

# Our Lady & St Brendan's Catholic Primary School School Improvement Plan & Required Actions 2019



Our Lady & St Brendan's was inspected by Ofsted on 21<sup>st</sup> and 22<sup>nd</sup> June 2017. The judgement of the inspection was that the school required improvement and needed to specifically target the areas of:

**1. Improve the effectiveness of leaders and managers by:**

- continuing to rigorously address inconsistencies in teaching and learning
- checking that planned actions for school improvement are sharply focused and are monitored and evaluated regularly
- developing the skills of subject leaders in delivering a broad and rich curriculum that meets the needs of all pupils
- ensuring that the early years outdoor environment offers high-quality learning experiences for children.

**2. Improve the quality and consistency of teaching by:**

- developing greater challenge and pace in learning for all pupils, including for most-able and most-able disadvantaged pupils
- raising teachers' expectations of pupils' attitudes to learning and the quality of work they produce
- raising teachers' expectations of pupils' engagement in lessons to make sure that pupils do not lose concentration and distract others
- checking that all teachers follow the agreed school policy to promote good behaviour around school and address low-level disruption in lessons.

**3. Improve outcomes for pupils by:**

- ensuring that pupils' accelerating progress in learning results in a larger proportion of pupils reaching standards expected for their age, especially in key stage 2
- ensuring that a greater proportion of pupils work at a greater depth in all subjects
- continuing to diminish the difference between the achievement of disadvantaged pupils and other pupils nationally.

Following the latest HMI visit on 17<sup>th</sup> May 2018, the school should take further action to continue to improve the teaching and learning and progress of pupils in mathematics, especially at the end of key stage 2 and ensure that teachers consistently provide appropriate levels of challenge for the most able pupils.

**APS** – Average Point Score used in Reception

**ARE** – Age related expectations (where the children should be compared to result nationally)

**GD** - Exceeding Age related expectations to Greater Depth (higher than where the children should be compared to nationally)

**CoG** – Chair of Governors

**CPLD** – Continuous Professional & Leadership Development

**CSPTSA** – Catholic Schools Partnership Teaching School Alliance

**DoL** – Diocese of Leeds

**Exceeding** – Exceeding age related expectations (Goal) in Reception

**EYFS** – Early Years Foundation Stage

**EOY** – End of Year

**FFM** – Focused Feedback and Marking

**FGB** – Full Governing Body

**GLD** – Good Level of Development (the national expectation for Reception children)

**Goal** – The expected level in Reception

**GPS** – Grammar Punctuation & Spelling

**HAPs** – High attaining pupils

**ICHT** – Interim Consultant Headteacher

**HoS** – Head of School

**LM** – Learning Mentor

**LSAs** – Learning Support Assistants

**LA** – Local Authority

**LAPs** – Lower attaining pupils

**OS** – Office Staff

**PPR** – Pupil Progress Reviews

**RWM** – Reading, Writing & Maths

**SL** – Subject Leader

**SLT** – Strategic Leadership Team

**SLE** – Specialist Leader of Education

**T&L** – Teaching and Learning

## Academic Targets 2019 – All Pupils

<b>Year 6 - Targets 2019</b>				
<b>30 Children; 15 Boys; 21 Disadvantaged; 5 SEND; 5 EAL</b>				
Reading 93% ARE (2018: 93% N: 75%) 32% GD (2018: 14% N: 28%)	Writing 89% ARE (2018: 79% N: 78%) 18% GD (2018: 7% N: 20%)	GPS 80% ARE (2018: 82% N: 78%) 20% GD (2018: 14% N: 34%)	Maths 89% ARE (2018: 64% N: 76%) 25% GD (2018: 14% N: 24%)	RWM 86% ARE (2018: 61% N: 64%) 18% GD (2018: 4% N: 10%)
Y2 Reading 93% ARE 10% GD	Y2 Writing 93% ARE 0% GD	N/A	Y2 Maths 93% ARE 7% GD	Y2 RWM 90% ARE 0% GD
<b>Y2 Targets 2019</b>				
<b>30 Children; 15 Boys; 6 Disadvantaged; 7 SEND; 12 EAL</b>				
Reading 83% ARE (2018: 82% N: 75%) 30% GD (2018: 57% N: 26%)	Writing 80% ARE (2018: 79% N: 70%) 13% GD (2018: 7% N: 16%)	Maths 87% ARE (2018: 89% N: 76%) 15% GD (2018: 46% N: 22%)		RWM 80% ARE (2018: 61% N: 64%) 10% GD (2018: 61% N: 64%)
EYFS Reading 86% Goal 14% Exceeding	EYFS Writing 72% Goal 3% Exceeding	EYFS Number 72% Goal 17% Exceeding	EYFS SSM 72% Goal 14% Exceeding	GLD 72% 0% Exceeding
<b>Phonics Predictions 2019</b>				
<b>30 Children; 17 Boys; 4 Disadvantaged; 2 SEND; 10 EAL</b>				
83% Phonics (2018: 87% N: 83%)				
EYFS Reading 74% Goal				
<b>EYFS Predictions 2019</b>				
<b>17 Children; 8 Boys; 5 Disadvantaged; 4 SEND; 4 EAL</b>				
94% Reading (2018: 84% N: 77%)	76% Writing (2018: 81% N: 74%)	88% Number (2018: 81% N: 80%)	88% SSM (2018: 81% N: 82%)	76% GLD (2018: 81% N: 72%)

## Academic Targets 2019 – Disadvantaged Pupils

Year 6 - 21 Disadvantaged				
Reading 90% ARE 23% GD	Writing 86% ARE 14% GD	Maths 86% ARE 24% GD	RWM 81% ARE 14% GD	
Y2 Reading 90% ARE 5% GD	Y2 Writing 85% 14% GD	Y2 Maths 90% ARE 0% GD	Y2 RWM 66% ARE 0% GD	
Y2 Targets 2019 - 6 Disadvantaged				
Reading 67% ARE 17% GD	Writing 67% ARE 0% GD	Maths 83% ARE 0% GD	RWM 67% ARE 0% GD	
EYFS Reading 60% Goal 0% Exceeding	EYFS Writing 60% Goal 0% Exceeding	EYFS Number 60% Goal 0% Exceeding	EYFS SSM 60% Goal 0% Exceeding	GLD 50%
Phonics Predictions 2019 - 4 Disadvantaged				
100% Phonics				
80% EYFS Reading				
EYFS Predictions 2019 - 5 Disadvantaged				
100% Reading	100% Writing	100% Number	100% SSM	100% GLD

## Academic Targets 2019 – High Attaining Pupils

Year 6 – GD Targets 2019			
Reading – 2 Pupils	Writing – 1 Pupil	Maths - 0 Pupils	RWM – 0 Pupils
100% 32% Overall	100% 18% Overall	25% Overall	18% Overall
Year 2 – GD Targets 2019			
Reading – 4 Pupils	Writing – 1 Pupil	Maths – 3 Pupils	
25%	100%	0%	
Phonics Predictions 2019 – 3 Pupils			
100%			

## Academic Targets 2019 – Low Attaining Pupils

Year 6 – ARE Targets 2019			
Reading – 2 Pupils	Writing – 3 Pupils	Maths – 2 Pupils	RWM – 4 Pupils
0%	0%	0%	0%
Year 2 - ARE Targets 2019			
Reading – 4 Pupils	Writing – 8 Pupils	Maths – 8 Pupils	
75%	88%	100%	
Phonics Predictions 2019 – 6 Pupils			
83%			

## Priority No 1: Improve the effectiveness of leaders and managers

OFSTED Development Points	School Development Points	What would success look like?	Actions	Timescale (Implemented / Completed by)	Lead by (inc external agency)	Monitoring Evidence & Reported to	Milestones & Date; Analysis & Date	Evaluation of Impact & Next steps
<p>A) – continuing to rigorously address inconsistencies in teaching and learning – checking that planned actions for school improvement are sharply focused and are monitored and evaluated regularly – developing the skills of subject leaders in delivering a broad and rich curriculum that meets the needs of all pupils</p>	<p>SLT efficiently monitor standard of teaching &amp; learning to address inconsistencies &amp; inform staff CPLD</p>	<ul style="list-style-type: none"> <li>• 86% of T&amp;L consistently good</li> <li>• 100% curriculum policies fully implemented across school</li> <li>• Effective curriculum coverage evidenced by subject leaders</li> </ul>	<p>ICHT &amp; HoS review Subject Action Plans &amp; make recommendations</p>	C February 2019	SLT	<p>Action Plans <u>shared with FGB as School Maintenance Plan (SMP)</u></p>		
			<p>Curriculum Policies – reshared with all staff</p>	C February 2019	SLT	<p>Staff meeting minutes; Monitoring evidence</p>		
			<p>ICHT &amp; HoS undertake daily learning walks (including book scrutinies) &amp; use feedback for Staff Meeting CPLD</p>	I January 2019	ICHT & HoS	<p>Feedback collated in Teaching &amp; Learning Overviews; Forms basis of PPR; <u>Reported to FGB termly</u></p>	57% of T&L consistently good April 2019	
			<p>Weekly lesson visits undertaken by ICHT &amp; HoS to benchmark T&amp;L</p>	I February 2019	ICHT & HoS Peer HTs			
			<p>SLT undertake weekly book scrutiny &amp; use feedback for Staff Meeting CPLD</p>	C July 2019	SLT	<p>Book scrutiny supported by ICHT in January / February 2019</p>		
			<p>SLT discuss curriculum with pupils &amp; use feedback for Staff Meeting CPLD</p>	C May 2019	SLT	<p>Curriculum statements drawn up reflecting current practice ahead of curriculum March 2019</p>		

<b>A) Ensuring that the early years outdoor environment offers high-quality learning experiences for children.</b>	Leadership, teaching & learning in EYFS is consistently good	<ul style="list-style-type: none"> <li>• Quality of T&amp;L in EYFS consistently good</li> <li>• Planning and resourcing of outdoor provision good</li> <li>• Challenge for all learners in provision good</li> </ul>	EYFS Leader undertakes audit with support of EYFS SLE	C February 2019	ICHT HoS EYFS Leader EYFS SLE SLT	Audit of provision reported to FGB	Clear improvements in feedback relating to Outdoor Provision March 2019		
			Improvement points inform EYFS Action Plan	C March 2019		Action Plan part of SMP reported to FGB			
			Action Plan monitored by SLT & EYFS lead weekly	I July 2019		RAG rated Action Plan part of SMP reported to FGB			
				ICHT & HoS undertake daily learning walks of all provision (including pupil discussion) & use feedback for EYFS CPLD	I January 2019	ICHT HoS EYFS Leader EYFS SLE SLT	Feedback collated in Teaching & Learning Overviews; Forms basis of PPR; Reported to FGB termly	Outdoor provision matches learners needs in planning March 2019	
				Fortnightly lesson visits undertaken by SLE, ICHT & HoS to benchmark T&L & provide feedback for EYFS CPLD with focus on outdoor provision	C May 2019				
		EYFS Data in line with good progress from baseline and in line with National expectations	<ul style="list-style-type: none"> <li>• EYFS data matches with learners needs &amp; learning environment</li> </ul>	Data moderated with Peer Group of schools	I March 2019	EYFS Leader  EYFS Leader EYFS SLE	Data analysis reported to FGB	Outdoor provision matches learners needs in planning March 2019	
Data analysed alongside planning & children & learning environment				I March 2019					



<b>A) Develop the skills of subject leaders in delivering a broad and rich curriculum that meets the needs of all pupils</b>	Full Curriculum Audit undertaken & recommendations for OLSB Curriculum 2020	<ul style="list-style-type: none"> <li>• Planned Curriculum 2020 matches learners needs</li> <li>• Planned Curriculum 2020 matches teachers' skills</li> <li>• Planned Curriculum 2020 matches parent expectations</li> </ul>	Curricular Areas policies & provision audited	C February 2019	Whole Staff Claire Holt	Subject Action Plans updated <u>reported to FGB</u>	Subject leaders know their subject well March 2019
			Audited curricular areas reviewed & recommendations by external support	C March 2019	Whole Staff	Audit Review <u>shared with all staff &amp; FGB</u>	
			Members of SLT attend Curriculum CPLD	C April 2019	SLT	CPLD record <u>shared with FGB</u>	
			Curriculum 2020 Statements & content devised	C June 2019	Whole staff	Draft Curriculum Statements & content <u>shared with FGB</u>	Draft Curriculum 2020 June 2019
			Stakeholder feedback on Curriculum 2020 recommendations	C June 2019	SLT		
			Feedback incorporated into Curriculum 2020	C July 2019	Whole staff	Revised Curriculum Statements & content <u>shared with FGB</u>	

## Priority No 2: Improve the quality and consistency of teaching

OFSTED Development Point	School Development Points	Success Criteria	Actions	Timescale	Lead by (inc external agency)	Monitoring Evidence & Reported to	Milestones & Date; Analysis & Date	Evaluation of Impact & Next steps
2 & 3) developing greater challenge and pace in learning for all pupils, including for most-able and most-able disadvantaged pupils – raising teachers' expectations of pupils' attitudes to learning and the quality of work they produce – raising teachers' expectations of pupils' engagement in lessons to make sure that pupils do not lose concentration and distract others – checking that all teachers follow the agreed school policy to	Tighter school routines implemented and adhered to	<ul style="list-style-type: none"> <li>• 3.8% Absence</li> <li>• 11% Persistent Absence</li> <li>• Behaviour is consistently good</li> <li>• Behaviour for learning is consistently good</li> <li>• Learning Environments reflect expectations of children's work</li> <li>• 87% of T&amp;L consistently good</li> </ul>	New Attendance Policy Implemented	I January 2019	ICTH LM OS	Absence % decreases, % Persistent Absence decreases  % of children in class learning by 8.55 recorded daily	Absence decreases to 4.1% April 2019	
	Rigorous targets in place for all children and groups of children		Adapt attendance & coming into school routines to maximise learning opportunities & reduce absence & persistent absence				Persistent Absence falls to 15% April 2019	
	T&L reflects the needs of individual children		ICTH & HoS undertake daily learning walks (including book scrutinies) & use feedback for Staff Meeting CPLD	I January 2019	ICTH & HoS	Feedback collated in Teaching & Learning Overviews; Forms basis of PPR; <u>Reported to FGB termly</u>	57% of T&L consistently good April 2019	
Regular reviews of teaching & learning by SLT	Weekly lesson visits undertaken by ICTH & HoS to benchmark T&L	I February 2019	ICTH & HoS Peer HTs					
Feedback informs staff CPLD & appraisal	SLT undertake weekly book scrutiny & use feedback for Staff Meeting CPLD	C July 2019	SLT		Book scrutiny supported by ICTH in January / February 2019			
LSAs support T&L efficiently								
LSAs receive Performance Management								
Behaviour is not a barrier for learning								

OFSTED Development Point	School Development Points	Success Criteria	Actions	Timescale	Lead by (inc external agency)	Monitoring Evidence & Reported to	Milestones & Date; Analysis & Date	Evaluation of Impact & Next steps
<p>promote good behaviour around school and address low-level disruption in lessons.</p> <p>– ensuring that pupils’ accelerating progress in learning results in a larger proportion of pupils reaching standards expected for their age, especially in key stage 2</p> <p>– ensuring that a greater proportion of pupils work at a greater depth in all subjects</p> <p>– continuing to diminish the difference between the achievement of disadvantaged pupils and other pupils nationally.</p>	Disadvantaged pupils make at least expected progress		SLT discuss curriculum with pupils & use feedback for Staff Meeting CPLD	C May 2019	SLT		Curriculum statements drawn up reflecting current practice ahead of curriculum March 2019	
			School tracking reviewed & updated to ensure accuracy	C February 2019	ICHT	Data shared with all staff		
			End of year targets build on previous year results & published data	C February 2019	SLT	Whole school targets <u>reported to FGB</u>		
			Rigorous PPR focusing on key groups take place half-termly, incorporating T&L feedback	I February 2019	ICHT	Overview of T&L <u>shared with FGB</u>	Groups at risk of not achieving targets highlighted with additional support provided – February 2019	
			Children at risk of missing EOY targets receive intervention	I February 2019 C July 2019			% of children at risk of missing EOY targets reduces April 19, July 19	

OFSTED Development Point	School Development Points	Success Criteria	Actions	Timescale	Lead by (inc external agency)	Monitoring Evidence & Reported to	Milestones & Date; Analysis & Date	Evaluation of Impact & Next steps
			Pupil Premium Strategy fully reviewed	C February 2019	ICHT	Review shared with <i>whole staff &amp; FGB</i>		
			T&L provision for disadvantaged children in all classes reviewed	C March 2019	ICHT HoS	Review shared with <i>whole staff &amp; FGB</i>		
			Updated Pupil Premium Strategy in place	C April 2019	ICHT HoS	Review shared with <i>whole staff &amp; FGB</i>	% of children at risk of missing EOY ARE reduces April 19, July 19	
			Number of Disadvantaged Pupils achieving ARE across school increases by 15%					
			Progress gap of disadvantaged pupils in Writing & Maths decreases to 0.5					
			CPLD & Peer Support on Learning Environments (including quality & quantity)	1 January 2019 C April 2019	SLT Peer Schools	Forms part of learning walks <i>with overall feedback reported to FGB</i>	All learning environments match learners' needs – March 2019	

OFSTED Development Point	School Development Points	Success Criteria	Actions	Timescale	Lead by (inc external agency)	Monitoring Evidence & Reported to	Milestones & Date; Analysis & Date	Evaluation of Impact & Next steps
			Behaviour Audits undertaken to ensure consistent application of Behaviour Policy	1 February 2019 C July 2019	SLT	Behaviour Audit & <u>reviews shared with FGB</u>	Behaviour Policy consistently applied throughout school – April 2019	