



St. Mary's Catholic Primary School

SCHOOL IMPROVEMENT PLAN

SEPTEMBER 2020 – JULY 2021

The School Development plan is split into six main sections

- Outcomes for Pupils - ImprovementActivities
- Quality of Education - ImprovementActivities
- Personal development and Welfare, Behaviour and Attitudes - Improvement Activities
- Leadership & Management - Improvement Activities
- Early Years
- Curriculum RE, Catholic Life and Collective Worship

The School Improvement Plan describes the needs of the school in terms of premises, resources, staffing and curriculum. This plan has been compiled with the aim of ensuring that the priorities identified will improve the overall efficiency of the school and provide for the needs of all children socially and academically, thereby having an impact on the standards children attain. Due to the COVID-19 pandemic, the full cohort of children has not attended school from March 2020- September 2020; this has had an impact on the prior targets and areas for improvement.

The planned target areas for improvement are based on the following:

- The Ofsted recommendations resulting from the school's inspection in 2017.
- Section 48 recommendations resulting from the school's RE inspection in 2019.
- The Ofsted School Inspection Handbook.
- Views of staff, governors, parents and pupils.
- Analysed data of EYFS, key stage 1 and 2 results, as well as school tracking data.
- Shared best practice from other schools.
- Planning the use of the school's resources to maximise educational outcomes.

Head Teacher's Vision Statement

St. Mary's Catholic Primary School is a school to be proud of. The school is a vibrant, positive place to be. Our children become responsible citizens, they enjoy coming to school and are highly motivated young learners. They are secure in the knowledge that this school welcomes their whole family and works with them as a team, with the welfare and education of each child being our focus.

Our Senior Leadership team are confident in delivering policy, procedures and the vision of the school.

Pupils throughout the school contribute their ideas for learning to their curriculum which are enhanced with the introduction of new books, online reading and outdoor experience topics. Data and tracking systems are fed into the schools monitoring systems, which are well planned to provide evidence of the impact that these developments have on children's learning.

The Executive Headteacher, Head of School, staff and governors have a positive, open minded approach to sharing good practice within school. Links with schools in the cluster and academy trust are working well and further plans are in place.

The school community as a whole is working coherently together with a clear understanding of the school's agreed vision statement and aims. Development and improvement is continuous and constantly strived for.

We are continuing on our journey towards providing our pupils with the very best primary education we can, ensuring that we can support the pupils academically, physically and mentally whilst overcoming the long lasting effects of the COVID -19 pandemic.

School context	
<p>St Mary's Catholic Primary is a smaller than average sized school. The proportion of pupils eligible for pupil premium funding is higher than average. Reception= 57%. Year 1= 50%. Year 2=20%. Year 3=43%. Year 4= 52%. Year 5= 41%. Year 6= 60%. We have a lower level of Pupil Premium pupils in some classes, this is as a result of a small uptake of claims for Free School Meal. The demographics of the school suggests this figure should be higher. The vast majority of pupils are of White British heritage and there are very few pupils who speak English as an additional language. The proportion of pupils who come from minority ethnic groups is low. Currently the percentage of pupils supported with Special Educational Needs is average. We have a rising number of pupils supported with an Education and Health Care Plan. They are very well educated at St Mary's. Stability is high. The school provides a very strong Christian ethos where all pupils are valued and their achievements recognised. This contributes well to outstanding spiritual, moral, social and cultural development.</p>	
Key Ofsted actions from last report	<p>Inspection History</p> <p>The school was last inspected in October 2017 where the overall effectiveness was judged to be good.</p> <p>Areas for improvement were:</p> <p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> • younger pupils continue to make strong progress with their writing skills especially boys • pupils' progress in reading continues to improve so that it is as strong as that in writing and mathematics. <p>Commentary- The school continues to focus on reading and writing across the school, with a drive to improve boy's attainment and progress. Boy's attainment remains lower than girls as a result of complex special educational needs, however progress remains high. This was evidenced by the standards at the end of key phases and the School Improvement Advisor termly analysis.</p>

Key areas to improve	<p><u>Outcomes for Pupils</u></p> <p>Ensure that we close the gap in performance to any pupil identified as disadvantaged.</p> <p>Improve the percentage of children achieving the greater depth standards at the end of KS1 and KS2</p> <p>Improve the percentage of pupils achieving the expected standard in reading, writing and maths at the end of KS1 and reading at KS2</p> <p><u>Quality of Education</u></p> <p>Ensure outstanding teaching and learning, with teachers that are determined that pupils achieve well. They have deep knowledge and understanding of the subjects they teach and have high expectations of all.</p> <p>Further enhance our early intervention provision and other interventions are timely and purposeful, leading to impact.</p> <p><u>Personal development and Welfare, behaviour and attitudes</u></p> <p>Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience. Improve the attendance of the school minority of pupils who are classed as Persistently absent.</p> <p><u>Effectiveness of leadership and management</u></p> <p>Develop the middle leaders so they impact significantly on school improvement priorities.</p> <p>Develop senior leaders in their new roles so they impact significantly on school improvement priorities.</p> <p><u>RE</u></p> <p>Improve the quality of Religious Education by consistently providing tasks that challenge learners of all abilities and developing learning experiences and resources that widen and deepen pupils' opportunities to attain age-related expectations.</p> <p>Further develop Catholic Life by refining the school self-evaluation process so that monitoring of the Catholic Life of the school informs development plans.</p>
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2020/21 PREDICTIONS AND TARGETS

Predictions and targets for 2019 show an improving picture at the end of Year 2 and sustained above average standards by the end of Year 6

<u>End of Key Stage 1</u>	<u>Prediction</u>	<u>Target</u>	<u>Prediction</u>	<u>Target</u>
	% predicted to meet national expectations	% to meet national expectations	% predicted to exceed national expectations	% to exceed national expectations
Reading	63	76	15	20
Writing	63	76	18	20
Mathematics	66	76	18	20
<u>End of Key Stage 2</u>	<u>Prediction</u>	<u>Target</u>	<u>Prediction</u>	<u>Target</u>
	% predicted to meet national expectations Based on Y5 assessments	% to meet national expectations	% predicted to exceed national expectations	% to exceed national expectations
Reading	63	78	15	24
Writing	63	78	18	24
Mathematics	69	78	18	27
EGPS	66	81	18	30
% achieving the national standard in RWM combined.	63	70	18	24

1. Outcomes for Pupils

Ensure high standards are attained throughout Foundation Stage, KS1 and KS2 so that the challenging targets are achieved, especially for disadvantaged pupils, by:

Objective	Chosen action	Monitoring	Staff lead	Resources/costs	Success Criteria
Ensure that we close the gap in performance to any pupil identified as disadvantaged	Ensure all disadvantaged pupils are clearly identified on the short-term planning	Monitoring and tracking of key groups through lesson observations, book scrutiny, pupil voice and data tracking (Leadership team, termly)	Leadership	Staff training- phonics Sounds Write	All pupils make good or better progress in all year groups based upon termly analysis (termly data check, followed by annual review of yearly performance)
	Ensure that the disadvantaged pupils are targeted for additional reading sessions; 1:1 reading with teachers when class is covered and additional reading in class.			Class coverage to allow quality 1:1 reading	
	Tracking of pupils through termly data analysis to ensure pupils are predicted to make good progress	Assessment and observational data tracked and moderated (Leadership team termly)			If any child has not made age related expectations ensure their progress is good and better from their starting points.
	Whole staff training on phonics to establish a consistent approach, high expectations and shared vision.	Termly Pupil Progress meetings with teachers and teaching assistants.			Small groups of children are tracked and targeted for intervention as necessary.
	Whole staff training on practical resource based teaching to develop teaching for mastery in maths.	Regular team meetings within key stage.			Termly data check, followed by annual review of yearly performance.
	Ensure that pupils are engaging with remote learning if necessary.	Monitoring of the Call lists. Speaking to parents to ensure they have the correct equipment at home.		ICT equipment Loan	Disadvantaged children progress tracked through assessment. Home learning – weekly phone calls with the children to ensure they are accessing the work. ICT equipment is available for children if they do not have any ICT in the home. Timetable set up for pupils to ensure consistency in their day, with PSHE lessons each week to give children the opportunity to explore Growth Mindset. Textbooks and exercise books sent home to support with home learning.

Improve the percentage of children achieving the greater depth standards at the end of KS1 and KS2	Differentiated teaching across the school and setting for Y2 and Y6 English and Maths to ensure teaching stretches the most able.	Data analysis moderated by Leadership team (termly), including annual review of teacher performance.	Leadership team	Staff training Additional staff in Y6.	Analysis shows rising levels of higher attaining children at the end of KS2.
	Mastery specific approach to the teaching of maths through targeted staff training on practical maths activities to achieve secure, long-term understanding.	Maths staff meeting (termly) Observations and book scrutiny (half termly)			Book scrutiny clearly shows increased level of challenge in books.
	Remote learning – ensure challenge is provided for children.	Home learning resources monitored (half termly)			Monitoring of home learning resources clearly show challenge and targeted questioning is provided to the children.
	Use of questioning aimed at greater depth.				

<p>Maintain the high levels of SEND pupil progress so that we increase the percentage of SEND achieving age expected standards at the end of KS2</p>	<p>Develop the provision mapping for the SEND pupils so that it is more concise, pertinent to pupils needs and impacts upon pupil progress</p>	<p>Review of progress towards attainment and progress targets</p>	<p>AT Leadership team</p>	<p>TA release to support SENCO</p>	<p>SEND progress across remain strong and at the end of KS2 above average</p>
	<p>Increase number of evidence based targeted interventions to close the attainment gap in reading, writing and maths by:</p> <ul style="list-style-type: none"> ● Lexia across the school ● Reading plus ● Project X Reading comprehension ● Every Child a counter <p>Offer high quality CPD opportunities for teaching assistants, including termly external training in school.</p> <p>Use SEND ranges to ensure correct support is offered.</p> <p>Using manipulatives (practical activities) to embed contextual understanding that ensures pupils with SEND experience mathematical concepts and are able to embed a secure understanding of small steps to learning that fill gaps.</p> <p>Remote learning – differentiated work set and provide parents with extra support for teaching at home (for example; word mats). Timetable provided for consistency so the school day does not change. Parents will have a copy of the children's targets, staff to provide tasks for parents to complete for the children to achieve their targets..</p>	<p>Scrutiny of planning and work samples</p> <p>Scrutiny of evidence of monitoring of teaching and performance management</p> <p>Direct observations of teaching for SEND pupils</p> <p>Feedback with pupils/ staff/ parents</p> <p>ILP'S monitored every 6 weeks</p>		<p>Educational Psychologist SLA</p> <p>Differentiated work.</p> <p>Timetable</p> <p>ILP targets and tasks</p>	<p>Analysis identifies individual and group needs for intervention (termly check then annual review of performance)</p> <p>The timetable will provide SEND children with the consistency of a school day. Work is differentiated to support their learning. Intervention tasks can still take place at home.</p>

Impact Measures

- 100% of teaching is at least good with some elements of outstanding in all classes (ongoing)
- All teachers are confident in making accurate assessments of pupils' attainment and progress (each assessment point)
- Planning shows all teachers are making effective use of assessment information to ensure tasks are well matched to the learning needs of all pupils by and particularly for the most-able (each planning monitoring)
- Engagement is outstanding in 100% lessons (ongoing)
- Work sampling and pupil discussion shows all pupils receive consistently good quality guidance on how to improve their work and are given time to act on their improvement pointers (each book scrutiny monitoring)
- Discussion with pupils provides evidence that pupils have more opportunities to develop their reading skills and that the most able are challenged well (each pupil voice monitoring)

2. Quality of Education					
Ensure outstanding quality of education, with teachers that are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.					
Objective	Chosen action	Monitoring	Staff lead	Resources/costs	Success Criteria
Establish a reading curriculum, with a particular focus of developing vocabulary to ensure fluency and comprehension.	<p>Half termly staff meeting time focusing on developing vocabulary and word knowledge.</p> <p>Establish a 'taught not caught' principle to the teaching of vocabulary to support children's understanding and comprehension of a text.</p> <p>Use Project X Reading comprehension within whole class lessons.</p> <p>Introduce classic readings to develop research skills.</p> <p>Remote learning – children will have a reading book at home. Access to reading resources available to children through; purple mash, Lexia and spelling shed.</p> <p>English lessons include a weekly comprehension lesson.</p> <p>Phonics work part of home learning, using new Sounds Write lessons and resources.</p> <p>KS1 staff attend phonics training with Local Authority</p> <p>JC attend Sounds Write Course.</p>	<p>Lesson and book monitoring procedures identify an increased focus on the direct teaching of vocabulary and word knowledge. (half termly)</p> <p>Pupils performance with comprehension related activities are analysed.</p> <p>Observations (termly)</p> <p>Comprehension activities monitored by staff.</p> <p>How effective is the new Sounds write scheme?</p>	English lead.	<p>Classic reading texts.</p> <p>Lexia subscription</p> <p>Reading Plus subscription</p> <p>Sounds write course</p>	<p>Pupil performance with comprehension related activities is improved.</p> <p>Pupil written work and verbal responses evidence an increased vocabulary and word knowledge.</p> <p>Reading fluency is improved with more children reading at a level appropriate to their age.</p> <p>Reading performance has improved and children are using a range of vocabulary.</p> <p>Sounds write will be implemented across EYFS and KS1.</p>

	<p>Develop curriculum leaders with responsibility for core subjects.</p> <p>Share 'Progression of Skills' documents for Science, Geography, History, Art, DT, PE, computing and MFL with all staff and ensure they are used effectively in planning.</p> <p>Introduce topic teaching assessments and provide training to support this.</p> <p>Share the updated curriculum offer with all staff and ensure that it is used effectively in planning.</p> <p>Develop the use of mind maps to ensure curriculum coverage.</p> <p>Curriculum leaders are involved in all aspects of monitoring, to ensure consistency of approach.</p> <p>Remote learning – targeted questions at the start and end of each topic.</p> <p>Tasks that are sent home are what will have been taught in class. Using a range of English and Maths skills.</p> <p>KS2 to take part in the geography project</p>	<p>Senior and subject leaders regularly and rigorously check that planned actions are improving the quality of teaching learning and assessment for all pupils. (half termly)</p> <p>Progression of skills documents are used during book scrutiny to track and monitor curriculum coverage.</p> <p>Monitoring of planning and resources.</p>	<p>Maths lead/ science lead/ humanities lead</p>	<p>Primary Science Mark</p>	<p>Subject leaders know their subject well and are highly effective at identifying and addressing priorities.</p> <p>Highly effective systems are in place for monitoring teaching and learning across the curriculum.</p> <p>Curriculum coverage is effective and teachers plan with an awareness of progression in skills documents.</p>
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<p>Ensure all pupils fully understand how to apply their mathematical skills and understanding when solving problems in practical situations.</p>	<p>Delivery of whole staff training around problem solving and reasoning through use of bar model and other effective representations of number.</p> <p>Ensure all maths teaching is delivered in a resource rich environment that uses a wide range of manipulative to embed secure understanding of key facts - i.e. place value, number recognition and formation, number bonds and key relationships such as times tables.</p> <p>Deliver maths based sessions across the curriculum.</p> <p>Remote learning – staff to use White Rose maths to help deliver the curriculum. Each child has a maths book now at home for home learning. Lessons to include practical activities, using everyday objects you can use at home. Opportunity to solve problems in lessons.</p>	<p>Subject leader regularly and rigorously check that planned actions are improving the quality of teaching learning and assessment for all pupils.</p> <p>Monitoring of lessons and resources for home learning (half termly)</p>	<p>CM</p>	<p>My Maths subscription</p> <p>PinPoint subscription</p> <p>EdShed subscription</p> <p>White Rose maths subscription</p>	<p>Monitoring indicates that the maths curriculum is outstanding.</p> <p>Progression in maths is clear, with particular evidence of mastery in maths.</p> <p>Pupils have strong basic knowledge of number, allowing them to approach more abstract reasoning with improved success.</p> <p>Pupils can use mathematical skills within a range of lessons. Pupils can solve problems in practical situations.</p>
<p>Maximise pupil feedback, ensuring it is effective at accelerating pupil progress.</p>	<p>Ensure opportunities are provided for pupils to respond to any written feedback.</p> <p>Establish shared and consistent procedures for recording feedback.</p> <p>Ensure whole class/ group misconceptions are swiftly addressed and inform next steps in teaching.</p> <p>Remote learning – all children have a class email which they can email their teacher asking any questions or for support. Class dojo provides the opportunity to mark the work, allowing teachers to leave the necessary feedback for pupils. Pupils can respond to this by correcting their work.</p>	<p>Lesson and book monitoring procedures (half termly).</p> <p>Pupil voice acknowledges an awareness of next steps in learning (termly).</p> <p>Pupil voice</p>	<p>Leadership team</p>	<p>Time to analyse responses</p>	<p>Progress within lessons and across units of work is rapid.</p> <p>Strong and clear evidence of pupil response and resulting progress.</p> <p>Marking and feedback in consistent and pupil response is evident.</p>
<p>Improve pupil spelling with a particular focus on developing a whole school approach</p>	<p>Delivery of whole staff training around spelling</p> <p>Whole school spelling focus - training at least termly to develop staff confidence in own subject knowledge and strategies to deliver effective, quality lessons.</p> <p>Spelling displays in each class to celebrate success- emphasis is on progress to allow all children to succeed.</p>	<p>Lesson and book monitoring procedures (half termly).</p> <p>Pupil voice acknowledges an awareness of next steps in learning (termly).</p>	<p>English lead</p>	<p>Spelling Shed subscription</p>	<p>Progress within lessons and across units of work is rapid.</p> <p>Strong and clear evidence of pupil response and resulting progress</p>

	<p>Remote learning – spellings to complete each week.</p> <p>Strategies to be shared with parents on techniques to teach spellings.</p> <p>JC attend sounds write course.</p> <p>JC, AR and LM attend Local authority training for Phonics. Activities to be applied to their home learning..</p> <p>List of useful websites for parents given to support with spelling. Such as Lexia, Spelling Shed,, Phonics Play</p>			Phonics play subscription.	
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Impact Measures:

- Monitoring of Topic shows outstanding curriculum (each monitoring cycle- termly)
- Reading curriculum showing impact upon rising assessment levels (autumn, spring and summer assessment points)
- Monitoring indicates that the math's curriculum and quality of teaching is at least good with aspects of outstanding (each monitoring cycle- termly)
- Pupil feedback, ensuring it is effective at accelerating pupil progress as evidenced in work scrutiny, data analysis and pupil voice activities (each monitoring cycle- termly).

3. Personal development and welfare; Behaviour and Attitude

Ensure a positive learning culture committed to supporting pupils' personal development and wellbeing and one which promotes self confidence, self awareness and understanding of how to be a successful learner.

Objective	Chosen action	Monitoring	Staff lead	Resources/cost	Success Criteria
Ensure that school safeguarding systems are robust and fit for purpose.	<p>Complete annual audit for governors.</p> <p>Deliver half- termly staff training regarding safeguarding children.</p> <p>All staff to be given safeguarding procedures as part of Staff Code of conduct.</p> <p>Develop high quality E safety training for pupils and raise awareness for parents.</p> <p>Train staff on new safeguarding national priorities in line with KCSIE (220)- including Peer to peer abuse, Child Criminal Exploitation, County lines, Forced Marriage, Trafficking and Modern Slavery and Homelessness.</p> <p>Remote Learning – all staff reminded of safeguarding policy. Safeguarding policy updated in line with Covid-19.</p> <p>Weekly phone calls and newsletter to children</p> <p>Staff to continue to use Cpoms to report any issues.</p> <p>Contact sheets filled out and sent to JC weekly.</p> <p>Home visits if needed.</p>	<p>External evaluation by school SIA as part of advisor visits (termly).</p> <p>Termly evaluation completed by Clennell Education Services.</p> <p>Cpoms</p>	Leadership team	<p>CPOMS subscription</p> <p>Clennell Educational Services SLA</p>	Secure and detailed system in place for safeguarding children (Sept, audit check and following up on identified issues by Nov 2020)
Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience (where allowed due to COVID-19 pandemic).	<p>Ensure all newsletters clearly states that financial support will be available for any child, including residential trips and after-school activities.</p> <p>Engagement with families though offering teaching and learning cafes and parent support workshops such as Bliss-Ability. Pupil Voice.</p> <p>Individual Support through regular and professional counselling provision- provided by the Road Centre.</p> <p>Career aspiration campaign - 'We will be'-</p> <p>Develop 'Growth Mindset' across the whole school.</p> <p>Remote learning – develop Jigsaw for the whole school. A PSHE and RSE programme.</p>	<p>Disadvantaged pupils voice activities show that quality of school life is very high</p> <p>Classroom displays.</p> <p>Pastoral care planning</p> <p>How effective is the use of Jigsaw?</p> <p>Half-termly assessments of PSHE provided by Jigsaw to complete.</p>	Leadership team	<p>School fund to support school residential trips</p> <p>Pupil Premium money accessed to support families (see additional plan)</p> <p>PSHE Jigsaw subscription</p> <p>Explore for All- safari day</p> <p>Jigsaw subscription</p>	<p>Analysis helps to inform monitoring and CPD focus for whole staff and individuals (termly check to Governors)</p> <p>PP children have access to a vibrant and exciting curriculum.</p> <p>Children will understand what it takes to be a good learner. Children are able to develop their learning character and habits, as well as their appetite and ability to learn in different ways.</p>

4. Effectiveness of leadership and management					
Ensure leadership at all levels is outstanding, with a particular focus on developing the role of middle leaders in driving forward school initiatives.					
Objective	Chosen action	Monitoring	Staff lead	Resources/cost	Success Criteria
Develop the middle leaders so they impact significantly on school improvement priorities.	<p>Develop new responsibility teams with new subject leads shadowing experienced leads</p> <p>Identify and seek opportunities to develop individually as appropriate or as a leadership team by offering relevant training relevant to suit the responsibilities.</p> <p>Completion of training by Aspiring Middle Leaders</p> <p>CCRS completion by staff</p> <p>Middle leaders writing their own action plans for their areas of responsibility</p> <p>Leaders proactively engage with and support staff through informal and formal meetings.</p> <p>Remote Learning – Online training</p>	<p>Progress against all actions to be monitored through termly data analysis and monitoring and evaluation</p> <ul style="list-style-type: none"> Analysis of data at regular intervals Scrutiny of planning and work samples Scrutiny of evidence of monitoring of teaching and performance management Direct observations of teaching Discussion with pupils Review of CPD plan to improve teaching <p>Certificates of any online training completed.</p>	Leadership	<p>CCRS</p> <p>Computing training</p> <p>Aspiring Middle Leaders training</p>	<p>Leadership is evaluated as good/outstanding by SIA.</p>
Develop the role of senior leaders so that impact significantly on school improvement priorities.	<p>New Headteacher/Head of school professional development programme completed by AT</p> <p>Remote learning –Staff wellbeing. Weekly phone calls, a school WhatsApp group has been set up to ensure staff can stay in touch.</p> <p>A Friday morning prayer to be shared on the staff wellbeing Facebook page.</p> <p>Coffee mornings to be held virtually for staff morale.</p> <p>Happiness bag to be given to each member of staff.</p> <p>All staff were given contact numbers from the better health champion, if they need support with wellbeing, domestic abuse, anxiety and Mental health.</p>	<p>External termly evaluation completed by SIA.</p> <p>Staff questionnaire</p>	Leadership	Professional CPD courses	<p>Leadership is evaluated as good/outstanding by SIA.</p> <p>Staff have a positive wellbeing and know who to contact for support.</p>

<p>Maintain a highly effective Governing body that is supportive of the school but challenging so that they expect all to achieve highly by:</p> <ul style="list-style-type: none"> • Challenging the school to remain above average for attainment and progress at the end of Key Stages • Holding leaders to account for the quality of teaching across each class so that it remains at least good with elements of outstanding. 	<p>Provide training opportunities for all governors on key educational issues:</p> <ul style="list-style-type: none"> • Ofsted framework <p>Devise a calendar of events for governors to ensure they are actively involved in the school.</p> <p>Streamline the number of governing committees so that all meetings are well attended.</p> <p>Audit current governor expertise with a view to adding to governor pool of knowledge with potential appointment of new governors.</p> <p>Remote learning – all information shared with governors regarding Home learning.</p>	<p>External review of Governors carried out by Local Authority School Improvement Advisor as part of Annual Report</p> <p>Governors actively involved with SIA termly visits</p> <p>Leaders to prepare summary reports for discussion at termly Governors Meetings and data to be analysed for general viewing on the school website.</p>	SLT	Governor support training	<p>Governance in the school remains highly effective</p> <p>Monitoring of overall effectiveness shows we are on target to reach the milestones set in all areas.</p> <p>Where milestones have not been met action has been agreed with HT and will be included in the next Governors meeting.</p>
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Impact Measures

- All pupils make expected progress with 30%+ making better than expected progress in Reading, Writing, Grammar, Punctuation and Spelling, Maths, RE.
- 80%+ of pupils at age expected levels with 30%+ above age expected levels (by the end of the year)
- Leaders and TLR holders to be confident in Ofsted evaluation grades (termly check from SIA)
- Leaders and TLR holders actively involved in systematic Monitoring and Evaluation process (termly check from SIA)
- Governors are able to challenge and support the school effectively through a secure knowledge base (termly)
- Governors are actively involved in the school life making regular visits and attending school events (half termly)

5. Effectiveness of Early Years					
Ensure outstanding Early Years provision, where pupils develop a love of learning and make accelerated progress from their starting points.					
Objective	Chosen action	Monitoring	Staff lead	Resources/cost	Success Criteria
Ensure that teachers returning to Early Years are confident with the Development Matters document. They make accurate assessments and plan effectively to ensure a broad and balanced curriculum.	Supportive and effective communication between EYFS staff and leaders.	Regular EYFS staff meetings	EYFS lead	Release time covered	Teaching and learning in the Early Years is at least good with elements of outstanding. Assessments are accurate and evidence base is strong.
	Ensure robust internal moderation procedures, leading to consistency of data collection. Collaborative planning with year group partner, allowing for sharing of knowledge and expertise between colleagues. Remote learning –online training	Performance reviews Lesson observations and book monitoring. (termly) Certificates of training attended			
Ensure that pupils who are falling behind are identified quickly and measures of support applied.	Carry out ECAT assessment on all nursery pupils to inform referrals to Speech and Language.	Data tracking	EYFS lead	Training costs within school	Early intervention procedures are robust and effective. Teachers and TAs manage and coordinate interventions for targeted children. Interventions are purposeful and have measured impact. For any child who has not made age related expectations, progress is good and better from their starting points.
	Access Pre-school and Portage service to support children identified as having specific learning needs. Use termly data analysis to identify pupils at risk of falling behind. Ensure that all staff are proactive at closing any gaps rapidly, by providing training or guidance to allow purposeful and targeted interventions. Establish highly effective home-school partnerships. Use SEND ranges to identify additional needs. Remote learning – weekly phone calls. Targeted home learning resources.	Intervention support and monthly meetings with TAs to review and evaluate early intervention offer. Intervention summaries clearly indicate impact of intervention. (half termly) Early Help Meetings. Monitoring of resources			

<p>Improve attainment of disadvantaged pupils, increasing the number achieving a Good Level of Development by the end of the Reception year.</p>	<p>Establish highly effective parent partnerships.</p> <p>Ensure that the disadvantaged pupils are targeted for additional story time sessions with reading volunteers. Plan additional 1:1 reading opportunities for disadvantaged pupils.</p> <p>Tracking of disadvantaged pupils as part of pupil progress meetings.</p> <p>Early identification of specific gaps and targeted Intervention provided regularly.</p> <p>Personalised curriculum offered and 1:1 provision in place where necessary.</p> <p>Use Action Picture Test to assess language skills and provide intervention to close the language gap.</p> <p>Deliver Talk Boost to narrow the EYFS/KS1 language gap.</p> <p>Deliver Family Learning sessions, supported by Sunderland Learning Foundation.</p> <p>Remote learning – targeted questions and resources</p>	<p>Monitoring attendance of our disadvantaged families at family learning and parent workshops.</p> <p>Monitoring and tracking of key groups through lesson observations, book scrutiny, pupil voice and data tracking (Leadership team, termly)</p> <p>Engagement with skilled adults and effective pupil feedback leading to rapid progress and sufficient challenge.</p> <p>Termly Pupil Progress meetings with teachers and teaching assistants.</p> <p>Pen portraits for children whereby attainment does not reflect the significance of progress made from starting points.</p> <p>Regular team meetings within year groups.</p> <p>Monitoring planning and resources (half termly)</p>	<p>Leadership team.</p>	<p>Pupil Premium money accessed to support families (see additional plan)</p>	<p>All pupils make good or better progress in all year groups based upon termly analysis (termly data check, followed by annual review of yearly performance)</p> <p>For any child who has not made age related expectations, progress is good and better from their starting points.</p>
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Impact Measures

- Teaching and learning in the Early Years is at least good with elements of outstanding (termly monitoring)
- Those pupils who are falling behind are identified quickly and measures of support applied (end of autumn a)
- Attainment of disadvantaged pupils, increasing the number achieving a Good Level of Development by the end of the Reception year.

6. High achieving Catholic community					
Ensure St Mary's has Outstanding Catholic Life, Outstanding Curriculum RE and Outstanding Collective Worship					
Objective	Chosen action	Monitoring	Staff lead	Resources/cost	Success Criteria
To ensure we target higher levels of challenge in RE	<p>Ensure resources are sufficient and well used to allow children in KS1 and KS2 to become more familiar with scripture.</p> <p>Plan and deliver RE lessons to stretch the most able in upper KS2 ensuring they are confident and familiar with using and relating to scripture and achieve higher outcomes in line with the new diocesan assessments.</p> <p>Provide extended opportunities for pupils to write longer prose of writing that clearly shows developing RE understanding through links to real experiences, scripture and other religious sources.</p> <p>Remote learning – challenge to be given and targeted questions given to the children to target higher levels of challenge.</p>	<p>Termly data analysis moderated by Leadership team</p> <p>Monitoring of planning</p>	RE lead	Release time	<p>Moderation activities indicate pupils have regular coverage of RE skills and progress is evident through regular opportunities for extended writing.</p> <p>85%+ of pupils meeting curriculum expectations in each year group (35% above age expectations) End of year, progress check termly</p> <p>All children make at least good progress across each key stage.</p> <p>More children achieving a higher lever in RE.</p>
Curriculum RE Provide tasks that challenge learners of all abilities and developing learning experiences and use resources that widen and deepen pupils' opportunities to attain age-related expectations.	<p>Planning to be completed on diocesan sheets and to clearly indicate target groups.</p> <p>Exciting activities planned around the key learning intentions with a range of resources to ensure all pupils achieve higher outcomes.</p> <p>Provide lessons that ensure all the children can reach a high standard and that they are not held back by activities.</p> <p>Remote learning – Diocese of Hexham and Newcastle provide Home learning packs for school in line with the Come and See.</p> <p>JC to work with the Diocese to help provide Home Learning resources.</p>	<p>Termly planning scrutiny in line with diocesan guidelines to identify planned differentiation and evidence of following 'Come and See' scheme of learning.</p> <p>Termly book scrutiny.</p>	RE lead	<p>Training costs</p> <p>Home learning activities</p>	<p>During book scrutiny challenge is clearly seen across all books (half termly)</p> <p>Clear evidence of progress seen through analysis of termly and end of year data</p> <p>Home learning activities provide clear challenge</p>

<u>Catholic Life</u> Identify ways to poverty proof the school to ensure disadvantaged pupils are not marginalised.	Promote the Catholic Life of the school through activities that are not solely monetary based. Ensure all fundraising activities are seen as achievable for all and voluntary, with a focus on giving time and sharing skills rather than simply money. Remote learning – help in the community. Food deliveries, breakfast deliveries to disadvantaged pupils. ICT support to the children who have no access to computers at home.	Record examples of Catholic Life that show a range of ways that the ethos of the school is shared with the community- both local and wider. Monitor number of ‘fundraising’ activities to limit the pressure on vulnerable families.	Leadership team	Release time Any ICT equipment	Floorbook, hall display and website show celebrations of how the school’s vision is shared.
<u>Collective Worship</u> Continue to develop the role of children further in preparing Collective Worship across the school.	All classes to record CW plans to plan, deliver and evaluate class collective worship. Children to be included in all year group and whole school collective worship and their views actively sought and implemented – whole school worship now virtual due to COVID-19 pandemic. Remote learning - Weekly liturgies provided to families using TenTen resources. Resources provided from Cafod for children to plan and lead their own Collective worships. Each come and see topic also has a liturgy provided.	Monthly observation of Collective Worship for individual year groups across the whole school.	RE lead	Release time Ten Ten resources subscription	Pupil involvement in planning, leading and evaluating Collective Worship increases with older pupils. All pupils enjoy and actively participate in different forms of worship-including liturgy, mass, private prayer and retreat.

Impact Measures

- Work is clearly challenging to all in Curriculum RE (termly monitoring points)
- Pupils are accessing support and financial assistance and no child is prevented from a school activity, uniform or trip (ongoing)
- Children from Nursery to Y6 are increasingly preparing their own Collective Worship (ongoing)

Monitoring and Evaluation

Monitoring

Progress against all actions to be monitored through termly data analysis and monitoring and evaluation

- Analysis of data at regular intervals
- Scrutiny of planning and work samples
- Scrutiny of evidence of monitoring of teaching and performance management
- Direct observations of teaching
- Discussion with pupils
- Review of CPD plan to improve teaching
- Governors actively involved with LA termly visits from LA attached advisor

Evaluation

Outcomes from monitoring and evaluation to be reported to termly meetings of the Governors and LA termly visit.

