provided in 2023-24 and outcomes (July 2024) Leaders to monitor with a clear view of progress for disadvantaged. Gap analysis discussion to be a minuted SLT agenda item quarterly – to ensure that progress and achievement is discussed widely across the teams.
	<p>Ofsted Research: The Education Inspection Framework Methodology and Research</p> <p>https://assets.publishing.service.gov.uk/media/EIFresearch</p>	<ul style="list-style-type: none"> In knowledge-rich schools, the leaders see the curriculum as the mastery of a body of subject-specific knowledge defined by the school. Skills are generally considered to be an outcome of the curriculum, not its purpose. They emphasise big ideas and invaluable knowledge they want their pupils to acquire. Regular curriculum review is emphasised, and all leaders recognise the importance of progression. They have subject-specific progression models in place that focus on progression through the content to be learned, which appears to aid clear curriculum thinking. In these cases, the curriculum is the progression model. 	<ul style="list-style-type: none"> Reviewing the curriculum through Intent INSETs will enable leaders and teachers to unpick the core elements of the curricula aims, to see the connection and lesson sequencing and to understand how substantive knowledge concepts are threaded through over time. Teachers need to utilise planning time, in teams, to ensure that curriculum reviews happen – including amendments and adjustments required to lesson delivery to support plugging gaps.



St Mary's Partnership - Area for development 2:

To improve mathematic mental agility and automaticity in problem solving. Utilising oracy and 'Talk for Maths' benchmarks to improve pupil attainment, deepen subject understanding and boost pupils' mathematical confidence.

Area for development		Intent – Key Performance Indicators	Monitoring	Implementation – steps to success	Milestone checks					
Overview of current issues:		Expected outcome(s) to improve AFD	Rhythm of the year (ROY)	Comprehensive implementation actions	1	2	3	4	5	6
AFD 2	Children do not always have the opportunity to articulate their thinking, justify an approach or to innately seek peer support to reach a conclusion/discover the answer.	1. Teachers will centre task design on the 'purpose of talk' in Maths. Designing tasks with the outcome in mind, enabling pupils to build fluency in their thinking and to share idea before committing to answering questions.	- Intent INSETs (<i>termly</i>). - PPA support (<i>weekly</i>) - LI/SC planning (<i>weekly</i>) - MIRO checks (<i>half termly</i>) - T&L briefings (<i>weekly</i>) - Oracy week (<i>termly</i>)	<ul style="list-style-type: none"> Maths PDMs to focus on integration of oracy using the Talk for Maths framework. Teachers to understand how oracy can fit into each element of teaching. Videos from OUP shared to support integration – QR codes from Talk4Maths 						
	When children attempt to answer maths problems, their discussion and mathematical thinking is inhibited through a lack of confidence in articulating their prior knowledge. Children still have gaps in number knowledge.	2. Children will be taught consistent mental calculation strategies to develop pupils' speed, accuracy and confidence. Calculation strategy therapies will be implemented alongside mental agility tests to improve confidence and outcomes.	- ROY mental agility tests (<i>monthly</i>) - Therapies from agility tests from PiXL. (<i>Aut Term</i>) - AFD 2 focus for Sep-Dec - Lowest 20% focus (see ROY)	<ul style="list-style-type: none"> PiXL therapies to be specifically planned to ensure that the mental agility test gaps are plugged consistently. Leaders have planned agility tests into the ROY. This ensures there's a high level of expectation. 2 days training in September and November. 						
	Pupil's self-esteem is lowest in Maths (Observation and Conferencing). Children worry about possessing weaker knowledge, which compounds issues around confidence.	3. Teachers need to create a climate for learning in maths where uncertainty is valued. ("Okay so we don't know... here's what we might do..."). To allow refinement and collaboration to develop resilience.	- Intent INSETs (<i>termly</i>) - T&L Briefings for Maths - Coaching - ECT mentoring - Resilience and PSHE work (<i>whole school</i>)	<ul style="list-style-type: none"> Pastoral support to break the stigma and feeling of panic that exists around Mathematics. "We can do this". Delivered through home-classes. Teacher coaching to anticipate maths anxiety Collaborative problem-solving – Talk4Maths 						
	The transition between those with GLD at EYFS and those below needs careful consideration. Children are taught to subitise well but do not know how to APPLY their maths. (e.g. can locate 5 bears but cannot add another 2)	4. Exploratory talk to be embedded in Early Maths teaching (Nursery and Reception). This includes use of storybooks (EEF recommendation) to normalise number in context and developing maths areas where number is applied.	- Intent INSETs (<i>termly</i>) - EYFS research and team support – NurseryWorld.co.uk - Learning Environment checks and inspiration (<i>half termly</i>)	<ul style="list-style-type: none"> EEF Recommendation followed to purchase EYFS and Year 1 books to introduce maths concepts through stories. Irresistible learning environments (SDP Area 3) to include Maths areas that excite, stimulate and challenge. Activity to focus on application of number. 						
	Modelling in maths tends to replicate breaking-down the method rather than justifying thinking or demonstrating understanding. Thus making it difficult to unpick, conceptually, what is missing in the child's prior knowledge.	5. Teachers to utilise model 'narration' to take children on a journey of outwardly demonstrating their thought process in maths. Building on our core pedagogy of 'I DO' this will also include the use of manipulatives to support pupils in independent thinking and application.	- Coaching - ECT mentoring - OUP (Talk4Maths) videos to demonstrate this in action. - Numicon training (<i>Aut</i>) - Intent INSETs (<i>termly</i>)	<ul style="list-style-type: none"> Modelling needs to go beyond showing the method or most-efficient method of answering a question. Total process modelling: 'What do I need to think about? What do I already know? How can I use what I know to help me here?' Modelling use of manipulatives for disadvantaged pupils with number deficits. 						



St Mary's Partnership - Area for development 2 – Underpinned Research

To improve mathematic mental agility and automaticity in problem solving. Utilising oracy and 'Talk for Maths' benchmarks to improve pupil attainment, deepen subject understanding and boost pupils' mathematical confidence.

Research Title and Source Citation	Research findings pertinent to this development area:	How will staff implement the research?
<p>EEF: Improving EYFS and KS1 Mathematics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>EEF: Improving KS2 and KS3 Mathematics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<ul style="list-style-type: none"> • EYFS and Year 1 development in maths is inhibited where formal methods are imposed ahead of children being able to contextualise concepts in different ways. The research is clear – reading stories with a specific link to mathematical concepts enables engagement and reinforces number knowledge and acquisition. • Teachers need to understand HOW children develop mathematically – this developmental progression supports teacher thinking about task design, fluidity of lessons and how long skills need to embed. • All phases need maths lessons that build on prior knowledge. Therefore it is vital that staff know and understand what children know in order to extend learning. • Older pupils need to be explicitly taught problem-solving to draw on strategies in order to make sense of an unfamiliar situation. • Successful integration of problem-solving includes teachers comparing different approaches, interrogating their existing knowledge and reflecting/communicating their problem solving. • Schematic knowledge underpins everything. Teachers must emphasise connections between mathematical facts, procedures and concepts. They have to develop fluency in recalling facts. 	<ul style="list-style-type: none"> • All teachers will spend the first two Subject INSET days interrogating the research in subgroups of Early Maths and KS2 Maths teams. • Leaders will draw out the research headlines and build a collective consensus of how we want mathematics lessons to be influenced by the research. • The EEF's developmental progressions model will be used as a tool to understand where children can be baselined in EYFS. This will ensure that group teaching focuses on developing early maths at the child's entry level. • Early maths to be a focus for all leaders. Ensuring that EYFS provision builds the expertise of every senior team member. • Problem solving strategy to be common and communicated across the school (akin to RUCSAC). This then defines our approach and supports consistency across the schools.
<p>EEF Blog: Scaffolding High-Quality Talk in Maths</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-scaffolding-high-quality-talk-in-maths</p>	<ul style="list-style-type: none"> • The TOLD framework (Take part, Opportunities, Links, Debate) provides teachers with a simple diagrammatic to prompt learning and extend thinking in maths. • The framework sits within the 'exploratory talk' requirement, helps teachers to probe and prompt thinking in Maths scaffolding higher quality talk opportunities. 	<ul style="list-style-type: none"> • Through Intent INSET share the TOLD method and discuss how this could be utilised as part of the maths lesson. • Teachers to consider which elements they are confident are part of their lessons – and which are not. Action research to explore these with peers.
<p>Voice21 (Oracy) Research: Talk for Maths (2024)</p> <p>https://voice21.org/wp-content/uploads/2024/03/Lets-talk-maths-how-can-you-elevate-learning-through-oracy.pdf</p>	<ul style="list-style-type: none"> • Professional development specifically linked to oracy and maths is scarce – therefore hasn't had the same push as reading for oracy or writing (Talk for Writing etc). • Control groups undertaking oracy support in maths at KS2 made double the amount of progress in KS2 tests in 2022-23. • The national curriculum defines reasoning for mathematics as a form of enquiry – which isn't always linked to what is seen in lessons. • Developing dialogue in maths requires teachers to move away from older methods – such as [question] + [answer] = move on... • Having specific guidance around manipulatives use across ability groups increases mathematical reasoning. 	<ul style="list-style-type: none"> • All teachers to receive the Voice21 2024 pdf and guidance. • Make the shift visible from Oracy through reading (2023-24 focus) to Maths. • Teachers to consider where current mathematic teaching strengths lie. • Teacher Research Action groups – against the four recommendations – to explore, develop and support next steps in implementing changes to maths teaching.

AFD 2



St Mary's Partnership - Area for development 3:

To ensure that the Early Years Framework is coherently planned to enable strong transition to Key Stage 1, with irresistible learning environments engaging all groups to progress.

AFD 3	Area for development	Intent – Key Performance Indicators	Monitoring	Implementation – steps to success	Milestone checks					
	Overview of current issues:	Expected outcome(s) to improve AFD	Rhythm of the year (ROY)	Comprehensive implementation actions	1	2	3	4	5	6
	Not all learning environments spark creativity or allow pupils to be agents of their own learning. This inhibits some pupils from being able to discover and make connections. There is a correlation between these children and off-track GLD.	1. The EYFS is an 'enabling' learning environment. Pupils can co-construct their learning, have endless opportunities for discovery and can make wider connections to build schema over time.	<ul style="list-style-type: none"> EY Learning Walks (weekly) Intent INSETs (termly) Research shared with EY staff (weekly) Data conference – off track for GLD (termly) 	<ul style="list-style-type: none"> EY Staff will engage in research linked to current early years developments (NurseryWorld) and Ofsted insights (HMI Julian Grenier) Settings will have a 'sign off' for new display with an expectation that the foci supports awe and wonder/irresistibility. A consensus of what this means will come from EY Leads. 						
	Greater equity between indoor and outdoor learning provision. Consideration of the context of some of the children – and barriers to ensuring that PD is happening at home. Further refinement of outdoor to support prime areas.	2. Teachers will utilise the outdoor learning environment offering 50/50 equity with indoor. Children need to be offered plenty of time to play outside – theme of exploratory play to thread through all activity areas.	<ul style="list-style-type: none"> SLT to sign off the learning areas for free-flow and change fortnightly minimum. Data conference to track areas that need greater focus. 	<ul style="list-style-type: none"> All EY practitioners (inc TAs) need to be assigned prime areas for responsibility. These areas should then be fully resourced and plans for the activities agreed with EY leads. The plan should incorporate updates to the area during the half-term – e.g. writing superheroes moving from description to a postcard. 						
	Adults sometimes stifle pupil creativity through limiting children's ability to lead. This is particularly evident when interactions between children and adults are too led by open-ended questioning.	3. Children are firstly encouraged, and then taught, to be decision-makers. They are empowered to lead and demonstrate (at their level) knowledge acquisition through exploratory play. This comes through schematic connections made over time.	<ul style="list-style-type: none"> SLT checks of EYFS to focus on quality interactions (termly) EYFS learning environment checks (half-termly) 	<ul style="list-style-type: none"> Questioning support for all teams – particularly those new to partnership Learning in Action Boards detail children's responses and adult provocations – demonstrating good practice alongside ways of extending children's curiosity. Ensuring balance of prompt vs child-leading. 						
	Opportunities to extend learning are sometimes missed because of vocabulary limitations. This is particularly the case around role-play and creative spaces – vocabulary doesn't feature prominently.	4. Teachers and wider EYFS staff reference language constantly, modelling the use of vocabulary consistently to ensure that all areas within the setting have points of reference to reinforce new word acquisition.	<ul style="list-style-type: none"> EY Learning Walks (weekly) EY Planning (weekly) Pupil voice to ascertain new words and how they are understood (fortnightly) 	<ul style="list-style-type: none"> Rich language and vocabulary to be collated linked to core texts, wider curriculum. Language to be referenced and displayed throughout the setting. Dual coding to support pupils to understand words and what they mean. Exploratory opportunities using IT to unpick vocabulary. 						
	Cohort changes, and post-pandemic issues around socialisation continue to be barriers for children in EYFS.	5. EYFS Leaders ensure environments are conducive to emotional wellbeing and learning – with a specific focus on trauma-informed practice.	<ul style="list-style-type: none"> EY Learning Walks (weekly) EY Planning (weekly) Trauma Obs 	<ul style="list-style-type: none"> Parents and carers are providing greater contextual information around trauma to be used by leaders to support transition. Zones of regulation to be used in EYFS 						



St Mary's Partnership - Area for development 3 – Underpinned Research

To ensure that the Early Years Framework is coherently planned to enable strong transition to Key Stage 1, with irresistible learning environments engaging all groups to progress.

Research Title and Source Citation	Research findings pertinent to this development area:	How will staff implement the research?
<p>EEF Guide to Effective Professional Development in Early Years.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Guide-to-Effective-Professional-Development-in-the-Early-Years.pdf?v=1681894158</p>	<ul style="list-style-type: none"> The PD guide breaks down learning into four components: building knowledge, motivating educators, teaching techniques and embedding practice. Without creating a balanced approach – the guidance is clear that EY staff can be made to sit through sessions ‘on Maths’ rather than linked to discovering more about learning for early years. EEF advocates a model of finding information and ideas from credible sources – stating that this can also be a factor increasing EYFS staff motivation. The research demonstrates that EY staff can often feel isolated from the main school or other settings. The social support aspect is key to developing a learning community. Ongoing professional high-quality conversations stimulate engagement but support growth of all team members. Reflection time – on recent innovation, supervision, coaching or mentoring others – should all enable setting staff to push new ideas and concepts. 	<ul style="list-style-type: none"> SLT and EY Lead to utilise the power of EdTech to link EY staff with wider settings – to look at examples of other strong settings and to magpie ideas. Professional development needs to be carefully considered for EY professionals – who perhaps often feel that they ‘sit and listen’ to ideas and strategies aimed at older children. The notion that we should be judicious with selecting and choosing research, ideas to implement or innovations to the setting is important. We need to be clear about the rationale, the problem we intend to solve and how this is linked to making a difference to pupil outcomes – such as increasing GLD.
<p>EEF Blog: The ShREC approach – 4 evidence-informed strategies to promote high-quality interactions with young children</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p>	<ul style="list-style-type: none"> The blog introduces an analogy – a young child ‘in the moment’ in a setting, ordering cows by size. The adult, curious and intrigued began asking questions and the ‘bubble burst’ and the child stopped interacting – thus stopping the child from leading their learning. The ShREC approach follows: Share attention, Respond, Expand and Conversation. It is a guide for initiating and sustaining conversation with EYFS children but at their level – rather than taking over the learning experience. 	<ul style="list-style-type: none"> EY Leads to discuss and consider implementation of the ShREC model as a guide for aiding conversations with children. Analysis of the current situation – EY leads to undertake learning walks to understand the diverse range of communication in the setting. Are there strong examples to draw on? The observations should support in selecting staff for training – rather than a blanket approach.
<p>Ofsted Early Years: Giving all children the best start in life</p> <p>https://earlyyears.blog.gov.uk/2023/09/11/giving-all-children-the-best-start-in-life/</p>	<ul style="list-style-type: none"> Building on ‘The Best Start In Life’ research review – there is now more research into prime area development and the interlinked aspects that schools are exploring – e.g. developing language and communication and improve well-being. Research demonstrates that social and emotional teaching is key to ensuring that children’s mental health and wellbeing is catered for. Research points to executive functioning as a means to forming stronger relationships and understanding their role in doing so. 	<ul style="list-style-type: none"> Pupils’ ability to deal with situations and remain emotionally stable is impaired through parental trauma and instability. Practitioners need to push the mental health tools available – including CALM for guided meditation, soothing music etc.

AFD 3



St Mary's Partnership - Area for development 4:

To develop staff expertise and understanding in supporting pupils with increasingly poor mental health – enabling children to thrive, despite adverse external influences.

Area for development	Intent – Key Performance Indicators	Monitoring	Implementation – steps to success	Milestone checks					
Overview of current issues:	Expected outcome(s) to improve AFD	Rhythm of the year (ROY)	Comprehensive implementation actions	1	2	3	4	5	6
Shameful learning environments derive toxic behavioural responses from children who are unsure if staff care about them. External trauma, coupled with poor external boundaries, leave children ill-equipped to learn.	1. Settings place relational practice hierarchically superior to compliance for learning. Relationships are fostered, nurtured and developed with young people to encourage wellbeing, happiness and a sense of self-purpose.	<ul style="list-style-type: none"> TAAES Reviews and Monitoring, Alex Boys (Termly) Learning Environment checks (every 4 weeks) Pupil Voice (weekly) 	<ul style="list-style-type: none"> Rita Pierson 'Every Child Needs a Champion' TED Talk 'no significant learning can take place without significant relationships' Relational training – our go-to 'I care, I want to help you'. Feedback on learning walks to include evaluation of climate of learning in classroom 						
Whilst we are a collective of schools trained in the use of consistent scripts – some staff veer away, and this leads to conflict that is avoidable.	2. Partnership agreed scripts are the protocol for de-escalation and ensuring predictability in adult responses. Prompts are not there to stifle but to support conversations with children.	<ul style="list-style-type: none"> Learning Walks (weekly) TrackIt behavioural logs (weekly) Graduated Response SEMH 	<ul style="list-style-type: none"> Introduce and explore the 'Catastrophe Scale' – enabling pupils to recognise the need to rationalise thoughts during tension. Scripts to be shared widely – including on corridors, staff handbooks, shared with supply teachers. 						
The threshold of the school, classroom and dining hall does not 'invite' – especially for children experiencing/ed trauma. This is evidenced through relational deficits as well as over-stimulating spaces.	3. Partnership schools are consistently inviting places where predictable interactions occur with all staff members who children come into contact with. E.g. corridors: "Can I help you?" or classroom routines for entry – e.g. high-fives.	<ul style="list-style-type: none"> Pupil Voice (weekly) Safeguarding questionnaires for children (termly) Learning Walks (weekly) 	<ul style="list-style-type: none"> Entry routines are established and predictable for children. These are shared between year groups and across the school. Visibility of classroom mechanisms for supporting mental health – such as threshold charts for discretely demonstrating 'feelings' 						
A sense of being part of a bigger family, especially for those children where familial conflict inhibits learning, isn't shared by all children or peers. This is evidenced through playground conflict.	4. Settings foster a sense of community across the school. Children look out for one another; they recognise school as a microcosm of society – the rules we abide by, the manners we show, the way we treat others.	<ul style="list-style-type: none"> Collective worship QA (termly) Vertical tutoring MIRO checks (termly) TrackIt logs (weekly) Playground incident reports (weekly) 	<ul style="list-style-type: none"> Re-launch vertical tutoring to emphasise the importance of community. Smart School Council to play a vital role in creating a sense of community. Utilisation of outdoor learning for every child Practice makes perfect half termly – to focus on manners – please and thank you. 						
Not all children understand, or have been taught, about good and poor mental health. As a result, they cannot frame their thinking around self-help, mindset changes or supporting themselves to be physically and mentally healthy.	5. Children's happiness is prioritised every day. School is a sanctuary where their needs are met, collectively or individually, through a myriad of support mechanisms geared to creating independent young people who can thrive in society.	<ul style="list-style-type: none"> Pupil voice (weekly) Pupil feedback – SEMH (termly) Metrics – CALM app data. Behaviour for learning checks as part of Learning Walks. 	<ul style="list-style-type: none"> Analysis of the CALM app and its intended impact on children. Is it utilised consistently across schools? Designated spaces for mental health and calm – e.g. R&R (reflect and return) as well as tranquil/peaceful spaces. Classrooms to identify a corner for support. Outdoor learning environments support MH 						



St Mary's Partnership - Area for development 4 – Underpinned Research

To develop staff expertise and understanding in supporting pupils with increasingly poor mental health – enabling children to thrive, despite adverse external influences.

AFD 4	Research Title and Source Citation	Research findings pertinent to this development area:	How will staff implement the research?
	<p>EEF Improving Social and Emotional Learning in Primary Schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<ul style="list-style-type: none"> • Recommendation to teach self-awareness and social-awareness as explicit, dedicated points of learning in everyday teaching. • Teaching children to be responsible through problem solving – meeting issues with friends or conflict as well as positive decision-making outside of the school to keep you safe. • Monitoring success of the delivery of lessons is recommended using the EEF implementation guide as well as EIF judgements for Behaviour and Attitudes. This enables leaders to have a secure and accurate understanding of how effective the measures taken have been. • The research is clear that quality matters over quantity. • Whole-school reinforcements drives improvement and the agenda across the school. • Establish school-wide norms, expectations and routines that support children's social and emotional development. • Alignment of school's behaviour and anti-bullying policies with SEL – to create a golden thread across all policy and approaches related to SEMH. • Seek ideas and support from staff and pupils in how the school environment can be improved. • Actively engage with parents to reinforce skills in the home environment. • Ensure that the implementation of Social and Emotional Learning sits at the heart of each school's drive to improve all aspects – including threading across this SDP. • The EEF guide points to supporting children through others' eyes – for example through drama and literacy – to read widely about the experiences of children (or adults around them) who have mental health difficulties – to build empathy and to play with the construct of presenting mental health from others' perspective. 	<ul style="list-style-type: none"> • Utilise the Catastrophe Scale, as a means to developing children's resilience in meeting conflict and problem-solving in the moment. This could be part of vertical tutoring (to hear a wider age-range approach and model to peers) or within home-class worship. This needs to be explicitly modelled with scenarios rather than only when an incident happens so that children are not learning mid-crisis. • How well do teachers and support staff understand the Graduated Response for SEMH? Dedicated training, to unpick this and to share practices for each of the graduated levels. • TAAES overview and link to ensure that there is parity in the approach being taken and staff are 'thinking trauma'. • Too often issues between friendship groups or poor mental health are dealt with on a surface level – which exposes the child to more anxiety or a feeling of helplessness in being able seek a way out. Schools will establish flow-charts and protocols to ensure consistent management of a child's need – however it is presented. • Partnership Inclusion Teams will have a mental health agenda item to consider carefully what presenting needs are telling us. • TAAES project will continue to measure the school's response to trauma-informed practice – however we will think about the golden-thread and how we can connect curricula teaching opportunities to speaking openly about SEMH through texts read, the computing curriculum and e-safety as well as PSHE>



St Mary's Partnership - Area for development 5:

To refine distributed leadership and further strengthen capacity, in relation to high-quality monitoring and school improvement, leading to good and better outcomes for all groups of children.

Area for development	Intent – Key Performance Indicators	Monitoring	Implementation – steps to success	Milestone checks					
Overview of current issues:	Expected outcome(s) to improve AFD	Rhythm of the year (ROY)	Comprehensive implementation actions	1	2	3	4	5	6
Leaders – at all levels – need to be experts in curriculum thinking, build and assessment in order to provide effective support to those they lead and manage.	1. All school leaders articulate the aims, intent, implementation and impact of the curriculum. They understand the progression of the curriculum, co-connected schema with a precise understanding of the current picture.	<ul style="list-style-type: none"> Intent INSETs (termly) Senior Team Meetings (x2 per half term) Learning Walks (weekly) 	<ul style="list-style-type: none"> The Leadership Development Toolkit continues to be embedded – with peer support for new-to-role leaders as well as adherence to our ways of working. Leaders need greater opportunities to showcase their understanding through events with local schools using LAT. 						
Not all leaders understand the importance of book scrutiny as a lens to measure the effectiveness and impact of a teachers' input. As a result, some of the feedback lacks specificity in identifying key issues to remedy in the teaching.	2. All exercise books stand up to scrutiny because leaders exhibit the highest expectations of those they manage, with clear parameters of what learners should be capable of and how this should be presented.	<ul style="list-style-type: none"> Book looks (weekly) Standards checks (daily) Data conferencing (half termly) Conferencing with pupils and staff 	<ul style="list-style-type: none"> Exec Head will sample and QA perspective templates from all schools against the books chosen – this will be collaborative with SLT Each school's head will ensure that the rubrics for improvement are known. Those not meeting the standard will enter a Teacher Improvement Plan sooner. 						
Where Pupil Voice is consistently sought, and high-quality conversations (through conferencing) are effective – children demonstrate high levels of progress. Not all teachers, and leaders, utilise pupil voice.	3. Leaders ensure that curriculum conferencing is a valued tool for developing assessment proficiency in children. As a result, pupil voice is strong and children adept at high-quality conversations regarding curriculum knowledge and skills.	<ul style="list-style-type: none"> Pupil voice (weekly) Conferencing – through each subject (regular) QR codes (half termly non-core) 	<ul style="list-style-type: none"> Dip sample QR codes to check on the strength of pupil conferencing across the school. Add to perspective a new template for leaders completing pupil voice samples to ensure this is recorded with feedback to teachers. 						
The use of Pupil Premium funding is effective overall - evidenced by outcomes for disadvantaged pupils – however more could be done to target specific children for whom additional targeted teaching could secure better outcomes.	4. Judicious spending of the grant funding enables disadvantaged children to benefit from additional targeted teaching – narrowing the attainment gap between them and non-disadvantaged peers nationally.	<ul style="list-style-type: none"> Analysis of data from 2023-24 – looking at the correlation of those who had additional support and booster and outcomes. LI/SC grid (weekly) 	<ul style="list-style-type: none"> Inclusion teams analyse the current therapies and interventions offer – what is effective and what isn't? Are there training gaps in support staff required to improve the offer? Look carefully at the outcomes to decide how groupings are currently working for those who set. 						
Leaders do not have a sound knowledge of Early Years Framework. The foundations for learning are strong but not all leaders can articulate why.	5. All leaders have a sound knowledge of the prime areas of learning and the pathways from EYFS into subject study.	<ul style="list-style-type: none"> Learning walks (weekly) EYFS learning environment checks (half termly) 	<ul style="list-style-type: none"> Leaders to provide analysis of their interactions and observations in EYFS. EYFS to be part of all leaders' monitoring Leaders to be able to discuss developmental learning observed in the setting. 						



St Mary's Partnership - Area for development 5 – Underpinned Research

To refine distributed leadership and further strengthen capacity, in relation to high-quality monitoring and school improvement, leading to good and better outcomes for all groups of children.

AFD 5	Research Title and Source Citation	Research findings pertinent to this development area:	How will staff implement the research?
	<p>EEF – A Schools Guide to Implementation</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/a_schools_guide_to_implementation.pdf?v=1717061667</p>	<ul style="list-style-type: none"> Defining the behaviours to drive implementation and improvement is key to ensuring success. The EEF guidance has a three-stepped approach: engage, unite and reflect – ensuring that all stakeholders have a part to play in school improvement. Crucially, that they also know the ‘why’ are we doing this. The second part of successful implementation relies on knowledge of the contextual factors that influence implementation – e.g. ensuring things are evidence-informed as opposed to ‘another mandate’. Ensuring systems and structures are solid and tested – for example chains of command or hierarchies. If things fail at the first hurdle, change is unlikely to continue to happen. The final aspect is the process and approach. What is driven forward needs to be lived daily. It needs to be treated as a process of ongoing learning and improvement – rather than a race to the end product. 	<ul style="list-style-type: none"> As in AFD 1 – gaps also exist in leaders’ knowledge of curriculum and progression. We need to start the process with total honesty – we don’t expect everybody to know everything – but they need to acknowledge where weaknesses exist and take ownership of their wider learning. Leaders need to be mindful of how they are executing their responsibilities – considering the differing stages of development of teaching and support staff. We need everybody aligned to improvement but need to sandwich that in the context of staff’s current skillset and attitudes. Everything leaders do must be with integrity of the common aim – which is to improve life-chances.
	<p>EEF – Guide to Pupil Premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<ul style="list-style-type: none"> The guidance splits a tiered approach into three areas: targeted academic support, wider strategies and high-quality teaching. The EEF provide a detailed, and prepopulated, menu of support for each of the tiers – based on EEF research over the last few years. From tuition examples to use of digital technology to improve learning – this enables leaders to think more widely about the scope of what we want disadvantaged pupils to achieve – with signposting to how to get there. A guide for governors with discussion prompts supports strategizing the support offer for disadvantaged pupils with sub-sections to clearly consider the wider needs of this pupil group. The guidance is clear that data needs to drive the use of the funding with indicators of good practice suggesting that the school benchmarks itself against other schools to compare national averages. 	<ul style="list-style-type: none"> How equipped are governors at understanding what the impact of strategies have been/are/intended? How do they report this back? Is the PPG funding used for learning rather than ‘softer style’ support mechanisms that are not impacting outcomes? If used for attendance – is it clear that the strategy is leading to individuals coming to school more frequently? Double/Triple disadvantaged (SEND, PP, CP) how are we creating bespoke individual plans to ensure that we map all factors that inhibit progress and don’t leave overlap of services, support or teaching? Compare demographic and outcomes to other schools locally/nationally to understand performance.