

St Francis RC Primary School Improvement Plan



2023-2024

OUR VISION

Providing every child with the tools to choose their path to success.

OUR MISSION

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

GOSPEL VALUES

*Love
Honesty
Courage
Tolerance
Justice*

Jeremiah 29:11

“I alone know the plans I have for you, plans to bring you prosperity and not disaster, plans to bring about the future you hope for”

PRIORITIES IDENTIFIED BY THE SCHOOL

Priority 1	<i>To improve children's health and wellbeing by creating a school environment that is conducive to healthy eating, improve knowledge, attitudes and behaviours of parents and the wider community around nutrition</i>
Priority 2	<i>To continue to embed school practices in the teaching and progression of Early Reading and Phonics to increase the number of pupils achieving GLD and passing the PSC.</i>
Priority 3	<i>To develop strategies that support retention and recall of knowledge in foundation subjects so the learning 'sticks' long term.</i>
Priority 4	<i>To continue to develop writing across the whole school, in order to increase the number pupils achieving expected standard.</i>
Priority 5	<i>To further develop our provision so pupils with SEND are consistently successful within the classroom and school environment, as a result of meeting the identified needs of the pupil.</i>

THE PLAN

The school was inspected by Ofsted in June 2023 and judged as 'Good' with the following next steps: 'To ensure that teachers check what pupils know and remember and identify and address any misconceptions before introducing new learning' and 'To ensure that all staff follow a consistent approach to supporting pupils who are learning to read'. The current objectives aim to build on the great learning and ensure that the quality of education continues to improve. This school improvement plan (SIP) has a SMART goal setting process. The school will pursue the actions contained in this plan to achieve its mission and attain the vision. The actions will be reviewed periodically and an extensive review will take place in Spring 2023 to ensure its effectiveness as part of the school self-evaluation process. All staff members (teachers, governors and TAs) will be involved in the monitoring of the plan. The evaluation will be carried out by the school leadership team. This SIP will inform the individual subject Action Plans, to ensure that all the priorities are achieved.

SCHOOL CONTEXT – 2023/24

Number of pupils on roll	276	Number of pupils eligible for pupil premium/ FSM	29% (PP) 34% (FSM)	Number of pupils with an education, health and care (EHC) plan	15
Percentage of pupils who met expected standard/attainment targets (KS2)	R- 72% W- 64% M- 67%	Percentage of pupils who exceeded expected standard/attainment targets (KS2)	R- 22% W- 13% M- 16%	Number of pupils who met expected standard R/W/M combined (KS2)	56%
Percentage of pupils with English as an additional language (EAL)	50%	Most recent Ofsted grade	Good- June 2023	Staff turnover over for 2022/23	See separate restructure document
Overall absence 93%	Persistent absence 13%	Key staffing areas of issue	We currently have a temporary teacher covering a Y4 class We also have six agency staff working as SEN TAs Roll keeps dropping, therefore possibility of further restructure needed in the near future		
Key Ofsted actions from last report	<ul style="list-style-type: none"> ✓ To ensure that teachers check what pupils know and remember and identify and address any misconceptions before introducing new learning ✓ To ensure that all staff follow a consistent approach to supporting pupils who are learning to read 				
Key areas to improve from own SEF	<ul style="list-style-type: none"> ○ Narrow Disadvantage and Gender gap ○ Improve attainment in Writing across the school ○ Improve the persistent and overall absence % 				
LA END OF YEAR REVIEW (Green)	WE HAVEN'T HAD THE REPORT YET				

To improve children's health and wellbeing by creating a school environment that is conducive to healthy eating, improve knowledge, attitudes and behaviours of parents and the wider community around nutrition

INTENDED OUTCOME	PLANNED ACTIONS	KPIs	IMPACT	WHO IS RESPONSIBLE
To develop and successfully implement a school food policy	<ul style="list-style-type: none"> ✓ Liaise with SBM to come up with Food Action Plan ✓ Meet with Leoca Powell from Healthy Zones to put together food policy ✓ Write food policy and present it to governors for approval ✓ Publish Food policy and present it to all stakeholders (e.g. parents, children etc.) 	<ul style="list-style-type: none"> ○ Food School Policy approved by governors 		HT DHT SBM
To improve the school lunchtime provision for all children	<ul style="list-style-type: none"> ✓ Carry out observation of lunchtime provision ✓ Meet with Leoca Powell to discuss findings and next steps ✓ Meet with school cook and LunchtimeCo to address issues arising from observation summary ✓ Appoint Food Champions ✓ Gather pupil voice by doing workshop with School Council ✓ Implement changes agreed with LunchtimeCo, monitor and review accordingly 	<ul style="list-style-type: none"> ○ More children eating healthy food that is provided for them daily 		HT DHT SBM
To develop a better understanding of healthy food and nutrition within our community	<ul style="list-style-type: none"> ✓ Work with parents by providing workshops about nutrition and healthy eating ✓ Promote healthy eating by raising the profile in the school (e.g. Healthy eating week, awards for 'brave' eaters, 'food festivals' etc) ✓ Workshops and assemblies for children ✓ Change school culture regarding using unhealthy food as snacks 	<ul style="list-style-type: none"> ○ Parents engaged with healthy eating initiative 		HT DHT SBM

To continue to embed school practices in the teaching and progression of Early Reading and Phonics to increase the number of pupils achieving GLD and passing the PSC.

INTENDED OUTCOME	PLANNED ACTIONS	KPIs	IMPACT	WHO IS RESPONSIBLE
To ensure a rigorous and high-quality teaching in Early Reading and Phonics	<ul style="list-style-type: none"> ✓ Review teaching of Early Reading and Phonics to ensure practice matches expectations and addresses weaknesses ✓ Provide specific CPD to upskill staff to ensure they are confident and compliant with school policies and procedures ✓ Build in frequent walk-in sessions to monitor provision and tackle any issues arising ✓ KF to support new in role leader with coaching, timetabling and monitoring 	<ul style="list-style-type: none"> ○ Improved % of chn passing PSC by the end of Y1 and improved % of chn achieving GLD- in line with LA 		HT DHT Early Reading and Phonics Lead EYFS and KS1 Lead
To further develop a programme of early intervention to address gaps in reading (keep up approach)	<ul style="list-style-type: none"> ✓ Create a fully comprehensive timetable of interventions for Early Reading and Phonics ✓ Interventions to be monitored regularly and issues addressed ✓ Regular data review meetings to ensure effectiveness of the interventions 	<ul style="list-style-type: none"> ○ Improved % of chn passing PSC by the end of Y1 and improved % of chn achieving GLD- in line with LA 		HT DHT Early Reading and Phonics Lead EYFS and KS1 Lead

To promote opportunities for increased involvement of parents in their children's reading.	<ul style="list-style-type: none"> ✓ Further develop and monitor the use of Reading Record books at home – teachers to model comments for parents to improve the quality of the interactions ✓ Establish parent reading sessions in class ✓ Lead Early Reading and Phonics workshops for parents ✓ Continuing sending the video links home 	<ul style="list-style-type: none"> ○ Improved % of chn passing PSC by the end of Y1 and improved % of chn achieving GLD- in line with LA 		HT DHT Early Reading and Phonics Lead EYFS and KS1 Lead
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To develop strategies that support retention and recall of knowledge in foundation subjects so the learning 'sticks' long term.

INTENDED OUTCOME	PLANNED ACTIONS	KPIs	IMPACT	WHO IS RESPONSIBLE
To embed Alex Bedford's structure of a lesson	<ul style="list-style-type: none"> ✓ Reintroduce the structure of a lesson during staff training session ✓ Create a poster to put up in every class as an aid memoir of the structure of a lesson ✓ Learning walks focusing on different parts of the structure of the lesson ✓ Continue to embed the use of vocabulary referring to the structure of a lesson during feedback to teachers 	<ul style="list-style-type: none"> ○ Lesson structure fully embedded and children recalling information from past topics confidently 		HT DHT Subject Leaders
To use pupil book study as our main monitoring tool	<ul style="list-style-type: none"> ✓ DHT working with Subject Leaders to develop the use of Pupil Book Study ✓ Introduce 'Come share with me' based on principles of pupil book study ✓ Review and amend protocols as needed during the year 	<ul style="list-style-type: none"> ○ Come share with me implemented successfully on a weekly basis 		HT DHT Subject Leaders

To further develop end of unit assessments in knowledge-based subjects	<ul style="list-style-type: none"> ✓ Liaise with Science and Humanity lead to further develop the end of unit assessment ✓ Research different ways of assess knowledge to ensure it sticks ✓ Build in the 'recap' in every lesson ✓ Monitor impact and review protocols as needed 	<ul style="list-style-type: none"> ○ Children are confidently recalling information from past topics 		HT DHT Subject Leaders
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To continue to develop writing across the whole school, in order to increase the number pupils achieving expected standard.

INTENDED OUTCOME	PLANNED ACTIONS	KPIs	IMPACT	WHO IS RESPONSIBLE
To provide high quality CPD for teaching staff and teaching assistants in planning for writing at all ability levels	<ul style="list-style-type: none"> ✓ Writing CPP provided for staff during staff meetings ✓ CPD about adapting writing provision for SEND ✓ Organize peer observations ✓ Further develop coaching triplets to improve writing provision ✓ Phase Leaders and Subject Lead to host 1:1 coaching sessions with teachers who needed ✓ Monitor provision regularly and tackle issues arising 	<ul style="list-style-type: none"> ○ Writing data is in line with Reading and Maths and National 		HT DHT Literacy Lead

To review the writing provision throughout all classes so that pupils will have access to a variety of genres and have a purpose for writing	<ul style="list-style-type: none"> ✓ DHT and Subject Lead liaise to discuss genres provided in whole school overview ✓ Teaching staff consulted about different writing outcomes in each sequence ✓ Come to an agreement about the writing outcomes to be focusing on each sequence ✓ Monitor implementation regularly 	<ul style="list-style-type: none"> ○ Writing data is in line with Reading and Maths and National 		HT DHT Literacy Lead
To further develop our spelling provision	<ul style="list-style-type: none"> ✓ DHT and Subject Lead to liaise and come up with a comprehensive guide on expectations of Spelling across the school ✓ Subject Lead disseminates information to teaching staff ✓ Monitor implementation regularly 	<ul style="list-style-type: none"> ○ Writing data is in line with Reading and Maths and National 		HT DHT Literacy Lead

To further develop our provision so pupils with SEND are consistently successful within the classroom and school environment, as a result of meeting the identified needs of the pupil.

INTENDED OUTCOME	PLANNED ACTIONS	KPIs	IMPACT	WHO IS RESPONSIBLE
To create a positive and supportive environment for all pupils	<ul style="list-style-type: none"> ✓ All teachers will take responsibility for all SEND children that they teach. ✓ Maintain and further develop the process of identification, assessment, planning, delivering support and reviewing progress and impact ✓ To create 'fit for purpose' rooms for interventions and group work 	<ul style="list-style-type: none"> ○ Data shows improvement each data drop. ○ Improved outcomes for all students between each assessment point. 		HT DHT SENDCO

<p>To ensure that all pupils have access to high quality teaching</p>	<ul style="list-style-type: none"> ✓ A rolling programme of training for teaching staff and SEN TAs on research-based teaching principles ✓ Teachers will develop modelling and scaffolding to ensure this is present in every lesson. ✓ Drop- ins, with developmental steps focusing on improving pedagogy ✓ CPD to strategically be calendar, with focus on consistency of expectations, effective instruction for SEND students and scaffolding. ✓ Class teachers and subject leads to be held accountable for under achievement of pupils; targets built in to appraisal process 	<ul style="list-style-type: none"> ○ Data shows improvement each data drop. ○ Improved outcomes for all students between each assessment point. 		<p>HT DHT SENDCO</p>
<p>To complemented high quality teaching with carefully selected small group and one-to-one interventions</p>	<ul style="list-style-type: none"> ✓ Current provision map will be reviewed and amended accordingly to be divided in subject rather than classes ✓ All interventions will have a baseline assessment and end of intervention assessment to monitor impact and progress of pupils. ✓ Interventions will be quality assured for value added data. Specialist interventions being delivered by school staff are informed by external advice from external professionals. 	<ul style="list-style-type: none"> ○ Data shows improvement each data drop. ○ Improved outcomes for all students between each assessment point. 		<p>HT DHT SENDCO</p>
<p>To upskill staff to make sure their impact is consistent</p>	<ul style="list-style-type: none"> ✓ Regular CPD for all staff based on research led protocols to support SEND students, for example: EEF guidance report, National College, LA provision etc 	<ul style="list-style-type: none"> ○ Data shows improvement each data drop. ○ Improved outcomes for all students between each assessment point. 		<p>HT DHT SENDCO</p>