St Francis RC Primary School Improvement Plan

2021-2022

SCHOOL CONTEXT – 2020/21

Number of pupils on roll	356	**Number of pupils eligible for pupil premium/ FSM**	31.9%	**Number of pupils with an education, health and care (EHC) plan**	11 with 5 pending
Percentage of pupils meeting expected standard/attainment targets *(I have used the data from Year 5 Summer '21)*	R- 29% W- 31% M- 31%	**Percentage of pupils on track to exceed expected standard/attainment targets** *(I have used the data from Year 5 Summer '21)*	R- 7% W- 5% M- 2%	**Number of pupils currently not on track to meet expected standard R/W/M combined** *(I have used the data from Year 5 Summer '21)*	77%

Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment) End of KS1	**Reading** L- 15 (26%) M- 26 (45%) H-13 (22%) **Writing** L- 13 (22%) M- 29 (50%) H- 12 (21%)	**Maths** L- 15 (26%) M- 27 (47%) H- 12 (21%)	**Most recent Ofsted grade**	Good- March 2018	**Staff turnover over for 2020/21**	3 teaching staff left last year (1 of them was promoted to HT)

Percentage of pupils with English as an additional language (EAL)	58%	**Pupil achievement for whole cohort (average progress scores for whole school)**	R- 3.5 W- 3.1 M- 3.8	**Pupil achievement by characteristics**	See separate analysis

Overall absence 97%	**Persistent absence** 0.5%	**Key staffing areas of issue**	We currently have a temporary teacher covering a maternity leave in the nursery We also have an agency PPA cover and three agency staff working as 1:1

Key Ofsted actions from last report	✓ Progress in reading improves so that it is consistent with that in writing and mathematics ✓ The school self-evaluation process addresses pupils' progress as well as the attainment ✓ Achievement in mathematics at key stage 1 improves so that a greater proportion of pupils meet the expected standard
Key areas to improve	o Narrow gap between PP and Non PP and Boys and Girls o Further develop relationship with parents o Improve attainment for ALL

Achievement gap issues

From Summer '21 data, PP and Boys are the areas that have the gap issues

Groups - ARE plus Summer 2021 — Updated 13/07/21

Reading	Whole Cohort	Pupil Premium	Non PP	SEN	Non SEN	EAL	Non EAL	Boys	Girls	Gap
Yr 1 47	57%	10-30%	37-54%	10-40%	37-51%	29-48%	18-50%	24-46%	23-52%	6%
Yr 2 49	63%	13-31%	36-69%	15-20%	34-76%	31-61%	18-56%	25-52%	24-67%	15%
Yr 3 49	24%	10-0%	39-31%	12-8%	37-30%	35-29%	14-14%	22-9%	27-37%	28%
Yr 4 57	30%	13-23%	44-25%	18-0%	39-36%	38-29%	19-16%	25-8%	32-38%	30%
Yr 5 58	28%	14-14%	44-32%	13-0%	45-36%	33-30%	25-24%	38-32%	30-23%	9%
Yr 6 50	70%	18-72%	32-69%	17-29%	33-91%	34-68%	16-75%	27-59%	23-83%	24%

Writing	Whole Cohort	Pupil Premium	Non PP	SEN	Non SEN	EAL	Non EAL	Boys	Girls	Gap
Yr 1 47	53%	10-20%	37-49%	10-20%	37-49%	29-48%	18-33%	24-33%	23-52%	19%
Yr 2 49	55%	13-38%	36-56%	15-20%	34-65%	31-55%	18-44%	25-44%	24-58%	14%
Yr 3 49	20%	10-0%	39-26%	12-8%	37-24%	35-29%	14-14%	22-5%	27-33%	28%
Yr 4 57	25%	13-23%	44-20%	18-0%	39-31%	38-24%	19-16%	25-4%	32-34%	30%
Yr 5 58	31%	14-29%	44-32%	13-0%	45-40%	33-33%	25-28%	28-29%	30-33%	4%
Yr 6 50	76%	18-72%	32-78%	17-35%	33-97%	34-74%	16-81%	27-67%	23-87%	20%

Maths	Whole Cohort	Pupil Premium	Non PP	SEN	Non SEN	EAL	Non EAL	Boys	Girls	Gap
Yr 1 47	55%	10-20%	37-54%	10-30%	37-51%	29-48%	18-44%	24-38%	23-57%	19%
Yr 2 49	43%	13-8%	36-53%	15-7%	34-56%	31-58%	18-11%	25-40%	24-42%	2%
Yr 3 49	25%	9-11%	39-28%	12-9%	37-30%	34-32%	14-7%	22-23%	26-27%	4%
Yr 4 57	30%	13-15%	44-25%	18-0%	39-33%	38-29%	19-11%	25-12%	32-31%	19%
Yr 5 58	31%	14-14%	44-36%	13-8%	45-38%	33-33%	25-38%	28-36%	30-27%	9%
Yr 6 50	70%	18-72%	32-69%	17-35%	33-88%	34-71%	16-69%	27-59%	23-83%	24%

Pupil Premium: The gap has widen in all year groups and all subjects, apart from Year 6. In Writing in Year 3, 4 and 5 the gap is within 10%. And in Reading in Year 4, the gap is just 2% in favour of non PP.

SEND: The gap in attainment is very significant in all year groups and all subjects.

EAL: In most year groups and most subjects, the gap is in favour of EAL and in those when it isn't, it's within 10%

Boys V Girls: In most year groups, there is a significant gap between girls and boys, in favour of the girls. In Year 5, boys are doing better or the gap is less than 5%. Maths seems to be the subject where the gap is less significant.

Whole school data summer 2021

Standards – Summer 2021 (ARE) Summer 2021 (ARE-1)

Year	Cohort	Reading		Writing		Maths		RWM
		Expected standard +	Higher than Expected standard	Expected standard +	Higher than Expected standard	Expected standard +	Higher than Expected standard	*RWM in Spring
N	18	61% 72%	/	55% 83%	6%	61% 77%	/	55% 23%
F1	26	61% 77%	8%	57% 73%	4%	57% 88%	8%	53% 8%
Y1	47	57% 72%	9%	53% 68%	11%	55% 80%	9%	51% 21%
Y2	49	63% 78%	4%	55% 73%	4%	43% 67%	2%	34% 27%
Y3	49	24% 48%	/	20% 48%	/	26% 38%	/	16% 20%
Y4	56	41% 62%	5%	37% 60%	4%	44% 62%	9%	36% /
Y5	58	27% 59%	7%	31% 53%	5%	31% 57%	2%	22% 12%
Y6	50	70% 74%	22%	76% 78%	20%	70% 80%	22%	66% 6%

Progress – age related expectations Summer 2021

Year	Cohort	Reading		Writing		Maths	
		Expected Progress +	Accelerated Progress	Expected Progress +	Accelerated Progress	Expected Progress +	Accelerated Progress
N	18	77%	50%	83%	61%	77%	61%
F1	26	88%	77%	96%	88%	88%	73%
Y1	47	72%	30%	61%	25%	74%	40%
Y2	49	85%	46%	83%	48%	95%	77%
Y3	49	62%	18%	70%	14%	44%	12%
Y4	56	74%	26%	67%	25%	74%	35%
Y5	58	70%	21%	60%	23%	76%	27%
Y6	50	76%	68%	76%	66%	80%	62%

Objective 1 (Leadership and management)	*To consolidate a strong leadership team and to focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.*
Objective 2 (Quality of education)	*To continue to raise standards in Reading, Writing and Maths, ensuring ALL learners are challenged and achieve accordingly (Refer to group analysis).*
Objective 3 (Quality of education EYFS)	*To successfully implement the new EYFS framework ensuring it provides changes of high achievement for ALL pupils, especially those from a disadvantaged background.*
Objective 4 (Behaviours and attitudes)	*To implement the new Behaviour for Learning policy ensuring high expectations for behaviour to improve progress and attainment.*
Objective 5 (Personal development)	*To ensure PSHE is embedded throughout the curriculum and beyond the classroom so that learners gain the skills necessary for future learning and to become well rounded citizens.*
Objective 6 (Covid-19/ Recovery Curriculum)	*To ensure we narrow the 'Covid gap' and we have a plan of action in place for future outbreaks*

To consolidate a strong leadership team and to focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.				
INTENDED OUTCOME	**PLANNED ACTIONS**	**KPIs**	**IMPACT**	**WHO IS RESPONSIBLE**
Develop role of current senior leaders	-DH to enroll in NPQH training to develop her skills in order to be able to support the HT more efficiently -EYFS lead and Science lead to enroll NPQSL training in order to be able to take further responsibilities within their roles -EYFS lead and Science lead to attend SLT meetings -New to post RE lead to attend relevant courses and book visits with RE Advisor -Restructure of some core subjects	-Clear roles in place -Leaders in a good position to support team -Shared vision for the school coming from SLT		HT/DHT SLT

Develop role of subject leaders	-DHT to work closely with subject leaders implementing strategic calendar of leadership (e.g. audit, staff training, monitoring, assessment)	-Subject leaders implementing a successful strategic calendar including monitoring, training, subject enhancement and assessment		HT/DHT
Further develop coaching approach	-Senior leaders to further develop their coaching skills -Engagement on EEF training materials and other sources -DHT to prepare initial training for SLT	-Positive feedback from staff survey and performance appraisals referencing successful use of coaching -All teachers teaching effective lessons – good or better outcomes for classes over time		HT/DHT SLT
Development of parish and community links	-Liaise with chair of governors for new parent governor election -Support parents to form a PTA -Further develop links with the church by leading weekly masses and welcoming the parish into the school -Supporting the catechists for Holy Communion preparation	-PTA functioning -Governors having a more visible role in the school -Host events where all the community gets together e.g. Summer Fair, Coffee morning, Holy Communion mass etc		HT/DHT
Ensure staff consistently report high levels of support for wellbeing issues	-Offer pastoral support to all staff -Organize events to encourage team building and 'unwinding' -Develop strategies that support work/life balance	-Positive feedback from the staff survey referencing pastoral care in school -Better work/life balance for all		HT/DHT PSHE Lead

To continue to raise standards in Reading, Writing and Maths, ensuring ALL learners are challenged and achieve accordingly (Refer to group analysis).				
INTENDED OUTCOME	**PLANNED ACTIONS**	**KPIs**	**IMPACT**	**WHO IS RESPONSIBLE**
Raise pupil achievement in core subjects throughout the school with challenging provision and high expectations	-Teachers clear about what and how they teach. Work given to learners matches the intention of the curriculum and expectations are demanding -Teachers promote appropriate discussion about the subject matter being taught so learners talk confidently about what the subject and skills learnt -Teachers continue to develop effective AFL to identify and address misconceptions in a timely and appropriate way (support / resources / remodelling / guided input) -Teachers present and model subject matter clearly, promoting appropriate discussion and reflection. -Planning is layered ensuring that lessons are designed to enable all groups of learners to achieve quality outcomes, including knowledge and skills. This is fully embedded across the curriculum and built and developed through each child's learning journey. Learners remember long term the content they've been taught and how to integrate skills. -At all stages, core subjects' progress is assessed and gaps are addressed quickly and effectively for all learners. Key skill development MUST be the focus and gap analysis supports planning and delivery	-Planning / Book Looks through Core / Subject Leaders / Phase Meetings -Curriculum Maps -Subject Leaders analysis Assessment -Lesson observations -Pupil voice -School data compared with Southwark and National: evidence of sustained and continuous improvement. -End of key stage results have improved		HT/DHT/SLT Core Subject Leads Class Teachers
The teaching of reading ensures that the 'word gap' is diminished – learning is sequential; developing learners' fluency, comprehension, confidence and enjoyment in reading.	-Mrs Wordsmith is embedded in all year groups -Vocabulary is displayed, taught and referred to throughout the curriculum /displays/books -Reading is a priority throughout the curriculum, with well-planned Reading Workshops, additional groups where appropriate, intervention and opportunities for reading for pleasure -Reading books link closely to the phonic / reading age book bands. -Creative opportunities to enhance reading experiences are made full use of ie. Buddy Reading, Reading Eggs -Further develop group interventions -Take part in the Nellie Early language programme -Refresh CPD for RWInc for all staff -Purchase new RWInc books	-Learning walks monitor different groups and aspects of Guided Reading Planning / Books evidence learning at layered and next step skill level -School data compared with Southwark and National – Evidence sustained and continuous improvement -Listening to readers (LA / HA / PP / SEND – Phase Leaders) - Monitoring of consistency of teaching around Mrs Wordsmith -Reading Policy reflects school practice -Specific tracking of intervention children to show progress -Termly data tracking -Detailed group analysis to track PP and Boys		HT/DHT/SLT Core Subject Leads Class Teachers

Our learners become confident writers who are able to edit their work and use their skills across the curriculum	-Mrs Wordsmith is embedded in all year groups -Highlight writing opportunities across the curriculum -Review Literacy overview and make necessary amendments to ensure high quality units are used -CPD around editing work for teachers -Embed the use of the RWI spelling scheme -Monitor the Spelling books regularly, as well as the Literacy ones - Attend moderations sessions (in house and external) -Promote the use of Spelling Shed at home -Further develop group interventions	-Learning walks monitor different groups and aspects of Literacy and Spelling lessons -Planning / Books evidence learning at layered and next step skill level -School data compared with Southwark and National – Evidence sustained and continuous improvement - Monitoring of consistency of teaching around Mrs Wordsmith -Writing Policy reflects school practice -Specific tracking of intervention children to show progress -Termly data tracking -Detailed group analysis to track PP and Boys		HT/DHT/SLT Core Subject Leads Class Teachers
Our learners' become confident mathematicians who use mathematical knowledge, concepts and procedures appropriate to their next step needs with planned opportunities to reason and apply.	-Teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct next step feedback or tasks. -Assessment is daily and on-going and supported by gap analysis of summative tests -Learning is layered and builds on learners' prior learning and develops deep understanding of the concepts and approaches covered -There are opportunities to reason and apply frequently -Opportunities to practice, revisit and extend Maths skills across the curriculum need to be planned for -The appropriate, age related Maths vocabulary is displayed and used by everyone for each unit -Challenge and intervention is appropriate for all groups, especially those at deeper learning -Promote the use of Mathletics and TTRS at home -Further develop group interventions -Take part in the Maths Mastery Programme -Take part in Mastering Number programme	-Maths Assessment records and gap analysis of these -Learning walks monitor different groups and aspects of reasoning and applying -Planning / Books evidence learning layered and next step skill level -School data compared with Southwark and National – evidence sustained and continuous improvement -TTRS is embedded for each year group -Results of MTC show improvement from last year -Maths Policy reflects school practice -Specific tracking of intervention children to show progress -Termly data tracking -Detailed group analysis to track PP and Boys		HT/DHT/SLT Core Subject Leads Class Teachers

To successfully implement the new EYFS framework ensuring it provides changes of high achievement for ALL pupils, especially those from a disadvantaged background.				
INTENDED OUTCOME	**PLANNED ACTIONS**	**KPIs**	**IMPACT**	**WHO IS RESPONSIBLE**
Ensure that all staff is confident using and implementing new framework	-Carry out induction for new EYFS lead and Nursery teacher -EYFS lead and HT to attend briefings done by Southwark regarding new framework -EYFS staff to attend relevant training -EYFS lead to meet regularly with LA advisor to implement necessary changes -Learning walks and general monitoring to be focused on new framework	-Monitor of LJ and Learning Walks		HT/DHT/SLT EYFS Lead
Ensure software in the school support assessment using the new framework	-EYFS Lead and Assessment lead to liaise to perform Statutory baseline -Ensure that Tapestry and SIMS are in line with the new framework	-Data analysis		HT/DHT/SLT EYFS Lead

To implement the new Behaviour for Learning policy ensuring high expectations for behaviour to improve progress and attainment.				
INTENDED OUTCOME	**PLANNED ACTIONS**	**KPIs**	**IMPACT**	**WHO IS RESPONSIBLE**
Our learners' attitudes to their education are positive. They're committed to their learning, know how to study effectively and are resilient to setbacks. They take pride in their achievements	-Introduce new Behaviour Policy (Inset Day) -Create new rewards and sanctions charts -Create the 'Rainbow Room' for lunchtime - Further develop peer leadership responsibilities for pupils to role model positive behaviours : school council/monitors/prayer leaders/Mini Vinnies	-General monitoring of work -Data analysis showing that behaviour for learning is positive and not a barrier for learning		HT/DHT/SLT Class Teachers
Our learners develop into confident, self-assured learners who take pride in their work, their school and their appearance.	-Further develop Healthy and Wellbeing week -Make links with local football club to promote a healthy lifestyle	-Learners confidently making the right choices		HT/DHT/SLT Class Teachers

To ensure PSHE is embedded throughout the curriculum and beyond the classroom so that learners gain the skills necessary for future learning and to become well rounded citizens.				
INTENDED OUTCOME	**PLANNED ACTIONS**	**KPIs**	**IMPACT**	**WHO IS RESPONSIBLE**
Through SMSC and PSHE, which is embedded throughout the curriculum, we provide learners with meaningful opportunities to gain the skills necessary for future learning and to become well rounded, active, respectful citizens who contribute positively to society.	-Ten Ten assemblies on Monday to be lead consistently by HT and DHT -Learners are actively involved in learning through planned higher order skill focus, questioning, debate -Learners are exposed to issues and experiences involving the local community and wider world -Learners are given leadership roles within the school to exercise pupil voice and deliver meaningful change -The planning and delivery of PSHE is age appropriate and layered to ensure that all learners have the chance to discuss, learn and reflect on their various roles and relationships within their own personal, local and national agendas (RULER) -Monitor of RULER booklets to ensure consistency across the school -Monitor of RSE books, to ensure 'Life to the full' is taught across the school -Learners know how to keep themselves safe and are aware of potential risks. They know how to protect themselves from abuse, radicalization and extremism	-Keep records and photographs of initiatives carried out -Pupil Voice -Book monitoring		HT/DHT/SLT PSHE Lead Class Teachers

To ensure we narrow the 'Covid gap' and we have a plan of action in place for future outbreaks				
INTENDED OUTCOME	**PLANNED ACTIONS**	**KPIs**	**IMPACT**	**WHO IS RESPONSIBLE**
Ensure the Covid Gap doesn't stop learners from achieving end of year expectations	-Reading, Writing and Maths lead to carry out gap analysis and give it to teachers -First half of Autumn Term to be focusing on teaching to narrow or close the gaps -Purchase new recovery curriculum unit for the whole school (Journey – 2 weeks) - Year 2-6 to teach new recovery curriculum unit until half term -Nelson's comprehension being used for Reading for the first few weeks to tackle gaps identified in analysis -New Reading units purchased	-Book/Planning monitoring -Data analysis - Learning walks -Half term plans		HT/DHT/SLT Core subject Leads Class Teachers
Embed use of Teams amongst staff, parents and children	-Keep weekly briefing in Teams -Create a cribsheet for parents and children on how to use Teams -Teachers to set up weekly homework in Teams	-Minutes of meetings -Cribsheet -Samples of homework		HT/DHT/SLT Computing Leads Class Teachers