

St. Mary's Catholic Primary School

School Improvement Plan



September 2021-July 2022

The School Improvement plan is divided into six key areas with improvement areas and activities sited within them.

- **Outcomes for Pupils**
- **Teaching, Learning & Assessment**
- **Personal development, Behaviour & Welfare**
- **Leadership & Management**
- **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 have not attended school from January 2021- March 2021; 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 school's 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.

THE AIMS AND OBJECTIVES OF OUR MISSION STATEMENT

These aims and objectives which arise from our mission statement are determined by our obligations to our pupils, parents, parish and community.

Therefore as a Catholic School we aim:

To ensure that our school is a place where Christian values are central to the lives of the whole school community

We will fulfil this by

- creating a school atmosphere and tradition within which is developed a sense of pride, identity and purpose by each individual pupil, members of staff and parents.
- encouraging behaviour which shows respect for everyone and contributes to successful learning both in and outside the classroom.
- joining together to worship.
- treating everyone with dignity and respect, and so showing our love of God and each other.

To maintain a caring school community in which each individual is given a sense of security and personal recognition.

We will fulfil this by

- enabling every pupil to achieve their full potential in academic progress and achievement.
- endeavouring to be an inclusive school for those with special needs by encouraging and resourcing pupils who find aspects of their learning difficult.
- encouraging our children to recognise and appreciate achievement in all its forms, and help them to fulfil their own personal ambitions and aspirations by developing lively and enquiring minds.

To foster the understanding and support of parents and the wider community.

We will fulfil this through

- involving parents in our broad and balanced curriculum, and through the provision of opportunities for our children to acquire the skills and experience necessary to ensure lifelong learning.
- spreading the Gospel values of love, justice and peace, through our prayer life, our support for charities and our involvement in the local community.

CURRENT POSITION

The Leadership team have a very clear vision for the school. The Executive Head, Head of School and Deputy Head, with the support of leaders, have brought about identified changes and improvements and have implemented. Despite the countless challenges faced due to the Covid-19 pandemic, the leadership team and staff, have continued to work tirelessly and fearlessly to ensure that our pupils and families are supported and that our school faces the opportunity of another Ofsted inspection in a 'good' place.

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 high standards are attained throughout Foundation Stage, KS1 and KS2 so that the targets are achieved, especially for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Continue to ensure the percentage of children achieving the expected standards at the end of KS1 and KS2 is at least in line with national expectations. • Continue to ensure the percentage of children achieving the expected standards at the end of Y1 in phonics and reading at the end of KS1 and 2 is at least in line with national expectations. • Ensure that we improve the performance of any pupil identified as disadvantaged. • Establish progress for SEND pupils so that we increase the percentage of SEND achieving age expected standards at the end of the key phases. • Ensure that we improve the performance of all pupils in all subjects. <p><u>Quality of Education</u></p> <p>To improve pupil outcomes by raising standards and improving progress especially in reading.</p> <ul style="list-style-type: none"> • Embed the reading curriculum, particularly with new staff, which connects with the writing curriculum and supports pupils to develop effective comprehension skills and make connections between reading and author intent. • Embed the writing curriculum across the whole school, which uses core texts at its heart; to ensure all writing is within context. • To improve levels of attainment and progress in mathematics across the school. • A broad and engaging curriculum that focuses on vocabulary acquisition. • Value the talents and ambitions of all pupils • Maximise pupil feedback, ensuring it is effective at accelerating pupil progress. <p><u>Personal development and Welfare, behaviour and attitudes</u></p> <p>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.</p> <ul style="list-style-type: none"> • Ensure Bfl policy and system is approached as a whole school with clear expectations for all stakeholders. • Ensure that school safeguarding systems are robust and fit for purpose. • All disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience. • Develop attendance procedures so that they target pupils where attendance is below the National average and school target as a result of regular absence
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	<p><u>Effectiveness of leadership and management</u></p> <p>Ensure leadership at all levels is outstanding, with a particular focus on developing the role of subject leaders in driving forward school initiatives.</p> <ul style="list-style-type: none"> • Develop the role of senior leaders and subject leaders so that they impact significantly on school improvement priorities. <p><u>Effectiveness of the Early Years</u></p> <p>Ensure outstanding Early Years provision, where pupils develop a love of learning and make accelerated progress from their starting points.</p> <ul style="list-style-type: none"> • Ensure that all EYFS staff are confident with the new EYFS Framework. • Ensure staff make accurate assessments and plan effectively to ensure a broad and balanced curriculum. • Provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences • Ensure all pupils have appropriate next steps and measures of support applied. • Improve attainment of all pupils, increasing the number achieving a Good Level of Development by the end of the Reception year. <p><u>RE</u></p> <p>Ensure high standards are attained throughout Foundation Stage, KS1 and KS2 so that the targets are achieved, especially for disadvantaged pupils.</p> <ul style="list-style-type: none"> • To ensure we target higher levels of challenge in RE • Ensure work is appropriate to meet the needs of all learners with scaffolds and challenge across all year groups to ensure very good progress is made by all pupils. • Provide opportunities to explore and develop pupil knowledge and understanding of other faiths • Identify ways to poverty proof the school to ensure disadvantaged pupils are not marginalised. • Develop the role of children further in preparing and leading Collective Worship across the school.
Budget	The school is able to set a balanced budget.

21/22 PREDICTIONS AND TARGETS

Predictions and targets for 2022 show an improving picture at the end of year 2 and sustained above average standards by the end of year 6.

End of key stage 1	Prediction % predicted to meet national expectations	Target % predicted to meet national expectations	Prediction % predicted to exceed national expectations	Target % predicted to exceed national expectations
Reading	69	75	15	18
Writing	69	75	15	18
Mathematics	69	75	15	18
End of key stage 2	Prediction % predicted to meet national expectations	Target % predicted to meet national expectations	Prediction % predicted to exceed national expectations	Target % predicted to exceed national expectations
Reading	76	81	15	21
Writing	76	81	15	21
Mathematics	76	81	15	21
RWM	71	76	15	21

PRIORITY 1. Outcomes for Pupils

Targets :

- **Ensure high standards are attained throughout Foundation Stage, KS1 and KS2 so that the targets are achieved, especially for disadvantaged pupils.**

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
<p>Continue to ensure the percentage of children achieving the expected standards and greater depth at the end of KS1 and KS2 is at least in line with national expectations.</p>	<ul style="list-style-type: none"> • Mastery approach to teaching to ensure depth of knowledge is valued to secure long-term understanding. • Quality first teaching supported by evidence based CPD for teachers and support staff. • 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. • Tracking of pupils through termly data analysis to ensure pupils are predicted to make good progress • Whole staff training on phonics to establish a consistent approach, high expectations and shared vision. • All teaching staff and support staff effectively use data to improve learning. 	<ul style="list-style-type: none"> • INSET and staff meetings throughout Aut 1 to train staff in planning formats and teaching structures. • Non-negotiable key concepts, knowledge and skills identified by subject leaders and incorporated within the curriculum. • Session for Teachers and TAs analysing class data (Autumn 1) • Training in the use of itrack new staff members (Autumn 2) 	<ul style="list-style-type: none"> • Data analysis moderated by Leadership team and Directors of learning (termly), including annual review of teacher performance. • Lesson plans, pupil voice, observations and book scrutiny (half termly). • Data dialogue with staff in pupil progress meetings with LT leading to more informed strategies conversations to support pupils learning (termly). 	<p>Leadership team and Directors of English and Maths.</p>	<p>School budget learning resources.</p> <p>Staff training- phonics Sounds Write</p> <p>Class coverage to allow quality 1:1 reading</p>	<ul style="list-style-type: none"> • Analysis shows rising in line /above national expectations levels of attainment at the end of KS2. • Pupil progress shows children are making at least the expected progress and on track to achieve End of Year expectations. • Book scrutiny clearly shows increased level of challenge and good progress in books. • Pupils in KS2 are very aware of their progress toward their end of year goal. • Teachers can identify and address the links between the use of data and the class-based strategies or interventions that will bring about improvements and progress in pupils learning. 	

PRIORITY 1. Outcomes for Pupils cont.

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

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
Continue to ensure the percentage of children achieving the expected standards at the end of Y1 in phonics and reading at the end of KS1 and 2 is at least in line with national expectations.	<ul style="list-style-type: none"> • Key staff training on 'Sounds Write' Phonics to establish a consistent approach and establish high expectations. • Daily phonics teaching coupled with opportunities for this to be reinforced throughout the curriculum. • Salford Reading Test used to assess pupils' reading ability to enable suitable reading books to be allocated. • For children not making expected progress Lexia will be used to gain a clear understanding of each pupil's reading attainment, and monitor their progress over time. • Additional sessions prior and after school to focus on lowest 20% of readers in each cohort. 	<ul style="list-style-type: none"> • Reception and KS1 staff to complete 'Sounds Write Training' (September, October, November 2021) • Implement scheme immediately 	<ul style="list-style-type: none"> • Monitoring of books, planning and lesson observations of phonics sessions (1/2 termly) • Monitoring of reading records. • Observations of staff reading with pupils. (1/2 termly) 	SLT LM KS	<p>Staff training for sounds write – Phonics</p> <p>£4000- Recovery grant</p> <p>£2000 staff training budget.</p> <p>Lexia</p> <p>£1 000</p> <p>School budget learning resources.</p>	<ul style="list-style-type: none"> • Class-based strategies and phonics interventions bring about improvements and progress in pupils learning. • Phonics score to be above national during phonics screening check 2022 (82%). 	

PRIORITY 1. Outcomes for Pupils cont.							
<ul style="list-style-type: none"> Ensure high standards are attained throughout Foundation Stage, KS1 and KS2 so that the targets are achieved, especially for disadvantaged pupils. 							
Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
<p>Ensure that we improve the performance of any pupil identified as disadvantaged.</p>	<ul style="list-style-type: none"> Ensure all disadvantaged pupils are clearly identified on class cohort information sheets, book stickers and pupils progress meeting grids. Ensure that the disadvantaged pupils are targeted for additional intervention sessions. Use same-day in-class intervention. Early identification of specific gaps and targeted intervention provided regularly, including personalised intervention where appropriate. To ensure it is effective-focused around key concepts, targeted at pupils with specific needs and gaps, targets must be SMART and impact measured. 	<ul style="list-style-type: none"> Bespoke 6 week interventions led by both teachers and TAs for individual pupils and small groups (Evaluate each ½ term). Weekly targeted 'Keep up' sessions during the afternoon to immediately address any misconceptions or allow extra time to embed learning. 	<ul style="list-style-type: none"> Outcomes of interventions monitored closely (half termly). Monitoring and tracking of key groups through lesson observations, book scrutiny, pupil voice and data tracking (Leadership team, termly) 	<p>SLT</p> <p>Class teachers</p>	<p>Identified support from Recovery Premium budget.</p> <p>Pupil Premium budget to support staffing costs.</p> <p>SEN budget</p>	<ul style="list-style-type: none"> All pupils make expected progress in all year groups based upon termly analysis (termly data check, followed by annual review of yearly performance) Outcomes improve, in particular for pupils at risk and the gap in attainment with their peers is reduced/removed. 	

PRIORITY 1. Outcomes for Pupils cont.							
Ensure high standards are attained throughout Foundation Stage, KS1 and KS2 so that the targets are achieved, especially for disadvantaged pupils.							
Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
<p>Establish progress for SEND pupils so that we increase the percentage of SEND achieving age expected standards at the end of the key phases.</p>	<ul style="list-style-type: none"> Provision mapping for SEND pupils is concise, pertinent to pupils needs and impacts upon pupil progress and outcomes. Ensure Individual SEN plans are shared with all stakeholders, recommendations and strategies are in place. Children's SEND information sheets and pupil passport sheets used to support pupils, collect evidence and develop new strategies needed in class. Offer high quality CPD opportunities for teaching staff and teaching support staff, including termly external training in school. Increase number of evidence based targeted interventions to close the attainment gap using selective interventions- Lexia, Power of 1 and 2, Time Tables Rockstars, Assessment materials (Sandwell Assessment) Social and emotional support interventions (e.g. Lego Therapy) 	<ul style="list-style-type: none"> SENDCO to work with RB SEND Director across the Trust to provide support. (ongoing) Writing and implementing effective SEND plans. (September 2021) Feedback forms from SEND training informs further CPD needs Impact of interventions monitored by SLT and SENDCo (1/2 termly) 	<ul style="list-style-type: none"> Review the targets set and ensure they are in line with external agency recommendations. Review of progress towards attainment and progress targets Scrutiny of planning and work samples. Gold thread linking outcomes as steps towards aspirations, matching the needs of the child. Scrutiny of evidence of monitoring of teaching and performance management. Direct observations of teaching, and learning walks, for SEND pupils (1/2 termly). Feedback with pupils/ staff/ parents and other stakeholders. SEND reviews at key points throughout the year (termly). Shared with all stakeholders looking at progress made for current targets. 	<p>AT JC</p>	<p>£20 000 From PP budget. £5000 SEN notional budget.</p>	<ul style="list-style-type: none"> SEND progress across the school remains strong and at the end of KS2 the majority of SEND pupils are in line or above average. Correct identification of needs. Ensuring the provision is correct for SEND children. Staff correctly identify pupil needs and ways of supporting them. Analysis identifies individual and group needs for intervention (termly check then annual review of performance) Sustained improvement for both academic and non- academic measures at the end of every intervention session – interventions usually last for a 6 week block. 	

	<ul style="list-style-type: none"> • Early identification sessions for EYFS. • Termly pupil progress meetings involving SENDCO. 					<ul style="list-style-type: none"> • Pupils are making good progress from their starting points across the curriculum. Problems are identified quickly and effective support put into place. 	
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PRIORITY 1. Outcomes for Pupils cont.

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

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
Ensure that we improve the performance of all pupils in all subjects.	<ul style="list-style-type: none"> Tracking of pupils through termly data analysis to ensure all pupils are making at least good progress. Set challenging targets through pupil progress meetings. 	Termly following assessment week.	<ul style="list-style-type: none"> Assessment and observational data tracked and moderated (in line with monitoring schedule) Termly Pupil Progress meetings with teachers and teaching assistants. Regular team meetings within year groups and 1/2 termly phase meetings, Intervention information completed and monitored for impact by SLT (1/2 termly) 	LT	ltrack costs	<ul style="list-style-type: none"> If any child has not made age related expectations ensure their progress is at least good or better from their starting points. Groups of children are tracked and targeted for intervention as necessary. (termly data check, followed by annual review of yearly performance) Engagement with skilled adults and effective pupil feedback leading to progress and sufficient challenge. 	
	COVID: Swift identification of remote learning resources required to access online learning successfully (hotspots, laptops, etc.)	In place September 21	<ul style="list-style-type: none"> Attendance Officer and Pastoral Support Lead ensures, through phone calls and home visits, that IT provision has been used to successfully access online learning. 	LT	<p>Identified support from Recovery premium budget.</p> <p>Attendance Officer support from the Trust and PSA.</p>	<ul style="list-style-type: none"> Engagement and support with parents/carers ensures families are able to access remote learning and for high quality blended teaching and learning to take place. 	

Impact Measures

- 100% of teaching is GOOD in all classes with a high proportion of outstanding teaching in year groups and elements of outstanding teaching in all classes.
- All teachers are confident in making accurate assessments of pupils' attainment and progress at 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 and SEND pupils (each planning monitoring.)
- More pupils achieving Greater Depth in all subjects.
- Engagement is outstanding in all lessons.
- 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
- Discussion with pupils provides evidence that pupils have more opportunities to develop their reading skills and that all are challenged well.

PRIORITY 2: Quality of Teaching, Learning and Assessment

- To improve pupil outcomes by raising standards and improving progress especially in reading.

Targets:

- Ensure good 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.
- By Nov 21 100 % of teaching will be consistently good with a growing number of outstanding teaching.
- Pupils to develop a love of reading that will support their other studies and provide them with an essential life skill.
- Pupils to achieve fluency and understanding in maths that supports their other studies and that will enable them to use maths effectively in their future lives.
- Greater opportunity for extended writing has increased writing stamina and development of spelling and approach to writing has encouraged more effective use of vocabulary and key features.
- Teachers and senior leaders will be able to quickly identify pupils who are underperforming and take corrective action.
- Pupils will be able to apply their learning to other subjects and areas of interest, writing in history to be written like a Historian for example.

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
<p>Embed the reading curriculum, particularly with new staff, which connects with the writing curriculum and supports pupils to develop effective comprehension skills and make connections between reading and author intent.</p> <p>Engage Parents / Carers and Celebrate Success:</p> <p>Children in FS/KS1 to read for pleasure with parent support/engagement.</p>	<p>Supporting Staff:</p> <ul style="list-style-type: none"> Equipping staff with the skills and knowledge they need to teach and embed the new approach to reading to enable children to be accomplished in understanding a text and enthusiastic, motivated readers. <p>Teaching:</p> <ul style="list-style-type: none"> Whole-class reading approach underpinned by clearly defined formative assessment practices. Making use of every opportunity the whole curriculum offers to teach children to become good readers and apply their comprehension skills. <p>Develop the Reading Environment:</p> <ul style="list-style-type: none"> The physical classroom environment has been developed to include 	<ul style="list-style-type: none"> INSET training September 2021. Clear detailed guidance and examples uploaded onto shared area September 2021. Regular meetings with teachers to clarify understanding. Termly Staff Meetings to focus on different content domains. Learning Walks (1/2 termly) Weekly planning scrutiny. 	<ul style="list-style-type: none"> Lesson and book monitoring procedures in place to identify an increased focus on the direct teaching of reading including comprehension, vocabulary and word knowledge. Scrutiny of reading record materials. (2 x half termly) SLT share reading experiences with children and teaching staff across school to gain an understanding of performance. Pupil voice used to gauge enthusiasm and motivation of readers across school. Pupils' performance with comprehension related activities are analysed. 	SLT KS	Phonics Training.	<ul style="list-style-type: none"> Teachers promote a love of reading and implement reading approaches in school in line with policy. Staff demonstrate good understanding of how to develop children's word-reading through effective phonics teaching. Children read books which match their phonic phase and stage. Staff all teach effective strategies as agreed in line with school approach for comprehension. 	

	<p>library, book areas across the school, displays used effectively to support and develop the teaching of reading.</p> <p>Targeting Resources:</p> <ul style="list-style-type: none"> • Revised reading approach across school, supported resources and a wide range of different reading material to teach children to become readers. Accelerated reader used to band books to ensure books are relevant and accessible to the reader. • KS1 and KS2 Reader of the term. Termly English newsletter. • Visiting authors to further encourage reading. • Reading meetings with parents. • Phonics Awareness Sessions. • Timetabled changing and sending reading books home building a good level of communication with parents. • Reading record books for teacher/parent communication and support with reading strategies. • Taking children to join the library (COVID dependent) showing the wide availability of books. 		<ul style="list-style-type: none"> • Learning walks to assess displays and environment. 			<ul style="list-style-type: none"> • Quality resources are available. • Reading fluency is improved with more children reading at a level appropriate to their age. • Pupil performance with comprehension related activities is improved. • Pupil written work and verbal responses evidence an increased vocabulary and word knowledge. • Evidence of celebration events and parent as well as pupil engagement • All children to regularly read for pleasure in school and at home with parents. • Reading inFS/KS1 is implemented effectively to ensure children are making sufficient progress. • All parents are engaging with the reading that is taking place in school and 	
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	<p>Reading sessions with library staff.</p> <ul style="list-style-type: none"> • Staff reading to the children on a daily basis to show enjoyment. Mystery readers to read to the children • Regular visits from authors/story tellers to promote a love of reading • Celebrate World book day with a wide range of engaging activities. 					supporting children at home.	
<p>Embed the writing curriculum across the whole school, which uses core texts at its heart; to ensure all writing is within context.</p>	<p>Supporting Staff:</p> <ul style="list-style-type: none"> • Equipping staff with the skills and knowledge they need to teach and embed the school's approach to writing to enable children to be accomplished in understanding the effective implementation of skills for varying genres, purpose, and audience. • Training in the development of quality model WAGOLs, which reflect the high expectations for the children's own writing. <p>Teaching:</p> <ul style="list-style-type: none"> • Making use of every opportunity the whole curriculum offers to teach children to be effective authors across the curriculum and to apply their writing skills across the curriculum. 	<ul style="list-style-type: none"> • INSET training September 2021. • Clear detailed guidance and examples uploaded onto shared area September 2021. • Regular meetings with teachers to clarify understanding. • Weekly planning scrutiny. • Staff training updates termly. • Moderation across school and across schools-termly 	<ul style="list-style-type: none"> • Lesson and book monitoring procedures in place to ensure procedures are being followed and progress is being made. (2 x half termly) • Pupil voice used to measure enthusiasm and motivation of writers across school. • Pupils' performance with is analysed looking at different groups-progress from key starting points and attainment. • Learning walks to assess displays and environment. 	SLT KS	See above-continue to purchase high quality texts as a base for writing units.	<ul style="list-style-type: none"> • Writing policy is adhered to and staff can evidence: • At the beginning of every new topic/genre, before pupils do any analysis or work, every pupil produces a 'cold' independent piece of writing relating to the outcome of the topic e.g. Genre: Recounts • Once the whole topic has been taught the 'hot' piece of writing, will show progress and allow staff and pupils to clearly see what pupils knew and what they have learnt and this will be used during moderation 	

	<ul style="list-style-type: none"> • Ensure high quality writing as a result of detailed text analysis, clarity of genre features and key vocabulary. • Writing across the curriculum within the timetables. <p>Develop the Writing environment:</p> <ul style="list-style-type: none"> • The physical environment has been developed to include a writing display, which reflects various elements of the writing cycle and supports the children with their own independent writing. This is further supported through rich and stimulating displays in all classes that promote learning, independence and application the use of vocabulary through Vocabulary Ninja displays and phonics displays. <p>Assessment:</p> <ul style="list-style-type: none"> • Assessment for learning is embedded into each lesson and teachers use assessment for learning techniques and strategies on a daily basis in order to identify pupils' strengths and difficulties, inform the next steps for each pupil's learning and improve the learning outcomes. Short-term planning is constantly reviewed and modified on 					<p>as independent work.</p> <ul style="list-style-type: none"> • Writing across all subject areas is high quality and reflects the standards in English books. • Pupils are reminded of their English targets in marking and feedback. • Topic books evidence provide one piece of writing per week (or equivalent over the topic). • Pupils are taught and use correct pencil hold. Pupils are proud of the work they present. Pupils writing it is neat and legible. Letterjoin handwriting scheme is followed. • All staff model the school handwriting style at all times. • Marking and feedback is in line with school policy. • Assessment is tracked termly using the school's tracking system, pupils' progress is discussed in Pupil 	
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	<p>the basis of these assessments.</p> <ul style="list-style-type: none"> Staff identify and target those pupils not making expected progress and intervene accordingly during lessons and with planning of specific interventions. 					<p>Progress Meetings. Pupils who haven't made progress become a focus in teacher's planning.</p> <ul style="list-style-type: none"> Homework is sent home on a weekly basis in order to reinforce concepts and skills being learned in school English Working Walls and resource areas in the classroom will support the children with their reading and writing, contain information relevant to current teaching e.g. key vocabulary, definitions etc., provide resources clearly accessible e.g. dictionary, thesaurus, be clear/large enough for pupils to read, be updated and changed regularly. 	
To improve levels of attainment and progress in mathematics across the school.	<ul style="list-style-type: none"> Mastery approach to mathematics embedded, to ensure fluency, depth and challenge is evident within each lesson. Use of manipulatives to support the pictorial and concrete learning prior to the abstract. 	<ul style="list-style-type: none"> LT and MT overviews shared September 2021. Clear detailed guidance, resources and examples uploaded onto shared area 	<ul style="list-style-type: none"> Lesson and book monitoring procedures (1/2 termly). Planning scrutiny to ensure agreed systems are being used and progression evident. Learning walk (1/2 termly). 	SLT CR		<ul style="list-style-type: none"> At least good progress evident within books and in lesson planning. Data evidently shows all children are on track to reach targets. 	

	<ul style="list-style-type: none"> • Termly whole school training and updates provided to understand the vision for mathematics and ensure a consistent and progressive curriculum across school. • Incorporated within the approach, opportunities to revisit prior learning. • Rigorous data tracking to identify pupils who are not meeting targets to enable appropriate interventions to be planned for and implemented. 	<p>September 2021.</p> <ul style="list-style-type: none"> • Staff training updates termly • Regular meetings with teachers to clarify understanding. • Weekly planning scrutiny. 	<ul style="list-style-type: none"> • Termly assessments and end of key stage assessments. 				
<p>A broad and engaging curriculum that focuses on vocabulary acquisition.</p> <p>Further develop topic teaching so that high quality English and Maths skills are applied rigorously and progression in skills, especially in Science/History/Geography is clear and tracked effectively.</p> <p>Curriculum enhances the cultural capital that our children bring to school and ensures that a knowledge based approach aids in effective progression of skills throughout the curriculum.</p>	<ul style="list-style-type: none"> • Develop curriculum leaders with responsibility for foundation subjects with access to subject leader CPD. • Embed curriculum continuity plans into curriculum offer. • Curriculum content with, Clear knowledge content, Progression within concepts, English (writing /vocabulary) and maths rich, clear end points • Plan into the curriculum visitors into school and visits outside of school to enhance learning opportunities and aspirations. • Curriculum leaders are involved in all aspects of monitoring, to ensure consistency of approach. 	<ul style="list-style-type: none"> • Ensure relevant units are available on Google Drive (September 21) • Monitor planning, lessons and books throughout the year ½ termly. • Staff training updates termly. 	<ul style="list-style-type: none"> • Termly assessments and End of unit assessments. • 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) • Progression of skills and assessment documents are used during book scrutiny to track and monitor curriculum coverage. 	Subject leads SLT	Charanga- £300	<ul style="list-style-type: none"> • Subject leaders know their subject well and are highly effective at identifying and addressing priorities. • PM targets met as incorporated subject responsibility. • Highly effective systems are in place for monitoring teaching and learning across the curriculum. • Curriculum coverage is effective and teachers plan with an awareness of progression in skills documents. 	

Value the talents and ambitions of all pupils	<ul style="list-style-type: none"> The curriculum intent is designed so that every pupil has the opportunity to reach their full potential and the different talents of pupils are recognised so that all can flourish. Staff frequently talk to the pupils about their ambition and about what they hope to achieve in the long term. Visits/visitors and discussions about local role models who are successful in the field that children would like to be successful in. All pupils, including disadvantaged and SEND pupils are encouraged to be highly ambitious and have self-belief. Teaching assistant to oversee Talent show. 	<ul style="list-style-type: none"> Ongoing Pupil discussions Regular staff meetings on curriculum design and development Lesson observations Review of visits and visitors 	Senior and subject leaders Floor books			<ul style="list-style-type: none"> All staff are keen that every pupil reaches his or her potential in whatever area that may be. The curriculum intent ensures that all pupils can succeed and are ambitious about the future, focussing on role models and professions. All pupils, irrespective of background are provided with excellent guidance and are encouraged to have self-belief. Pupils with SEND are provided with excellent support and see themselves as achieving well. 	
Maximise pupil feedback, ensuring it is effective at accelerating pupil progress.	<ul style="list-style-type: none"> Ensure opportunities are provided for pupils to respond to any oral or written feedback. Establish shared and consistent procedures for recording feedback. Ensure whole class/ group misconceptions are swiftly addressed and inform next steps in teaching. COVID: Adapt marking policy for blended/remote learning if needed. 	<p>Policy updated and shared with staff September 21.</p> <p>Updated marking addendum if needed (September 21)</p>	<ul style="list-style-type: none"> Lesson and book monitoring procedures (half termly). Pupil voice acknowledges an awareness of next steps in learning (termly) Weekly monitoring of assignments uploaded onto Google Drive. 	Curriculum Teams		<ul style="list-style-type: none"> Progress within lessons and across units of work is rapid. Strong and clear evidence of pupil response and resulting progress. Pupil voice is positive, comments are collated, evaluated and acted upon as appropriate. 	

Impact Measures:

- Monitoring indicates that the core subject curriculum and quality of teaching is good with elements of outstanding in all classes.
- Pupil feedback, ensuring it is effective at accelerating pupil progress as evidenced in work scrutiny, data analysis and pupil voice activities (by December 2021)
- Monitoring of Topic shows delivery of an effective progressive curriculum (by December 2021)
- Reading curriculum showing impact upon rising assessment levels (by December 2021)

PRIORITY 3. Personal development, behaviour and welfare

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.

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
<p>Ensure Bfl policy and system is approached as a whole school with clear expectations for all stakeholders.</p> <p>Pupils behave well in lessons and around the school and pupils are responsible for their own behaviour</p>	<ul style="list-style-type: none"> Ensure systems for behaviour management have been shared and agreed with all staff and pupils Staff training 	<ul style="list-style-type: none"> October 2021 	<ul style="list-style-type: none"> SLT Observations at playtime by SLT Discussions with SAs Observations by SLT in classes. 	<p>SLT</p> <p>KM</p>		<ul style="list-style-type: none"> There is no time lost in lessons due to disruptive behaviour. There is a strong sense of productivity in lessons with pupils being keen to do well and showing pride in their outcomes. Pupils' attitudes to learning are excellent and they are very keen to do well. Pupils show good levels of perseverance when tackling difficult tasks. Pupils work well in pairs or in small groups. 	
<p>Ensure that school safeguarding systems are robust and fit for purpose.</p>	<ul style="list-style-type: none"> Complete annual audit. Complete regular bite sized staff training regarding safeguarding children to be given high priority on termly CPD. All staff to be given safeguarding procedures as part of Staff Code of conduct. Develop high quality E-safety training for pupils 	<ul style="list-style-type: none"> Audit to be completed Oct 2021 Monthly training Upload September 21 a timetable of events/training available for the whole year (Live document-key dates/training identified but 	<ul style="list-style-type: none"> External evaluation by school SIA as part of advisor visits (termly). Termly evaluation completed by Clennell Education Services. Safeguarding courses completed with evaluations and impact. 	<p>SLT</p> <p>KM</p>	<p>SLA £1600</p> <p>CPOMS</p>	<ul style="list-style-type: none"> Outstanding system in place for safeguarding children (December-audit check and following up identified issues by February 2021) Bite size and designated training complete. 	

	<p>and raise awareness for parents.</p> <ul style="list-style-type: none"> • Train staff on new safeguarding national priorities in line with KCSIE including Child Criminal Exploitation, County lines, Forced Marriage, Trafficking and Modern Slavery and Homelessness. 	<p>added to over the school year)</p> <ul style="list-style-type: none"> • Integrated as part of Computing curriculum (via Google Internet legends scheme of work) and Safer Internet day (8th Feb 2022) • Regular updates/guides on school website • Monthly Newsletters and Facebook. 					
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PRIORITY 3. Personal development, behaviour and welfare cont.

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.

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
<p>All disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience.</p> <p>(Covid procedures, risk assessments and guidance to be adhered to).</p>	<ul style="list-style-type: none"> Ensure all newsletters clearly states that financial support will be available for any child. Engagement with families is proactive through offering teaching and learning, family learning and parent support workshops. 	<ul style="list-style-type: none"> Ongoing throughout the year. 	<ul style="list-style-type: none"> Disadvantaged pupils' engagement monitored and evidences engagement of disadvantaged pupils. Quality of enrichment to school life is very high. 	<p>Pastoral and personal Development lead</p> <p>Parent Support Lead</p> <p>Attendance officer</p> <p>SLT</p>	<p>Subsidy from PP funding as outlined in PP plan.</p>	<ul style="list-style-type: none"> Analysis helps to inform monitoring and CPD focus for whole staff and individuals PP children have access to a vibrant and exciting curriculum (COVID restrictions may apply) 	
<p>Staff receive training and guidance on how to support pupil / staff well-being.</p> <p>Teachers model use of key strategies for identifying emotions and employing self-regulation strategies.</p>	<ul style="list-style-type: none"> Staff receive training and guidance on how to support pupil well-being. MHST from Tees, Esk and Wear Valleys to support families and work with classes across the school. Pastoral interventions put in place for those that need it. Jigsaw PSHE embedded into the curriculum across the school and adapted appropriately. Pupils support each other. School counsellor available to pupils. Roadside counsellor support for staff. PSA to provide family support. Mental Health lead to lead training and support staff. 	<ul style="list-style-type: none"> Termly training updates. Monitored ½ termly. 	<ul style="list-style-type: none"> Send director and MH and counselling lead for the Trust to provide input and support. Mental Health lead and MHST to arrange action plan meeting (Aut 21). Interventions to include small games, Lego therapy and Send director support to identify further strategies. Jigsaw pupil voice Trust well-being sessions. Workload Charter work group established within the Trust. 	<p>SLT</p> <p>SEND director</p> <p>MH and Counselling co-ordinator</p> <p>Two staff volunteers</p>	<p>Jigsaw materials bought</p> <p>SLA cost</p> <p>Release time</p>	<ul style="list-style-type: none"> Pupils feel well supported and know who to go to for support. Needs following Cov-19 lockdown are addressed Positive feedback from staff All staff completed questionnaire. Workload Charter contributed to. 	

PRIORITY 3. Personal development, behaviour and welfare cont.

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.

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
Develop attendance procedures so that they target pupils where attendance is below the National average and school target as a result of regular absence	<ul style="list-style-type: none"> Review of procedures for absence management Attendance audit carried out. Certificates for 100% attendees – gold, silver and bronze. End of year draw for 100% attendees. Letters/ texts / emails reminding / alerting parents of attendance issues and encouraging good attendance in this new year Letters to parents of all children under 95%, re attendance & punctuality Phone calls/ home visits Where no improvement is seen: Referral to attendance lead Interview parents where no improvement seen & issue parent contracts Initiate formal monitoring procedures Refer cases for prosecution 	<ul style="list-style-type: none"> Complete attendance audit (September 21) Termly End of Year Ongoing throughout the year. Parent Support worker available P/T afternoon sessions to ensure concerns are dealt with quickly. Liaise with Attendance officer from the Trust to support with removing barriers to school attendance. 	<ul style="list-style-type: none"> Weekly by Attendance lead in school – SLT, KM and Attendance Officer from the Trust. Referral forms established with Trust attendance lead. Strategies and incentives to improve attendance actioned. Reporting to BCCET 	KM/SLT/ Attendance Officer	£10,000	<ul style="list-style-type: none"> Attendance improves for all year groups. Swift response following referrals into KM, SLT or attendance officer for Trust. Engagement positive with attendance officer and families Sanctions are put in place for those whose attendance does not improve to 96%+ 	

Impact Measures

- All observed lessons to be graded good for behaviour (10/21)
- Safeguarding of children is outstanding (09/21)
- Attendance figures move to average (on going) THEN ABOVE
- Attendance procedures reward regular attenders (96%+) and target minority persistent absentees (on going)

PRIORITY 4. Effectiveness of leadership and management**Ensure leadership at all levels is outstanding, with a particular focus on developing the role of subject leaders in driving forward school initiatives.**

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
Develop the role of senior leaders and subject leaders so that they impact significantly on school improvement priorities.	<ul style="list-style-type: none">• New Leadership team established with clear roles and responsibilities.• Subject leads spend time monitoring. SLs spend time monitoring, discussing with staff and making sure that their subject is well taught, that skills progress and that children are learning the correct knowledge in each year group. The local area and context are taken into account• SLT review efficiency and accuracy of the school's assessment implement procedures and review tracking systems to ensure that high quality teaching leads to success.• Curriculum policies including protocols, procedures and expectations shared with all staff.	<ul style="list-style-type: none">• KS2/ English lead appointed summer 2021. Phonics appointed in place 2021.• Roles and responsibilities for different subject areas established and linked to performance management (Oct 2021).• Pupil progress meetings Oct 2021 to identify and plan interventions for children (including SEND) not making enough progress or high enough attainment.	<ul style="list-style-type: none">• External termly evaluation completed by SIA.• SLT monitoring. Pupil progress reports.• SLs spend time monitoring, discussing with staff and making sure that their subject is well taught, that skills progress and that children are learning the correct knowledge in each year group. The local area and context are taken into account	Leadership All staff SLT	Professional CPD courses	<ul style="list-style-type: none">• Leadership is evaluated as good/outstanding by SIA.• Subject leaders are confident that the implementation matches their intent.• Subject leaders have an effective assessment procedure in place for their subject and can show that children are making good or better progress.• High quality teaching leads to success.• Staff have good understanding of assessment procedures, review of data with staff at pupil progress meetings are accurate and inform interventions and targets.• SENCO ensures attainment and progress of SEND is accurately measure and all recommendations are implemented within SEN plans.	

Impact Measures

- All pupils make expected progress with a proportion making better than expected progress in Reading, Writing, Grammar, Punctuation and Spelling, Maths, RE.
- 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)
- IAB are able to challenge and support the school effectively through a secure knowledge base (by September 2021)
- IAB are actively involved in the school life making regular visits and attending school events

PRIORITY 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.

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
<p>Ensure that all EYFS staff are confident with the new EYFS Framework.</p> <p>Ensure staff make accurate assessments and plan effectively to ensure a broad and balanced curriculum.</p>	<ul style="list-style-type: none"> There is a clear sequence of learning built into a curriculum offer that fully supports the developmental progress of all children. Staff ensure the development and delivery of the curriculum meets children's needs and interests. Supportive and effective communication between EYFS staff and leaders. Ensure robust internal moderation procedures, leading to consistency of data collection. Collaborative planning with all EYFS Staff, allowing for sharing of knowledge and expertise between colleagues. Daily targeted tracked children. EYFS in house training and across the Trust. Planning ensures accelerated progress and builds upon prior learning, development and skills. 	<ul style="list-style-type: none"> Training and continuing professional development from SLT (In place September 21) Effective practice, outstanding curriculum and sequence of learning in place (September 21) EYFS leads across the Trust work together to monitor and develop the curriculum provision. Weekly meetings- in house, to discuss targeted children. ½ termly meetings with EYFS lead from St. Mary's to ensure consistency of approach. <p>Termly moderation</p> <p>Attend network meetings throughout the year</p> <p>Baselines-First 2 weeks.</p>	<ul style="list-style-type: none"> Regular EYFS staff meetings Performance reviews Lesson observations and book monitoring. (termly) meetings with other schools in the trust Termly moderation with OLOTR 	<p>JC</p> <p>SLT</p>		<ul style="list-style-type: none"> Teaching and learning in the Early Years is outstanding. Children accurately baselined upon starting school within their first 2 weeks Assessments are accurate and evidence base is strong. Staff can confidently articulate how they arrive at judgements. 	

PRIORITY 5. Effectiveness of Early Years cont.							
Ensure outstanding Early Years provision, where pupils develop a love of learning and make accelerated progress from their starting points.							
Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
Provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences	<ul style="list-style-type: none"> Enabled environment with stimulating resources. Environments support pupils' learning and promotes a mix of child initiated and adult learning led experiences ensuring that children are prepared to take risks and explore. Virtual tours of other settings and points for discussions in EYFS meetings Staff in EYFS to be given an area of responsibility to develop within the environment ie. Outdoors, Phonics, Maths, Role play 	<ul style="list-style-type: none"> In place September 21. Weekly meetings Ongoing 	<ul style="list-style-type: none"> Monitoring of books, planning, provision, pupil voice, data, learning walks (1/2 termly) Learning walks 	SLT JC	Flooring £5000 Furniture and resources £5000 Shelter/canopy £10000	<ul style="list-style-type: none"> Pupils will make good progress in EYFS. <i>Half termly checks</i> The EYFS settings are stimulating and varied – changing depending on topic, theme and interests Pupils demonstrate very positive attitudes to learning The curriculum and provision is outstanding. 	
Ensure all pupils have appropriate next steps and measures of support applied.	<ul style="list-style-type: none"> Staff identify children who need additional learning support and this is evident in weekly planning. Use termly data analysis to further 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 through Dojo, Tapestry, Teams and Facebook. 	<ul style="list-style-type: none"> Ongoing throughout the year. Termly Interventions throughout the year-monitored ½ termly. 	<ul style="list-style-type: none"> Data tracking 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 where appropriate. 	All staff in EYFS Moderated by MG		<ul style="list-style-type: none"> Early intervention procedures are robust and effective. Teachers and TAs manage and coordinate interventions for targeted children. Interventions are purposeful and have measured impact. – 6 weekly blocks of intervention For any child who has not made age related expectations, progress is good and better from their starting points. (pen portraits) 	

PRIORITY 5. Effectiveness of Early Years cont.

Ensure outstanding Early Years provision, where pupils develop a love of learning and make accelerated progress from their starting points.

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
<p>Improve attainment of all pupils, increasing the number achieving a Good Level of Development by the end of the Reception year.</p>	<ul style="list-style-type: none"> • Enable environment to ensure children can reach GLD and make good progress. Plan appropriate next steps for all children. Assess provision and enhancements within provision, observe children to ensure gaps are addressed and meeting the needs of the children. • Ensure that pupils are targeted for additional story time sessions. • Plan additional 1:1 reading opportunity for disadvantaged pupils. • Tracking of all groups of pupils as part of pupil progress meetings. • Early identification of specific gaps and targeted Intervention provided regularly. • Personalised curriculum and 1:1 provision in place where necessary. – Member of staff pm sessions-daily. • Establish highly effective parent partnerships. • Establish a parent and toddler group. 	<p>Ongoing throughout the year.</p> <ul style="list-style-type: none"> • ½ termly monitoring, learning walks and planning scrutinies. • Weekly • Monitored ½ termly. • Daily • Daily via Facebook, Dojo, Tapestry and newsletters 	<ul style="list-style-type: none"> • Monitoring and tracking of key groups through lesson observations, book scrutiny, pupil voice and data tracking • MG / JC to give effective pupil feedback leading to rapid progress and sufficient challenge. • Termly Pupil Progress meetings with teachers and teaching assistants. • Pen portraits for children whereby attainment does not reflect the significance of progress made from starting points. • Regular team meetings within year groups. • Monitoring attendance of all pupils especially our disadvantaged families at learning cafes and parent workshops. (Covid restrictions dependent) 	<p>MG/JC</p> <p>(Leadership team and SW half termly)</p>		<ul style="list-style-type: none"> • Children are actively engaged; provision enhancements are outstanding. • Environment is enabled appropriately and in response to needs of the children and offers challenge. – changes throughout the year as needs of the children change and they progress • All pupils make good or better progress i based upon termly analysis (termly data check, followed by annual review of yearly performance) • Any child who has not made age related expectations, progress is good and better from their starting points. (pen portraits) • Team meetings are effective. Team meetings happen weekly, half termly review of impact. • Parental engagement is appropriate and is supporting journey of the child. 	

Impact Measures

- Teaching and learning in the Early Years is outstanding (by March 2022)
- Those pupils who are falling behind are identified quickly and measures of support applied with immediate effect
- The number of disadvantaged pupils increased to achieve a good level of development by the end of the Reception year

PRIORITY 6. High achieving catholic community

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

Intent	Implementation	Timescales	Monitoring	Staff Lead	Resources/ Costs	Impact	RAG
To ensure we target higher levels of challenge in RE	<ul style="list-style-type: none"> Ensure resources are sufficient and well used to allow children in KS1 and KS2 to become more familiar with scripture. 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 diocesan assessments. 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. 	<ul style="list-style-type: none"> Autumn Term audit to identify needs. Book & Planning scrutinies (termly) Termly moderation-staff meeting time Termly staff meeting updates 	<ul style="list-style-type: none"> Termly data analysis moderated by Leadership team and RE lead 	JC SLT	Come and See subscription £800 Resources £500	<ul style="list-style-type: none"> Moderation activities indicate pupils have regular coverage of RE skills and progress is evident through regular opportunities for extended writing 85%+ of pupils meeting curriculum expectations in each year group (35% above age expectations) End of year, progress check termly All children make at least good progress across each key stage. 	
<u>Curriculum RE</u> Ensure work is appropriate to meet the needs of all learners with scaffolds and challenge across all year groups to ensure very good progress is made by all pupils.	<ul style="list-style-type: none"> Planning to be completed on new powerpoint format. Challenge to extending learning and thinking to be incorporated within planning. Exciting activities planned around the key learning intentions with a range of resources to ensure all pupils achieve higher outcomes. 	<ul style="list-style-type: none"> Termly planning, books, learning walk, pupil voice Termly data tracking to identify pupils who are not meeting targets. 	<ul style="list-style-type: none"> Termly planning scrutiny in line with diocesan guidelines Termly data analysis. 	JC SLT		<ul style="list-style-type: none"> Clear evidence of progress seen through book scrutinies, pupil voice, analysis of termly and end of year data 	

Provide opportunities to explore and develop pupil knowledge and understanding of other faiths	<ul style="list-style-type: none"> Enrichment opportunities for Other Faith weeks Eg. Mosque and synagogue visits. Establish links across the curriculum eg. Early Islamic civilization in History. Make connections when delivering high quality RE lessons eg. Abraham-faith leader for Christians, Jews and Muslims. 	<ul style="list-style-type: none"> Throughout the year. 	<ul style="list-style-type: none"> Book & Planning scrutinies (termly) 	SLT Subject leaders JC		<ul style="list-style-type: none"> Increased tolerance and mutual respect for other beliefs Breaking down any stereotypes they may have already developed. 	
<u>Catholic Life</u> Identify ways to poverty proof the school to ensure disadvantaged pupils are not marginalised.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> 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. 	SLT		<ul style="list-style-type: none"> Floor book and website show celebrations of how the school's vision is shared. 	
<u>Collective Worship</u> Develop the role of children further in preparing and leading Collective Worship across the school.	<ul style="list-style-type: none"> All classrooms to be given a 'Collective Worship' folder that is used by children to plan, deliver and evaluate class collective worship. Classes to make up a liturgy box with a range of cloths and appropriate objects and religious items. Children to be included in all year group and whole school collective worship and their views actively sought and implemented. 	<ul style="list-style-type: none"> Ongoing Staff Meeting Autumn 2021 	<p>Monthly observation of Collective Worship for individual year groups across the whole school.</p> <p>Children to be included in class, all year group and whole school collective worship and their views actively sought and implemented.</p>	SLT JC	£200 resources	<ul style="list-style-type: none"> Age appropriate pupil involvement in planning, leading and evaluating Collective Worship All pupils enjoy and actively participate in different forms of worship- including liturgy, Mass, private prayer and retreat. 	

Impact Measures

Work is clearly differentiated in Curriculum RE by success criteria, word banks and other teaching aids and support

- Pupils are accessing support and financial assistance and no child is prevented from a school activity, uniform or trip
- Children from Nursery to Y6 are increasingly preparing their own Collective Worship by taking increasing ownership of the process-age related.

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
- LGC actively involved with termly visits from School Improvement Advisor.

Leaders to prepare summary reports for discussion at termly IAB Meetings and data to be analysed for general viewing on the school website.

Evaluation Outcomes from monitoring and evaluation to be reported to termly meetings of the LGC and SIA termly visit

