SCHOOL IMPROVEMENT PLAN

SEPTEMBER 2019 – JULY 2020

The School Development plan is split into six main sections

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

School context	

St Aloysius Nursery and Infant School and St Aloysius Junior are average sized schools. The proportion of pupils eligible for pupil premium funding is average. It fluctuates between 35% in some year groups to 21%. We have a lower level of Pupil Premium pupils in the Infants, this is as a result of a small uptake of claims for Free School Meal in Reception to Year 2. 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. Some of these pupils have complex social, emotional and behavioural difficulties. They are very well educated at St Aloysius. 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.

| Key Ofsted actions from last report | **Inspection History**
The Infant and Nursery School was last inspected in March 2019 where the overall effectiveness was judged to be outstanding
Areas for improvement were:
Leaders and those responsible for governance should ensure that:
      o   disadvantaged pupil sustain high rates of progress in order to maximise their attainment at the end
            of key stage 1.
Disadvantaged attainment remains lower than other pupils as a result of complex special educational needs, however progress remains first rate. This was evidenced by the rising standards at the end of all key phases, the success of the recent Ofsted Inspection and School Improvement Advisor termly analysis.

The Junior School overall effectiveness was judged to be outstanding. Areas for improvement were:
     Ensure all pupils fully understand how to apply their mathematical skills and understanding when solving problems in practical situations.

Across the Federation there are now a much stronger use of solving problems within practical situations. Reasoning Maths is now built into every unit of work and the Maths curriculum allows pupils an opportunity to use real situations in their Mathematics lessons. The teaching of application in Maths and reasoning is now outstanding |

Key areas to improve	**Outcomes for Pupils** Ensure that we close the gap in performance to any pupil identified as disadvantaged. Improve the percentage of children achieving the greater depth standards at the end of KS1 and KS2 **Quality of Education** Ensure outstanding teaching and learning, with teachers that are determined that pupils achieve well. They have deep knowledge and understanding of the subjects they teach and have high expectations of all. Further enhance our early intervention provision and other interventions are timely and purposeful, leading to impact. **Personal development and Welfare, behaviour and attitudes** Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience. Improve the attendance of the school minority of pupils who are classed as Persistently absent. **Effectiveness of leadership and management** Develop the middle leaders so they impact significantly on school improvement priorities. **RE** Develop and embed end of key stage assessment across the whole school in line with new diocesan guidelines.

2019/20 PREDICTIONS AND TARGETS

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

End of Key Stage 1	Prediction % predicted to meet national expectations	Target % to meet national expectations	Prediction % predicted to exceed national expectations	Target % to exceed national expectations
Reading	82	84	28	30
Writing	80	82	24	26
Mathematics	80	82	23	25

End of Key Stage 2	Prediction % predicted to meet national expectations Based on Y5 assessments	Target % to meet national expectations	Prediction % predicted to exceed national expectations	Target % to exceed national expectations
Reading	88	90	33	30
Writing	88	93	27	25
Mathematics	88	90	30	32
EGPS	88	93	27	29
% achieving the national standard in RWM combined.	85	88	16	16

1. Outcomes for Pupils

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

Objective	Chosen action	Monitoring	Staff lead	Success Criteria
Ensure that we close the gap in performance to any pupil identified as disadvantaged (see PP strategy for full action plan)	Ensure all disadvantaged pupils are clearly identified on the short term planning Ensure that the disadvantaged pupils are targeted for additional reading sessions; 1:1 reading with volunteers 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 Sounds Write to establish a consistent approach, high expectations and shared vision. Whole staff training on bar model and practical resource based teaching to develop teaching for mastery in maths.	Monitoring and tracking of key groups through lesson observations, book scrutiny, pupil voice and data tracking (Leadership team, termly) Assessment and observational data tracked and moderated (Leadership team termly) Termly Pupil Progress meetings with teachers and teaching assistants. Regular team meetings within year groups.	Leadership	All pupils make good or better progress in all year groups based upon termly analysis (termly data check, followed by annual review of yearly performance) If any child has not made age related expectations ensure there progress is good and better from their starting points. Small groups of children are tracked and targeted for intervention as necessary. (termly data check, followed by annual review of yearly performance)
Improve the percentage of children achieving the greater depth standards at the end of KS1 and KS2	Differentiated teaching across the school and setting for Y2 and Y6 English and Maths to ensure teaching stretches the most able. Mastery specific approach to the teaching of maths through targeted staff training on bar modelling and practical maths activities to achieve secure, long-term understanding.	Data analysis moderated by Leadership team (termly), including annual review of teacher performance. Maths staff meeting (termly) Observations and book scrutiny (half termly)	Leadership team	Analysis shows rising levels of higher attaining children at the end of KS2. Book scrutiny clearly shows increased level of challenge in books.

Maintain the high levels of SEND pupil progress so that we increase the percentage of SEND achieving age expected standards at the end of KS2	Develop the provision mapping for the SEND pupils so that it is more concise, pertinent to pupils needs and impacts upon pupil progress Increase number of evidence based targeted interventions to close the attainment gap in reading, writing and maths by: ● Lexia across the school (£3500) Offer high quality CPD opportunities for teaching assistants, including termly external training in school. Using manipulatives to embed contextual understanding that ensures pupils with SEND experience mathematical concepts and are able to embed a secure understanding of small steps to learning that fill gaps.	Review of progress towards attainment and progress targets Scrutiny of planning and work samples Scrutiny of evidence of monitoring of teaching and performance management Direct observations of teaching for SEND pupils Feedback with pupils/ staff/ parents	CG	SEND progress across remain strong and at the end of KS2 above average Analysis identifies individual and group needs for intervention (termly check then annual review of performance)

Impact Measures
- 100% of teaching is outstanding in all classes (ongoing)
- All teachers are confident in making accurate assessments of pupils' attainment and progress by 11/19
- 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 11/19
- Engagement is outstanding in 100% lessons (ongoing)
- Work sampling and pupil discussion shows all pupils receive consistently good quality guidance on how to improve their work and are given time to act on their improvement pointers by 11/19.
- Discussion with pupils provides evidence that pupils have more opportunities to develop their reading skills and that the most able are challenged well

2. Quality of Education

Ensure outstanding quality of education, with teachers that are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.

Objective	Chosen action	Monitoring	Staff lead	Success Criteria
Establish a reading curriculum, with a particular focus of developing vocabulary to ensure fluency and comprehension.	Half termly staff meeting time focusing on developing vocabulary and word knowledge. Establish a 'taught not caught' principle to the teaching of vocabulary to support children's understanding and comprehension of a text.	Lesson and book monitoring procedures identify an increased focus on the direct teaching of vocabulary and word knowledge. (half termly) Pupils performance with comprehension related activities are analysed.	KF/BC	Pupil performance with comprehension related activities is improved. Pupil written work and verbal responses evidence an increased vocabulary and word knowledge. Reading fluency is improved with more children reading at a level appropriate to their age.
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.	Develop curriculum teams across the Key Stages with responsibility for core subjects. Share 'Progression of Skills' documents for Science, Geography and History with all staff and ensure they are used effectively in planning. Curriculum leaders are involved in all aspects of monitoring, to ensure consistency of approach.	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 documents are used during book scrutiny to track and monitor curriculum coverage.	KF with Curriculum team	Subject leaders know their subject well and are highly effective at identifying and addressing priorities. 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.

Ensure all pupils fully understand how to apply their mathematical skills and understanding when solving problems in practical situations.	Establish Maths Champions in KS1 and KS2, ensuring attendance on relevant training courses delivered by regional Maths Hub. Delivery of whole staff training around problem solving and reasoning through use of bar model and other effective representations of number. Ensure all maths teaching is delivered in a resource rich environment that uses a wide range of manipulative to embed secure understanding of key facts - i.e. place value, number recognition and formation, number bonds and key relationships such as times tables.	Senior and subject leaders regularly and rigorously check that planned actions are improving the quality of teaching learning and assessment for all pupils. Progression of skills documents are used during book scrutiny.	JD/ ER	Monitoring indicates that the maths curriculum is outstanding. Progression in maths is clear, with particular evidence of mastery in maths. Pupils have strong basic knowledge of number, allowing them to approach more abstract reasoning with improved success.
Maximise pupil feedback, ensuring it is effective at accelerating pupil progress.	Ensure opportunities are provided for pupils to respond to any written feedback. Establish shared and consistent procedures for recording feedback. Ensure whole class/ group misconceptions are swiftly addressed and inform next steps in teaching.	Lesson and book monitoring procedures (half termly). Pupil voice acknowledges an awareness of next steps in learning (termly).	Curriculum Teams	Progress within lessons and across units of work is rapid. Strong and clear evidence of pupil response and resulting progress
Improve pupil spelling with a particular focus on developing a whole school approach	Delivery of whole staff training around spelling Whole school spelling following the Sounds Write principles- training at least termly to develop staff confidence in own subject knowledge and strategies to deliver effective, quality lessons	Lesson and book monitoring procedures (half termly). Pupil voice acknowledges an awareness of next steps in learning (termly).	English team	Progress within lessons and across units of work is rapid. Strong and clear evidence of pupil response and resulting progress

Impact Measures:
- Monitoring of Topic shows outstanding curriculum (by 11/19)
- Reading curriculum showing impact upon rising assessment levels (by 12/19, then 1/4/20 and 1/7/20)
- Monitoring indicates that the maths curriculum and quality of teaching is outstanding by 11/19
- Pupil feedback, ensuring it is effective at accelerating pupil progress as evidenced in work scrutiny, data analysis and pupil voice activities (by 12/19, then 1/4/20 and 1/7/20)

3. Personal development and welfare; Behaviour and Attitude

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

Objective	Chosen action	Monitoring	Staff lead	Success Criteria
Ensure that school safeguarding systems are robust and fit for purpose.	Complete annual audit for governors. 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 and raise awareness for parents. Train staff on new safeguarding national priorities in line with KCSIE (2019)- including Peer to peer abuse, Child Criminal Exploitation, County lines, Forced Marriage, Trafficking and Modern Slavery and Homelessness.	External evaluation by school SIA as part of advisor visits (termly). Termly evaluation completed by Clennell Education Services,	CG	Outstanding system in place for safeguarding children (Sept, audit check and following up on identified issues by Nov 2019)
Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience.	Ensure all newsletters clearly states that financial support will be available for any child Engagement with families though offering teaching and learning cafes and parent support workshops such as Bliss-Ability. Pupil Voice. Individual Support through regular and professional counselling provision. Mentoring programme from Rec-Y6. Aspirational Campaign - 'We can'	Disadvantaged pupils voice activities show that quality of school life is very high	Leadership team	Analysis helps to inform monitoring and CPD focus for whole staff and individuals (termly check to Governors) PP children have access to a vibrant and exciting curriculum by 11/19

Develop attendance procedures so that they target the minority of pupils where attendance is below the school average as a result of regular absence	Review of procedures for absence management ● Audit & analysis of reasons for absence ● Postcards congratulating 100% attendees ● 100% Attendance Certificates given annually ● Letters reminding parents of attendance issues last year and encouraging good attendance in this new year ● Letters to parents of all children under 95%, re attendance & punctuality Where no improvement is seen: ● Interview parents where no improvement seen & issue parent contracts ● Initiate formal monitoring procedures ● Refer cases for prosecution	Weekly by Attendance lead, Attendance Officer and Exec Head Half termly reporting to Governors	CG	Attendance improves for for all year groups Sanctions are put in place for those whose attendance does not improve to 96%+

Impact Measures

- All observed lessons to be graded outstanding for behaviour (09/19)
- Safeguarding of children is outstanding (09/19)
- Attendance figures move to above average (on going)
- Attendance procedures reward regular attenders (96%+) and target minority persistent absentees (on going)

4. Effectiveness of leadership and management

Ensure leadership at all levels is outstanding, with a particular focus on developing the role of middle leaders in driving forward school initiatives.

Objective	Chosen action	Monitoring	Staff lead	Success Criteria
Develop the middle leaders so they impact significantly on school improvement priorities.	Develop teaching teams with responsibility for Maths, English, SEND, Safeguarding and RE (leading to cross curricular links with foundations subjects) Identify and seek opportunities to develop individually as appropriate to role or as a leadership team by offering relevant training relevant to the responsibilities. Completion of Masters Level; degree by Aspiring Middle Leaders NPQML completed by BC CCRS completion Middle leaders writing their own action plans for their areas of responsibility Leaders proactively engage with and support staff through informal and formal meetings.	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	Leadership	Leadership is evaluated as outstanding by SIA and Ofsted (Nov 2019)
Maintain a highly effective Governing body that is supportive of the school but challenging so that they expect all to achieve highly by:	Provide training opportunities for all governors on key educational issues: ● Ofsted framework ● Examine academy structures in line with Diocesan Developmental Plan	External review of Governors carried out by Local Authority School Improvement Advisor as part of Annual Report (March 2019)	NC	Governance in the school remains highly effective and evaluated as Grade 1 in SIA (Oct 2019) Monitoring of overall

• Challenging the school to mean the above average standard for attainment and progress at the end of Key Stages • Holding leaders to account for the quality of teaching across each class so that it remains outstanding.	Devise a calendar of events for governors to ensure they are actively involved in the school. Streamline the number of governing committees so that all meetings are well attended. Audit current governor expertise with a view to adding to governor pool of knowledge with potential appointment of new governors. Work alongside partners at the Diocese and LA to examine the necessity for the new build for the Infant site with the possibility of a three form entry	▪ Governors actively involved with LA termly visits from LA attached advisor ▪ Leaders to prepare summary reports for discussion at termly Governors Meetings and data to be be analysed for general viewing on the school website.		effectiveness shows we are on target to reach the milestones set in all areas. Where milestones have not been met – action has been agreed with HT and will be included in the next Governors meeting. Progress of disadvantaged pupils continues to be effective in all year groups (Eng & Maths) and is close to or improving towards that of other pupils with the same starting points.

Impact Measures
- All pupils make expected progress with 40%+ making better than expected progress in Reading, Writing, Grammar, Punctuation and Spelling, Maths, RE.
- 85%+ of pupils at age expected levels with 40%+ above age expected levels (by the end of the year)
- Leaders and TLR holders to be confident in Ofsted evaluation grades (termly check from SIA)
- Leaders and TLR holders actively involved in systematic Monitoring and Evaluation process (termly check from SIA)
- Governors are able to challenge and support the school effectively through a secure knowledge base (by Nov 2019)
- Governors are actively involved in the school life making regular visits and attending school events (Sept 2019 and March 2020)

5. Effectiveness of Early Years

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

Objective	Chosen action	Monitoring	Staff lead	Success Criteria
Ensure that teachers returning to or new to Early Years are confident with the Development Matters document. They make accurate assessments and plan effectively to ensure a broad and balanced curriculum.	Supportive and effective communication between EYFS staff and leaders. Ensure robust internal moderation procedures, leading to consistency of data collection. Collaborative planning with year group partner, allowing for sharing of knowledge and expertise between colleagues.	Regular EYFS staff meetings Performance reviews Lesson observations and book monitoring. (termly)	MB	Teaching and learning in the Early Years is outstanding. Assessments are accurate and evidence base is strong.
Ensure that pupils who are falling behind are identified quickly and measures of support applied.	Carry out ECAT assessment on all nursery pupils to inform referrals to Speech and Language. Access Pre-school and Portage service to support children identified as having specific learning needs. Use termly data analysis to identify pupils at risk of falling behind. Ensure that all staff are proactive at closing any gaps rapidly, by providing training or guidance to allow purposeful and targeted interventions. Establish highly effective home-school partnerships.	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 Meetings.	MB, LMc, VJ	Early intervention procedures are robust and effective. Teachers and TAs manage and coordinate interventions for targeted children. Interventions are purposeful and have measured impact. For any child who has not made age related expectations, progress is good and better from their starting points. (pen portraits)

Improve attainment of disadvantaged pupils, increasing the number achieving a Good Level of Development by the end of the Reception year.	Establish highly effective parent partnerships. Ensure that the disadvantaged pupils are targeted for additional story time sessions with reading volunteers. Plan additional 1:1 reading opportunities for disadvantaged pupils. Tracking of disadvantaged pupils as part of pupil progress meetings. Early identification of specific gaps and targeted Intervention provided regularly. Personalised curriculums and 1:1 provision in place where necessary.	Monitoring attendance of our disadvantaged families at learning cafes and parent workshops. Monitoring and tracking of key groups through lesson observations, book scrutiny, pupil voice and data tracking (Leadership team, termly) Engagement with skilled adults and 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.	MB, LMc, VJ	All pupils make good or better progress in all year groups based upon termly analysis (termly data check, followed by annual review of yearly performance) For any child who has not made age related expectations, progress is good and better from their starting points. (pen portraits)

Impact Measures

- Teaching and learning in the Early Years is outstanding (by 11/19)
- Those pupils who are falling behind are identified quickly and measures of support applied by 12/19
- Attainment of disadvantaged pupils, increasing the number achieving a Good Level of Development by the end of the Reception year.

6. HIGH ACHIEVING CATHOLIC COMMUNITY				
Ensure St Aloysius has Outstanding Catholic Life, Outstanding Curriculum RE and Outstanding Collective Worship				
<u>**Objective**</u>	<u>**Chosen action**</u>	<u>**Monitoring**</u>	<u>**Staff lead**</u>	<u>**Success Criteria**</u>
To ensure we target higher levels of challenge in RE	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 the new 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.	Termly data analysis moderated by Leadership team	<u>VB, BC</u>	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 clearly differentiated across all year groups to ensure very good progress is made by all pupils.	Planning to be completed on diocesan sheets and to clearly indicate target groups. Exciting activities planned around the key learning intentions with a range of resources to ensure all pupils achieve higher outcomes.	Termly planning scrutiny in line with diocesan guidelines to identify planned differentiation and evidence of following 'Come and See' scheme of learning.	<u>VB, BC</u>	During book scrutiny differentiation is clearly seen across all books (half termly) Clear evidence of progress seen through analysis of termly and end of year data
<u>**Catholic Life**</u> Identify ways to poverty proof the school to ensure disadvantaged pupils are not marginalised.	Promote the Catholic Life of the school through activities that are not solely monetary based. Ensure all fundraising activities are seen as achievable for all and voluntary, with a focus on giving time and sharing skills rather than simply money.	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	SLT	Floorbook and website show celebrations of how the school's vision is shared.

		families.		
Collective Worship Develop the role of children further in preparing Collective Worship across the school.	All classrooms to be given a 'Collective Worship' folder that is used by children to plan, deliver and evaluate class collective worship. Children to be included in all year group and whole school collective worship and their views actively sought and implemented.	Monthly observation of Collective Worship for individual year groups across the whole school.	VB, BC	Pupil involvement in planning, leading and evaluating Collective Worship increases with older pupils. All pupils enjoy and actively participate in different forms of worship-including liturgy, mass, private prayer and retreat.

Impact Measures

- Work is clearly differentiated in Curriculum RE by 11/19
- Pupils are accessing support and financial assistance and jno child is prevented from a school activity, uniform or trip
- Children from Nursery to Y6 are increasingly preparing their own Collective Worship by 11/19

Monitoring and Evaluation

Monitoring
Progress against all actions to be monitored through termly data analysis and monitoring and evaluation
- Analysis of data at regular intervals
- Scrutiny of planning and work samples
- Scrutiny of evidence of monitoring of teaching and performance management
- Direct observations of teaching
- Discussion with pupils
- Review of CPD plan to improve teaching
- Governors actively involved with LA termly visits from LA attached advisor

Leaders to prepare summary reports for discussion at termly Governors 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 Governors and LA termly visits.