

School Developing Excellence Plan



Saint Clare's Catholic Primary School, Coalville,
Leicestershire

Leicestershire

Introduction

St Clare's is a Catholic Voluntary Academy which is part of the Blessed Cyprian Tansi Multi Academy Trust. As a school we have identified priorities related to the recent Ofsted Inspection (2013) and also through careful analysis of school, local and national data, current provision, and finances of the school. Staff, Governors and parents have been consulted and pupils are to be consulted during the 2015 Autumn Term .

Trends in current data show that in all subjects although progress is at least good pupils ARE NOT attaining age expected standards. To move the school to outstanding we must strive for all pupils especially Pupil Premium and DSEN pupils to achieve what is expected for their age. 90% of pupils to be at ARE and 30% tpo be Mastering in the core subjects. It is key that we apply quality first teaching to all our pupils and deploy our teaching support staff to support and facilitate learning so that teachers can work with those with gaps in their knowledge and understanding. To achieve outstanding we need to enable our learners to be independent through challenging their learning and being resilient to failure so taht they can solve problems. The pedagogy of the school will be that of Talk for Learning. Staff will develop a reflective and proactive professional development style through coaching. The school has embraced the opportunity to develop a new assessment system to enable more rigorous tracking for impact and identify development needs.

Targets

Ref	Target	Dates	Strategy	Success Criteria	People	Resources	Monitoring \ Evaluation
132	<p>Title: EYFS Increase GLD to 70%</p> <p>Description: Develop writing skills: linked outdoor/ indoor learning activities: specific questions to accelerate learning. Children identified early from base line assessments in Autumn who need more support: meet with parents to give plan of action. Parental workshops</p>	01/09/16 to 31/08/17	<p>SLT undertake planning scrutiny. Lesson observations and book scrutiny. Have questions displayed inside and outside to support the other adults in developing the learning.</p> <p>MATS/ FWTSA schools where EYFS is outstanding, good to support- arrange visits. Take ideas from Early Years groups attended by AK.</p>	<p>December data to show 80% at ARE (in Maths, Reading and Writing). : (N)</p> <p>Spring data to show 80% at ARE (in Maths, reading and Writing). : (N)</p> <p>Summer data 70% of cohort to have GLD. : (N)</p>	<p>Responsible: AK</p> <p>Monitor: Head</p>	<p>Cost: £0.00</p> <p>Staff Time: 0.00 h</p>	-
133	<p>Title: KS1 Data- Writing</p> <p>Description: YEAR One: Children passing phonics screening to 80% All Children who did not pass in year 1 to achieve this in year 2.</p> <p>Yr 2: improve writing skills</p>	01/09/16 to 31/08/17	<p>Parent Engagement: Parental workshops</p> <p>1:1 intervention from PJ : children noted from the baseline Assessment at the start of term.</p> <p>Extended writing seen weekly: interim framework applied, seen in books.</p> <p>Peer spellings to continue.</p>	-	<p>Responsible: PJ</p> <p>Monitor: Head</p>	<p>Cost: £0.00</p> <p>Staff Time: 0.00 h</p>	-

Ref	Target	Dates	Strategy	Success Criteria	People	Resources	Monitoring \ Evaluation
138	<p>Title: Attainment in Maths</p> <p>Description: Attainment in Maths is currently below bench mark after three years showing an improving picture across the school. However 48% of pupils made age related expectations in SATs. It was noted in previous Year 6 and current Year 6 poor scores in arithmetic paper.</p>	01/09/16 to 31/08/17	<p>Frequent learning walks, book and planning trawls/scrutiny, pupil interviews, coaching sessions and observations.</p> <p>Two SMT released from classroom and one experienced TA to support pupils across the school as identified from data. Internal Maths moderation to take place termly. All parents during the Autumn term will be given the information of baseline test results and indicators where support is required for their child. Parent workshops offered by school. Daily practice in number facts/bonds related to their age, e.g. Year 2 3three minutes counting together in steps of 3 on a number stick. Each day each class will take part in a short targetted number facts activity related to their year group objectives. Levelled number facts system to be introduced across school.</p>	<p>80% of all pupils to be secure in the number algorithms that are appropriate for their age group. : (N)</p> <p>KPI's for each child in KS1 & 2 in books and evidenced : (N)</p> <p>80% of discrete Maths lessons to be focussed on number and calculation : (N)</p> <p>The vast majority of discrete Maths lessons observed (formally or through learning walks) show that number and calculation strategies are being applied effectively and accurately by 85% of the children in each class : (N)</p>	<p>Responsible: AS</p> <p>Monitor: Head</p>	<p>Cost: £0.00</p> <p>Staff Time: 0.00 h</p>	-

Ref	Target	Dates	Strategy	Success Criteria	People	Resources	Monitoring \ Evaluation
136	<p>Title: Attainment in Writing</p> <p>Description: To increase % of children attaining age related expectations to 75% across the school (as a minimum).</p>	01/09/16 to 31/08/17	<p>Teacher & teaching support subject knowledge of what age expected looks like for their year group. Adult marking follows the marking policy and pupils respond to it accordingly. Planning scrutiny and lesson observations show opportunities for editing and improving to affect change within the daily timetable (not just as a follow on). Feedback in EYFS can be done verbally but evidence must be recorded. Teachers use modelling of pupils work (exemplifications) during lessons. To reintroduce a whole school writing stimulus half termly.</p>	<p>A portfolio held by each teacher of what age related, above expected which has been moderated for each year group. : (N)</p> <p>During Learning Walks children are able to explain what they need to do to improve and refer to their GAPS sheet. : (N)</p> <p>Books show clear next steps in the marking and evidence that children have responded to these. : (Y)</p> <p>Each half term children are provided with a stimulus for extended writing. : (N)</p>	<p>Responsible: Head</p> <p>Monitor: Head</p>	<p>Cost: £0.00</p> <p>Staff Time: 0.00 h</p>	<p>One extended writing piece has been done in the Autumn term across the school. Good examples displayed. Moderation of writing has taken place cross phase. A portfolio is beginning to be developed. Staff have identified which writing features their class needs to work on. Marking identifies next steps and children respond to this. However the most effective feedback is when peer marking and self-editing take place within the lesson. GAPS and spelling lists are now in all writing books which children use and refer to during work (particularly at KS2). In writing 5/6 classes from Y1 to 6 made over 80% expected progress in the Autumn Term (y5 at 77%).</p>
135	<p>Title: Accelerate progress in En & Ma to be inline</p>	01/09/16 to 31/08/17	<p>Release 2 experienced teachers from SMT for one academic year. PJ to</p>	<p>Au1 Pupil Progress meetings to meet progress target for objectives taught.</p>	<p>Responsible: Head</p> <p>Monitor: Head</p>	<p>Cost: £0.00</p> <p>Staff Time: 19.00 h</p>	-

Description: End of year targets (against year group objectives KPIs): Year 6 80% to make expected progress, 30% to make better than expected. Year 5 75% in En & 80% in Ma to make expected progress, 25% to make better than expected progress. Year 4 80% expected, 30% better than expected. Year 3 80% expected and 30% to make than better than. Year 2 85% expected and 30% better than. Year 1 80% expected and 30% better than expected. 2 members of SMT to oversee progress of pupils in Key Stages FS, 1 & 2. Timetabled to support identified groups falling behind/ not making sufficient progress.

oversee EYFS & KS1, AS to oversee KS2.

Timetables to be flexible to provide support to small groups, team teach, parallel teach, etc. where required to ensure all pupils across the school make expected progress. These teachers will also be involved with an increased monitoring cycle (more frequent than half termly). This will be quality assured by LF (Head Teacher) at regular intervals.

: (Y)

Au1 coaching to focus on English, RE and Topic books (marking and editing) with clear coaching points that impact on pupil progress. : (Y)

Au1 SMT monitoring on planning, book scrutiny and observations (English & Maths) to focus on pace of learning. : (Y)

Sp1 coaching to focus on Maths and Topic books (marking and cross-curricular links) with clear coaching points that impact on pupil progress. : (N)

Au2 SMT monitoring through Learning Walks on Guided Reading and progress pupils are making in these areas. : (Y)

Sp 1 English team to monitor peer spellings/phonics across all phases. : (N)

Au2 Pupil Progress meetings to meet progress target for objectives taught. : (Y)

Sp1 SMT monitoring through Maths and English book scrutiny, relating to individual coaching points and ensuring accelerated progress through marking/comments. : (N)

Sp1 coaching to focus on Grammar, Spelling and Punctuation in planning (identifying coaching points to accelerate progress and promote better than expected progress). : (N)

Sp2 Pupil Progress metings to meet progress target for objectives taught. : (N)

Sp1 Teachers Mid-Point Performance Management meeting with LF to identify progress towards targets met. : (N)

All books across the school to be marked and well presented. : (N)

Sp 1 and Maths reasoning and progress pupils are making in these areas. : (N)

Actions	Responsible	Deadline	Status
Eng & Ma Team Meetings	Head	11/02/17	Not Completed

Ref	Target	Dates	Strategy	Success Criteria	People	Resources	Monitoring \ Evaluation
137	<p>Title: Differentiation in Talk for Learning</p> <p>Description: 90% of all planning clearly demonstrates differentiated activities in English and Maths , this is evidenced in lesson observations, learning walks, book trawls and pupil interviews.</p>	01/09/16 to 31/08/17	All staff to upload learning journeys/weekly plans (not individual lesson plans). Coaching on planning. Book trawls showing differentiated activities. In observations and learning walks different abilities are catered for. Pupil interviews (during observations or learning walks). Children are trained in strategies to extend their own learning in TfL, recording their work etc.	<p>The vast majority of pupils when asked can explain strategies to put in place if work isn't at the correct level. : (N)</p> <p>In every class there are displays with prompts to extend/support the learning : (N)</p> <p>100% of G&T pupils to be making better than expected progress in all areas. : (N)</p> <p>Autumn term planning scrutiny to show differentiation. : (Y)</p> <p>Spring Term staff meeting on differentiation in Maths TfL. : (N)</p>	<p>Responsible: Head</p> <p>Monitor: Head</p>	<p>Cost: £0.00</p> <p>Staff Time: 0.00 h</p>	Autumn Term: Planning scrutiny has shown that differentiation within lessons is evident. This needs further development into TfL activities. In classes there are displays to support and extend pupils learning.
139	<p>Title: Parental engagement</p> <p>Description: To develop relationships between school and parents in order to enable parents to support their child's learning.</p>	01/09/16 to 31/08/17	Parent workshops on core aspects in English and Maths e.g. reading, phonics, calculations. To develop parental involvement in school improvement areas and aspects which cause the greatest contention.	<p>All classes to have a meet the teacher meeting in the first two weeks of the school year. : (Y)</p> <p>Parental surveys to take place through the year. : (N)</p> <p>Parents invited to contribute to discuss school policies/procedures. : (Y)</p> <p>Parental workshop on core skills. : (Y)</p> <p>Video links for parents on school website to support</p>	<p>Responsible: Head</p> <p>Monitor: Head</p>	<p>Cost: £0.00</p> <p>Staff Time: 0.00 h</p>	Autumn Term: Within the first two weeks all parents had the opportunity to meet their child's class teacher, turn out was high at least 70% in each class. Workshops for parents on phonics and Maths have taken place. SMT identified hard to reach parents and as a result half termly parent meetings with selected parents take place by

them at home. : (N)

invitation only, including disengaged with negative views of school as well as supportive parents so a range of views can be gathered. Teachers have invited specific parents to come and meet with them to discuss their child's progress and needs and these are planned to be reviewed termly not just at parent meetings. Review of homework policy to be more flexible for working families. Library volunteer has tidied and updated school electronic system - need to invite handpicked parents at 2.45pm with SMT member to show them how to use the library to support at home.

Conclusion
