



**St Benet's & St Edmund's Roman Catholic
Primary
School Improvement Plan (SIP)**

September 2014- September 2018



School Improvement Plan September 2014- September 2018



Key Priority 1: Teaching and Learning

To raise standards further by implementing Ofsted recommendations

To implement a programme of lesson observations, learning trails and drop-ins

To embed a robust performance management programme and establish a continuing professional development programme (CPD) that meets the needs of all the staff

To focus on assessment for learning (AFL) to support marking and progression in learning

To devise subject improvement plans (SIPs) and prepare for the new 2014 curriculum

To improve pupil action plans (PAPs),

To monitor an improved and more rigorous planning system, and conduct audits of the use of AFL, marking and planning

To embed high quality teaching by:

- challenging the high attaining students from the start
- ensuring a consistent focus on the development of numeracy & writing including higher level writing skills
- improved use of level descriptors in assessing work
- developing the use of moderation and sharing of assessment outcomes
- improved communication with students (receiving and giving feedback)

Key Priority 2: Achievement of pupils

To increase attainment by monitoring pupil progress more rigorously and regularly (using Target-Tracker),

To focus specifically on raising the standards in writing and numeracy

To give greater attention to SEN, EAL and Pupil Premium pupil progress

Key Priority 3: Behaviour and safety

To continue to focus on standards of behaviour for learning and attendance

To improve the social-moral-spiritual-cultural (SMSC) enrichment of pupils through improvement to clubs, visits, guest speakers, pupil-parent voice, House activities and other enrichment activities

To improve behaviour for learning

Key Priority 4: Improve leadership and management

To ensure St Benet's and St Edmund's are fully compliant with particular attention to matters of safeguarding

To introduce a thorough performance management programme

To introduce CPD for middle leaders (ELT-extended leadership team) including SEN

To encourage Governors in to school to become actively involved in school improvement

To improve the organisation and financial management of the school

Vision & Mission Statements



We see Christ in everyone
As we journey together, teaching and learning.
We believe every day matters,
As we challenge ourselves to be all that we can be.

Vision Statement

We are committed to the belief that everyone is treated with fairness, justice, compassion, inclusiveness, love, respect and has the opportunity for a quality education in a spiritual environment.

As a Catholic community we aspire to:

- Live and celebrate Gospel values, beliefs and traditions in our daily lives.
- Create an engaging and challenging learning environment where all pupils are given the opportunity to succeed.
- Maximize the potential of every individual.
- Provide a safe and welcoming school environment.
- Promote responsibility and a global perspective of citizenship.
- Enrich the intellectual, physical, spiritual, moral, social and emotional life of all pupils.
- Build a culture of tolerance where people of diverse identities are recognised, welcomed, respected and cherished.

Mission Statement

Our expectation is that every day **FAITH** is at the heart of everything we do:

Fulfil our potential

Aspire to excel

Immerse ourselves in the community

Think of others

Hold God in our hearts

Our daily acts of worship uphold the Gospels' values, beliefs and traditions. All members of our community will treat each other with compassion, love, inclusiveness, respect and reconciliation.

Our pupils progress rapidly because they enjoy coming to school to learn. Our staff are passionate and enthusiastic and instil a love of learning. Our education inspires children and develops a love of learning in a safe, nurturing environment.

Everyone in our community aims to deliver and receive good-outstanding lessons. Lessons are inspiring, fun, personalised to individuals and groups needs, thoroughly planned and prepared for. Feedback to pupils is clear, informative and includes next steps. Pupils know their teachers have high expectations of them and are eager to exceed these targets.

We rigorously monitor the progress of all pupils, including Pupil Premium pupils and those with SEN. We analyse their attainment and progress every half term and take steps to intervene for those pupils not making expected progress. We strive to ensure that all pupils will make at least expected progress.

All staff have a robust performance management programme linked to our Vision and can expect a personal development programme that meets their needs.

We provide a rich social-moral-spiritual-cultural (SMSC) curriculum for pupils through good access to clubs, visits, guest speakers, pupil voice, House activities and other enrichment activities. We have a thriving School Council and listen to our pupils by conducting regular questionnaires and act on their views.

We aim to listen to the entire community and work together to achieve our common vision. We engage with parents through regular parent forums, pupil progress meetings, parent questionnaires and open afternoons. We communicate clearly through our website and regular newsletters and we always take the time to listen.

We strive to reach out into our communities and help those less fortunate than ourselves.

Context

This School Improvement Plan addresses four foci:

1. The quality of teaching and learning.
2. The achievement of pupils.
3. Behaviour and safety.
4. Leadership and management.

Our strong aims, with clear structures and goals, which put excellence in teaching and a Catholic ethos at the heart of everything we do, will enable us to make significant improvements very quickly.

At the heart of this plan is the school's commitment to:

- Helping children achieve their full potential and beyond
- Personalisation of learning
- Achieving excellence in attainment
- For staff, pupils and the whole community to have high expectations in all aspects of life
- Staff development; empowering staff to meet the challenges of teaching and learning
- School self-evaluation and reflection
- Catholic values

There are 5 essential elements of good teaching:

1. All pupils to make progress
2. All pupils to gain conceptual understanding
3. All pupils to engage in problem solving
4. Pupils to learn new terminology
5. Pupils misconceptions to be corrected

Senior Leadership Team

- Ivan Mulinder: Interim Head Teacher
- Sam Barlow: Deputy Head St Edmund's. Maternity Cover replacement Brian Slack Jan 2015-August 2015
- Kate Mills: Deputy Head St Benet's
- Jan Bates: Business Manager

Abbreviations

HT: Head Teacher

DH: Deputy Head

BM: Business Manager

SM: Site Manager

SLT: Senior Leadership Team

ELT: Extended Leadership Team

DP: Designated Person

SEN: Special Educational Needs

SENCO: Special Educational Needs Co-ordinator

EYFS: Early Years Foundation Stage

KS1: Key Stage 1

KS2: Key Stage 2

SV: Student Voice

HoS: Head of Subject

T&L: Teaching and Learning

LA: Local Authority

PMT: Performance Management

PP: Pupil Premium

PPM: Pupil Progress Meetings

HAPs: Higher ability pupils

CPD: Continuing Professional Development

OVC: Off Sites Visits Coordinator

SEAL: Social and Emotional Aspects of Learning

ELSA: Emotional Literacy Support Assistant

SRE: Sex and Relationships Education

Ofsted Inspection Report May 2014

What does the school need to do to improve further?	In which key priority can it be found in the School Improvement Plan?
<ul style="list-style-type: none"> ▪ Improve the quality of teaching in order to raise achievement by making sure that: ▪ Improve teaching so that it is always good or better and enables pupils' to make consistently good progress over time by making sure that: 	1a, 1c,1e, 1g, 1h
Existing good practice is shared more widely in the school so that teaching is consistently good or better	1b, 1h, 2a, 2c, 2d
Teachers always have an accurate knowledge of pupils' prior learning and attainment levels and use this information consistently to set challenging targets and activities to extend pupils' thinking	1b, 1c, 1h, 2b, 2c
Teachers use their professional judgement fully to ensure high quality learning always takes place and do not follow a rigid lesson structure that inhibits learning	1c, 1f,2c,
Tasks for the more able pupils are at the right level of challenge, are given tasks in lessons and are set homework which always challenges their thinking	1c, 1f, 1g, 2b, 3b
Pupils always know how well they are progressing towards their targets and how to improve their learning, particularly in mathematics, when their worked is marked	1d, 1e
Learning regularly includes opportunities for pupils to practise and apply literacy and numeracy skills in other subjects, and in real life and relevant activities	1a, 1c, 1g,2e, 3b
Pupils learn to spell, punctuate and construct their writing to a higher	1a, 1c, 1g, 2e,3b

standard at an earlier age	
<ul style="list-style-type: none"> ▪ Strengthen leadership and management in the school and across the federation by making sure that: 	
Self-evaluation is accurate and used robustly to inform school improvement	4a
Subject leaders closely monitor the impact of teaching so that standards rise in their subjects	1b, 1d, 2b, 2c, 4d
Governors closely monitor and sufficiently challenge the work of the school, and develop a realistic view of the quality of teaching and learning over time	4d,4f
Leaders and Governors strive to improve communication with parents and instil greater confidence in the work of the federation	4c

SCHOOL IMPROVEMENT PLAN – Key Priority Number 1

Key Priority 1: Teaching and Learning

To raise standards further by implementing Ofsted recommendations

To implement a programme of lesson observations, learning trails and drop-ins

To embed a robust performance management programme and establish a continuing professional development programme (CPD) that meets the needs of all the staff

To focus on assessment for learning (AFL) to support marking and progression in learning

To devise subject improvement plans (SIPs) and produce schemes of work for the new 2014 curriculum

To write pupil action plans (PAPs),

To monitor an improved and more rigorous planning system, and conduct audits of the use of AFL, marking and planning

To embed high quality teaching by:

- challenging the high attaining students from the start
- ensuring a consistent focus on the development of numeracy & writing including higher level writing skills
- improved use of level descriptors in assessing work
- developing the use of moderation and sharing of assessment outcomes
- improved communication with students (receiving and giving feedback)

Success Criteria

Objective	Outcome/s and evidence
<p>1a. To raise the quality of teaching to 100% good-outstanding</p> <p>Weaknesses in teaching are eliminated rapidly</p>	<p>St Edmund's: from 50% good+, moving to 70% by Christmas 2014, 80% by Easter 2015 and 100% by Sept 2015.</p> <p>St Benet's: from 66% good+ to 80% by Christmas 2014 and 100% by Easter 2015.</p> <p>Outstanding teaching in both schools to reach 40% by Christmas 2015.</p> <p>Differentiation will meet all group's and individual's needs.</p> <p>Pace will be at least good in all lessons.</p> <p>More able pupils will be challenged above the expectations of the rest of the class at all times.</p> <p>Skills will be de-contextualised.</p> <p>TAs will be used effectively to support children's learning evidenced by observations and their progress</p> <p>There will be good, positive attitudes to learning</p> <p>Good and outstanding features in teaching will be embedded and sustained</p> <p>Checks made on the quality of teaching are robust</p> <p>Marking and feedback will support children to develop their learning</p>

Objective	Outcome/s and evidence
<p>1b. Ensure that all teachers have the skills to accurately assess pupils attainment</p>	<p>St Edmund's: from 50% good+, moving to 70% by Christmas 2014, 80% by Easter 2015 and 100% by Sept 2015.</p> <p>St Benet's: from 66% good+ to 80% by Christmas 2014 and 100% by Easter 2015.</p> <p>Outstanding teaching in both schools to reach 40% by Christmas 2015.</p> <p>Expected progress to be 96%+ by the end of the academic year 2014-15 and above expected progress 40%.</p>
<p>1c. To raise the quality of planning</p> <p>To Plan for the new National Curriculum</p>	<p>Planning reflects the abilities of the children in the class.</p> <p>Teachers set challenging expectations to accelerate progress.</p> <p>Schemes of work for Literacy and Numeracy to show progression through a unit with clear outcomes for learning skills at each point.</p> <p>Skills will be de-contextualised.</p> <p>TAs role in learning will be clearly shown on the weekly plan and communicated to them.</p> <p>Time is planned to reflect on marking Performance Management reviews and data</p> <p>SENCO monitoring of IPPs and intervention groups.</p> <p>New National Curriculum is taught effectively throughout 2014-15</p> <p>Standards are maintained throughout 2014-16</p>

Success Criteria

Objective	Outcome/s and evidence
<p>1d. Rapid action is taken to monitor the progress of those who are eligible for the pupil premium to ensure that gaps are closing</p>	<p>TAs will know their role in each lesson. These will be shown on weekly planning TAs will be used effectively to raise standards They will know what questions to ask to move on children’s learning. Key questions are shown on weekly planning PMt reviews Gap between, PP and non PP will continue to be small PP pupils will make at least good progress in all years All support staff to be working within a performance management system during 2014-15</p>
<p>1e. Improve the quality of verbal and written marking through the use of AFL and marking strategies.</p>	<p>Standard of work and progress in books will be monitored and staff will know the expectations of each child Pupils will have clear verbal feedback throughout the lesson of how to achieve the next skill Level which will be noted in children’s books. Teachers will know how to address misconceptions and amend teaching where necessary as seen in good to outstanding lessons. Pupils will know how marking feedback directly relates to their independent learning, indicated by pupils written replies to feedback. Monitoring of marking audits and feedback will reflect continuous use of AFL by all staff Pupils will respond to their targets</p> <p>Attainment and progress will improve.</p>

<u>Improving the quality of teaching</u>	Success Criteria
<p>1f. Raising expectations about what all pupils, particularly the more able can achieve and set tasks appropriate for their needs.</p> <p>To ensure that the pace of learning in all lessons is appropriate so that all pupils make at least good progress in all cohorts</p>	<p>St Edmund's: from 50% good+ moving to 70% by Christmas 2014, 80% by Easter 2015 and 100% by Sept 2015. St Benet's: from 66% good+ to 80% by Christmas 2014 and 100% by Easter 2015. Outstanding teaching in both schools to reach 40% by Christmas 2015. The gap between PP/SEN and the rest of class will reduce in KS1 and KS2 by 50% by February 2015 and by 75% by July 2015. HAPs will achieve their targets of making above expected progress.</p> <p>Expected progress will be 96%+ by the end of the academic year 2014-15. Above expected progress will be 40% by the end of the academic year 2014-15.</p>
<p>1g Ensuring that teaching, together with additional support, enables those with SEN to make good progress.</p>	<p>The gap between PP/SEN and the rest of class will reduce in KS1 and KS2 by 50% by February 2015 and by 75% by July 2015.</p>

Success Criteria

Objective	Outcome/s and evidence	
<p>1h. CPD training- Staff are given opportunities to develop their skills through a planned programme of professional development in order to raise standards</p> <p>Staff are given the resources necessary to deliver improved attainment and progress</p>	<p>Progress and attainment in other targets achieved</p> <p>In 2014-15 a big investment will be spent on improving curriculum resources in all key stages. This will help improve attainment and progress and achieve the targets expected.</p>	<p>£9,000</p>

SCHOOL IMPROVEMENT PLAN – KEY PRIORITY NUMBER 2

Key Priority 2: Achievement of pupils

To increase attainment by monitoring pupil progress more rigorously and regularly (using i-tracker),

To focus specifically on raising the standards in writing and numeracy

To give much greater attention to SEN, EAL and Pupil Premium pupil progress

Success Criteria

Outcome/s and evidence

Objective

2a. For SLT to monitor whole school progress and attainment of all pupils thoroughly in Literacy and Numeracy through accurate teacher assessment.

**Teachers will be using clear methods to gain accurate teacher assessment.
Target Tracker analysis
by Christmas 2014 75% Teacher Assessment will be accurate, by January 2015, 95%, by Easter 2015, 100%
Information on Target Tracker will be accurate
Accuracy of data to be maintained throughout 2014-18**

Success Criteria

Objective	Outcome/s and evidence
<p>2b. To monitor attainment of specific groups such as: Higher Achievers, SEN, EAL, PP, FSM.</p>	<p>Challenging targets for pupils will be accurate and lead to better differentiation in planning.</p> <p>Targets set in PPM Data analysis discussed in PPM Gaps will close. The gap between PP/SEN and the rest of class will reduce in KS1 and KS2 by 50% by February 2015 and by 75% by July 2015.</p>
<p>2c. For teachers to use performance data effectively to set accurate challenging targets for individual pupils.</p>	<p>Accurate targets will be set and shared with parents in Oct 2014 and every term thereafter.</p> <p>Targets are reviewed every half term by the teacher and support is requested if necessary. Team leaders become responsible for analysis of performance data in their teams CPD of ELT enables accurate monitoring Data will show consistent improved progress. Individual children will reach their personal targets.</p>

Success Criteria

Objective	Outcome/s and evidence	
<p>2d. SENCO to monitor interventions and provision maps to ensure impact is being achieved</p>	<p>Data informs provision maps Data will show improved progress and attainment for SEN children All children’s needs are met within SEN provision evidenced through review of their IEP every 6 weeks Pupils are to make 93% expected progress during 2014-2015 and 100% expected progress during 2015-2016</p> <p>The gap between PP/SEN and the rest of class will reduce in KS1 and KS2 by 50% by February 2015 and by 75% by July 2015.</p>	
<p>2e. To improve formative assessment and raise achievement in writing, literacy and numeracy (from Autumn Term 2014)</p>	<p>Teacher’s assessment of writing will be more accurate which will result in individualised pupil targets so data will show consistent progress.</p> <p>Data used in PPM will be accurate, predicted target will be challenging and achievable, and monitoring of all books will show clear progress over time</p> <p>Children will use their individual targets to up-level their writing- evidence in their books and in teacher’s marking</p> <p>There will be more whole school cross curricular writing events, eg: book week, staged events, parent workshops, school book created to celebrate writing, poetry projects....</p> <p>Use of writing grids will become normal practice for ½ termly assessments.</p> <p>Progress Targets set are challenging. Every pupil has a target to make expected progress.</p> <p>2014-2015 expected progress targets will be 96% for reading, writing and maths and 85% combined and sustained 2015-2016</p>	<p>£9,000</p>

SCHOOL IMPROVEMENT PLAN – KEY PRIORITY NUMBER 3

Key Priority 3: Behaviour and safety

To continue to focus on standards of behaviour and attendance

To improve the social-moral-spiritual-cultural (SMSC) enrichment of pupils through improvement to clubs, visits, guest speakers, pupil-parent voice, House activities and other enrichment activities

To improve behaviour for learning

Objective	Outcome/s and evidence
<p>3a. Continue to raise standards of behaviour by reviewing and improving the behaviour policy to meet the needs of all of our children.</p> <p>3b. To improve behaviour for learning</p>	<p>Children and staff will have clear expectations of behaviour.</p> <p>Good behaviour will be celebrated</p> <p>‘hot spots’ will be closely monitored</p> <p>All children with a need will be supported.</p> <p>Attendance levels will remain at 96% and above</p> <p>Pupils display a thirst for knowledge and a love of learning</p> <p>Pupils attitudes have a good impact on the progress they make</p> <p>Pupils are properly prepared for each lesson</p> <p>Pupils respond quickly to staff instructions</p> <p>Low level disruption in lessons is uncommon</p>

<p>3c.Continue to maintain attendance and improve punctuality</p>	<p>Attendance will remain at 96% and above and persistent lateness reduces over time</p>
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<p>3d.Improve the Social, Moral, Spiritual and Cultural aspects of the school</p>	<p>Expand the number of clubs run by staff Classes have 1 off site visit a term & 1 external visitor a term at least The wider community will be more involved with the school Through SEAL scheme of work pupils will learn about self-awareness, managing feelings, motivation, empathy and social skills. Healthy living is improved within the whole school Increased parent engagement and volunteering Children, parents and staff are aware of e-safety RE curriculum will be a mixture of the Way, Truth and Light and the Diocese of East Anglia Come and See. There will be a whole school approach to RE assessment and teaching and learning and AFL will be monitored by summer 2015. There will be a whole school SMSC co-ordinator and a new SMSC Policy/evidence folder. There will be a whole school/Federation SMSC calendar of events</p>
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SCHOOL IMPROVEMENT PLAN – KEY PRIORITY NUMBER 4

Key Priority 4: Improve leadership and management

To ensure the school is fully compliant with particular attention to matters of safeguarding

To introduce a thorough performance management programme

To introduce CPD for middle leaders (ELT-extended leadership team) including SEN

To encourage Governors in to school to become actively involved in school improvement

To improve the organisation and financial management of the school

Objective	Outcome/s and evidence
<p>4a.Procedures relating to safeguarding are urgently and consistently implemented</p> <p>Safeguarding procedures within the use of ICT to be embedded within the curriculum</p> <p>Implement immediately and monitor regularly and consistently health and safety procedures</p> <p>School premises are checked frequently and improved</p> <p>Conduct an annual Self Evaluation</p>	<p>The school is fully compliant in all areas of health and safety (including e-safety) and safeguarding, monitored by H&S and Safeguarding audits carried out by SLT in partnership with Governors at least once each year</p> <p>School site is safe and secure</p> <p>Recruitment processes follow the safer recruitment policy</p> <p>Trips will be booked in advance as part of curriculum planning</p> <p>School environment is clean, welcoming, positive and used within the curriculum</p> <p>Feedback obtained through governors meeting with School Council plus staff and parental surveys</p> <p>Any issues raised by safeguarding audit are addressed within the timescales advised</p>

Success Criteria

Objective	Outcome/s and evidence
<p>4b.Introduce Performance Management</p> <p>Performance Management is linked to achievement</p> <p>Develop Curriculum Leaders/Mentors (ELT)</p> <p>Challenge poor performing staff and appoint good to outstanding staff</p>	<p>Capability Policy for all staff consulted and adopted by March 2014</p> <p>All staff will have a clear job description linked to their role which is reviewed annually</p> <p>PM ties individual staff in to the SIP, sets challenging targets and agrees training needs</p> <p>Governors to receive annual PM report from Head</p> <p>Improved skills in middle management</p> <p>Improved attainment and progress data</p>
<p>4c.Improve long term communication within the school</p>	<p>Teachers and support staff are aware of all upcoming monitoring and events</p> <p>Meetings with School Council</p> <p>Parental Forums meet at least 3 times by July 2015 and thereafter 3 times a year</p> <p>Staff and Parental surveys conducted annually from Autumn 2014</p> <p>Regular Governors' newsletters / updates to parents at least 6 times a year</p> <p>Staff are familiar with the latest policies</p> <p>Governor briefing meetings with staff at least 3x a year</p> <p>Open afternoons established fortnightly in both schools</p>

Success Criteria	
Objective	Outcome/s and evidence
<p>4d. Clear succession planning for the senior leadership of the school</p> <p>Extended Leadership (Distributive Leadership) support to ensure capacity for sustained improvement</p> <p>Develop the role of subject Co-ordinators throughout 2014-15</p> <p>Use the strongest practice to address the weakest</p>	<p>Raised expectations from SLT ensuring accountability of ELT leading to consistent use of policies and procedures amongst all staff ensuring sustained progress is made in all school performance data and targets are met (Evidenced by- SLT minutes, ELT minutes, Team meeting minutes, briefing register, work monitoring.)</p> <p>Subject co-ordinators will monitor the curriculum is being met and monitor attainment and progress through an analysis of data, lessons and pupil books. There will be a greater emphasis on this during the summer term 2015.</p> <p>Staff will lead CPD sessions and model good practice.</p>
<p>4e. The role of SEN is developed in the school.</p>	<p>Gaps in in-year progress will be narrowing by July 1015 and be better than NA by 2016</p> <p>TA targets linked to pupils progress and attainment and impact measured</p> <p>Staff are aware of children at risk of not making the expected progress</p> <p>Provision meets the needs of the pupils and is reflected in class data</p> <p>Impact of PP funding is measured in school data</p> <p>Support from outside agencies will be included in the provision maps</p> <p>Governors and parents will be informed of the progress of the SEN department annually.</p>

Success Criteria

Objective	Outcome/s and evidence
<p>4f. Build effective governance</p>	<p>Challenging questioning will be evidenced in Governors’ meetings through the minutes. Governors closely monitor regular progress, assessment and attainment data. Governors closely monitor T&L observation data and support the HT with PM decisions to improve standards of T&L in the school.</p> <p>Governors monitor the Budget and Budget Recovery Plan closely, reducing the deficit as well as monitoring the impact of PP and PE/Sports Grant Funding.</p> <p>All statutory requirements will be met or actions to meet will be in place.</p> <p>All Governors’ policies will have been reviewed and a procedure for future policy review is in place by Autumn 2015</p> <p>Audit of compliance with statutory duties completed by end Oct 2014 and any outstanding issues timetabled by July 2014 to be completed by no later than December 2014.</p> <p>A clear appraisal/Performance Management procedure will secure improvements in achievement & progress, T&L and Behaviour & Safety by July 2015</p> <p>The Effective Governance Plan will feed into school’s annual plan.</p>
<p>4g.Improve the organisation and financial management of the school</p>	<p>To work towards a balanced in year budget -date to be agreed with the LA</p> <p>Improved site management and compliance</p> <p>Single Central Record and safeguarding regularly reviewed</p> <p>1 DH and 1 DH/SENCO in charge of all data to improve efficiency of analysis</p>