

***St Gregory’s CEVA Primary School***

***School Improvement Plan***

***September 2021 – July 2022***

***Our School Improvement Plan (SIP) is a key document in driving forward sustained improvements for the whole school. This document is constantly being discussed, reviewed, and updated by stakeholders to ensure that there is a constant clear focus on action, impact and evaluation.***

***Ofsted Monitoring Inspections during 2021 - February – Remote Monitoring, May – onsite Full monitoring***

***February:***

***Leaders and those responsible for governance are taking effective action to provide education in the current circumstances***

Leaders and those responsible for governance should take further action to:

◼ ensure that curriculum plans for the foundation subjects are adapted to ensure pupils’ progress across the school’s mixed-aged classes.

***May:***

***Leaders and those responsible for governance are taking effective action in order for the school to become a good school.***

The school should take further action to:

◼ ensure that pupils in the early stages of reading are provided with books matched precisely to the sounds they know.

***Ofsted Inspection February 2019 stated the following:***

**Improve leadership and management to ensure that:**

* subject leaders are provided with support and training so that they can effectively monitor and raise standards in their subject, particularly writing and mathematics
* the quality of teaching across the school is consistently strong so that pupils make strong progress from their starting points
* teachers provide suitably challenging activities that meet the various needs of all pupils, particularly the higher-attaining
* leaders’ priorities for improvement are precise, monitored closely and robustly reviewed for impact
* governors hold leaders to increased account, focusing clearly on current pupils’ progress and accurately reviewing leaders’ actions for improvement
* the provision for pupils with SEND continues to embed, so that pupils make strong progress from their starting points.

**Improve teaching, learning and assessment, so that:**

* teachers provide pupils with regular, high-quality opportunities to develop their fluency, reasoning and problem-solving knowledge in mathematics, so that pupils make strong progress from their starting points
* teachers ensure that pupils have consistent opportunities to practise and develop their writing and apply grammar, punctuation and spelling strategies so that pupils progress is strong
* teachers provide suitable challenge for pupils, particularly higher attaining pupils so that more are working at the higher standard across the school
* teachers across the school consistently consider what pupils know, can do and understand when providing activities for pupils to complete, including pupils with special educational needs and /or disabilities
* pupils access reading books that closely meet their reading abilities, particularly lower attaining pupils

**Different leaders across the school are responsible for areas of the Improvement Plan and have used the above Ofsted recommendations which have been a focus since our last full inspection and more recent monitoring inspections, to inform their own action plans, monitoring and evaluation. These include Senior leaders, Middle leaders, Subject leaders and our Governing Body.**

**Professional Development Plans are in place for leaders – these layout specific monitoring and improvement work which needs to be undertaken in a given timescale – ensuring effectiveness, rigour and high expectation**

**Priorities for 2021-22:**

1. Quality of Education: Curriculum Focus - To ensure a broad, balanced, relevant, differentiated and ambitious curriculum – which is unique to our school - leading pupils to become all-round learners and experience what it takes to become educated citizens and the school confirms a high quality of education

2. Quality of Education: SEND Focus - To ensure all our pupils including SEND have an accessible, coherently sequenced curriculum, suited to their needs, starting points and aspirations – enabling pupils to succeed

3. Quality of Education: Reading Focus – To further develop and fully embed a whole school consistent approach to reading, which engenders a love of books and reading

4. SIAMS - SIAMS Self-evaluation document will show how the school has addressed the action points stated in the SIAMS inspection report 2017. Self-evaluation will also show where school is meeting the standards set by the new SIAMS framework and identify next steps for improvement.

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| ***Key Priority 1******Quality of Education: Curriculum Focus -* To ensure a broad, balanced, relevant, differentiated and ambitious curriculum – which is unique to our school - leading pupils to become all-round learners and experience what it takes to become educated citizens and the school confirms a high quality of education** **Rationale: Monitoring inspection:** ensure that curriculum plans for the foundation subjects are adapted to ensure pupils’ progress across the school’s mixed-aged classes. **Ofsted inspection 2019** highlighted the need for challenging pupils, teachers consider what pupils know, can do and understand when planning. Quality first teaching needs to be consistently strong across the whole school so that pupils make strong progress from their starting points |
| **Action:** | **How** | **Lead** | **Impact 1 –** **Dec 2021** | **Impact 2 –****March 2022** | **Leader’s monitoring****(Term 1)** | **Evidence** |
| Further develop our broad, balanced, rigorous and differentiated curriculum through our structure of review, priority and monitor | X2 year RPM cycle (2021-22 is Year 2 of cycle)All subjects being covered by end of Summer 2022Subject leaders to follow structure of RPMCPD as required |  | All identified subjects on the cycle will have gone through the RPM and staff will have a clear knowledge of their subjects and are proactive in driving them forward |  | Report to Staff Sequencing / structure of learning Gap analysisObservationsPupil interviews | Report to Governing body + KB / DFSubject lead governors meetings with leaders |
| Secure curriculum intent for ALL curriculum subjects and publish for all stakeholders | Staff meetings to discuss individual subjects being reviewedSubject leader timeDiscussions with subject governor leads | KB / DF | Subject leaders have reviewed, mapped and intent published for their subject in each year group.Medium term plans reflect intent |  | Quality assure coherence, consistency and high expectations of the work of all the curriculum leaders – through the RPM cycleQuality assure information being published on website | KB / DF meetings with leadersReport to Governing bodyWebsiteLeader files |
| Develop, consolidate and deepen children’s knowledge and understanding through a structured curriculum which is planned and sequenced to new knowledge and skills are built on what has been taught and learned before – *link to subject action plans* | Initial assessments take place to gauge prior knowledge / understandingPlanning is reflective of assessmentsAdaptations seen on planning for not only less able but also higher achieving pupilsAssessment of progress at end of unitHigh level questioning | KB / DF Subject leads | Prior knowledge assessments securely in place and post unit assessments completedAssessments show pupils are accessing the curriculum at a deeper level and progress is seen in work Progression of knowledge skills clearly identified by subject leaders and seen in planning | Planning for progression is precise and appropriate to the needs of our children - enriching the curriculum  | Quality assure planningPupil work scrutiny Report to staff – highlighting good practice / areas for improvements | Assessment prior / post unit in booksMinutes of staff meetingGovernor report |
| Use effective planning to ensure challenge with opportunities for raising expectations and pupils to learn at greater depth | Show adaptations in planning – securely in place for the pupilsPresentation of learningAppropriate target setting to needs of childrenPrior knowledge assessmentsUse of Insight tracker  | SLT  | Adaptions clearly visible in planning Expectations are clear Work is showing pupils accessing opportunities of higher level thinking | Adaptions in planning securely embedded across all classesHigher level thinking is consistently being seen across the school as part of everyday learning | Scrutinise planning to ensure that adaptions are being madePupil work scrutiny | Planning across classesObservations – clearly seeing differentiation / challengePupil work scrutinySubject leader evidence file |
| Clear identification of children who have slipped behind in their learning – requiring catch up | Use of formative and summative assessment Discussions with children during learningAnalysis of Insight dataRegularly looking at pupils workWorking closely with parents / carers to support school  | Subject leaders | Clear list of catch up interventions taking place across the school and pupils identified fully engaging with sessionsPlanning for Catch up in place and tracking sheets being completed by adults delivering programmes | Leaders have good knowledge of where children are sitting in their learning and bottom 20% identified | Gathering of evidence on groupsData analysisDiscussions with staff | Catch up programme sheetsLeaders have reports of delivery and impactData dropsCatch up forms completedFormative assessment eg questions posed / responses given |
| To support all children’s mental health and wellbeing ensuring systems are in place and staff have knowledge to work with individuals who require more than in class work.  | DF is Mental Health lead and is a Wellbeing Champion. DF taking on training as Senior leader in Mental Health through DFE grant schemeWEB Wellbeing, Emotional & Behavioural) sessions to be offered to those children who have been identified. Engage with parents on supporting home environment – meetings / opportunities to meet and speak with other parentsWhole school Trick Box to be launched following on from trialling in summer term. Parents will be informed / trained and boxes will be sent home for children to useWork with Coastal Academy | DF DF / MD | DF will be on Programme and implementing strategies in school to support children / familiesMD will be implementing sessions regularly and children will be fully engaging, monitoring will take place from sessions with next steps.Children will be using strategies through Trick Box at home and school: Recognising and self-managing emotionsDeveloping effective coping mechanismsDeveloping mindful awareness and relaxationProblem solving, Build motivation and enhance personal learningSet and achieve positive goalsDeveloping communication and interpersonal relationshipsDeveloping empathy and contributionRecognising and build on strengths in self and others to develop characterCreate long-term empowered thinking, autonomy and resilience | WEB work fully embedded across the school, staff confidently identifying children with need, parents working closely with school to support their child in appropriate waysSocial groups taking place for parents to speak freely Parent mental health lead and working closely with DFTrick box will be fully embedded and impacting on how children deal with situations  | Observations of WEB sessionsParental discussionsPupil voice | Evidence of DF on courseImplementation of strategies evident in observations Governor visitsPupil voiceParent feedbackPupil voiceCoastal academy reportParent feedback |
| To embed the use of ‘s’ planning into our mathematical planning and teaching using the mastery approach – linked to Maths action plan | Staff training from RC on ‘s’ planningTime for staff to develop and write own ‘s’s plans for units being covered | RC | Staff using their ‘s’ plans for planning and delivering maths lessons and small steps enabling all children to engage with mastery approach  | ‘S’ planning fully embedded across the school - small steps clearly identified and children working within the plan | Discussions with staff on ‘s’plans – how are they managing them?Impact on teaching / planning?Class observationsPlanning | S plans on display and being referenced in classesReport from maths governor leadJurassic hub report from Mastery programme |
| Governor ChallengeIntent, Implementation, Impact: ambition, breadth, differentiation | Curriculum scrutinySubject action plansSubject link visitsPupil interviewsInteraction with teaching staffLesson observationPupil written workData analysis | Gov leaders |  |  |  | Scrutiny and challenge of HTs and subject leaders’ reports to ensure the curriculum differentiates between different children’s ability and aptitudes.Evidence from data / ongoing assessments children are making progress by building on prior knowledge.Regular governor visits and talking to children identifies children’s development of personal skills such as resilience, determination, ambition in addition to progress in learning and knowledge.Governor lead feedback to staff subject leadsGovernor records of visits and meetings with staff and children are posted to the GVO for access by all governors and HT |
| **Priority 2: *Quality of Education – SEND / PP Focus* - To ensure all our pupils including SEND & Disadvantaged have an accessible, coherently sequenced curriculum, suited to their needs, starting points and aspirations – enabling pupils to succeed****Rationale: Inspection 2019 -** the provision for pupils with SEND continues to embed, so that pupils make strong progress from their starting points. |
| **Action:** | **How** | **Lead** | **Impact 1 – Dec** **2021** | **Impact 2 –****March 2022** | **Leader’s monitoring****(Term 1)** | **Evidence** |
| Through increase in rigour and ambition of the systems for SEND and disadvantaged pupils each child can fully access the curriculum making good or better progress in learning *link to SEND action Plan* / PP action plan | Adaptions to teaching / planning so that the curriculum is coherently sequenced to needDelivery of small stepsPrecise, accurate assessmentsProvision maps in place for all SEN childrenTargets are understood by children and parentsClear process of monitoring progress through Birmingham toolkit / SEND tracker/ InsightPP action plan completed and on website by 31st Dec ( DFE)CPD for staff delivered by SENDCO / PP leadIntervention in place, with trained adults and resourcesFunding of resources  | DF | Planning and teaching will show that teachers adapt the curriculum to ensure that all SEND / disadvantaged pupils can have full accessIndividual needs are being identified early and support put in placeIntense intervention is being planned, monitored and evaluated Pupil progress is acceleratingParents and children know targets and are able to support learning |  | DF - Pupil progress meetings with staffPupil interviewsPupil work scrutinyQuality assuring provision mapsMeetings with parentsScrutinise planning to check targets are reflected in practice | SENDCO & PP lead meeting with SEN / PP lead governorSENDCO / PP lead report to Quality of Learning committeePupils workSEN / PP lead governor report post meeting with SENDCOProvision maps for SEN childrenIndividual class SEN filesSEND in a nutshell – termlyPP in a nutshell termly |
| Governor Challenge:Continue to hold leaders accountable, focussing on pupil progress and actions for improvement. | Using Insight to track pupil progress including GPS / all foundation subjectsIdentification of pupil groups: e.g. Early Years, SEND and PPChallenge on PP funding and outcomes |  |  |  |  | Data from: Insight SEN trackerDFE (2019) dataBooksSDPSubject leader monitoringGovernor meetings |
| **Priority 3 *Quality of Education: Reading Focus* – To further develop and fully embed a whole school consistent approach to reading, which engenders a love of books and reading****Rationale: Monitoring Inspection May 2021 -** ensure that pupils in the early stages of reading are provided with books matched precisely to the sounds they know**.**The new Education Inspection Framework (EIF) includes a reading deep dive. The reading deep dive is a mandatory part of inspections, 7 aspects of early reading will be looked at as set out in paragraph 298All the actions are linked to the English development plan – which gives more detail |
| **Action:** | **How** | **Lead** | **Impact 1 –** **Dec 2021** | **Impact 2 –****March 2022** | **Leader’s monitoring****(Term 1)** | **Evidence** |
| Clear picture about children’s progress in phonics / reading from their starting points. Any gaps identified and addressed. | Ensure all staff have clear understanding of the teaching of phonicsEnsure phonic scheme – Sounds discovery being fully followed and fully embeddedStaff meetings – to be discussed at fortnightly meetings and reviewed by English leadWorking with MREnsure books are matched to reading ability | LE | Phonics teaching is rigorous and systematic.  Pupils make rapid progress in the acquisition of their phonic skills  Pupil transference of phonics skills is improved and evident in their reading and writing  Staff more skilled and knowledgeable in the teaching of phonics Increased percentage of pupils meeting the expected standard in the Y1 phonics screening check, achieving in line and above national outcomesAll books are matched to children’s reading ability and children are able to read texts fluently | Increased percentage of pupils meeting the expected standard in the Y1 phonics screening check, achieving in line and above national outcomesInternal data / Summer 2022 external if completedReading data shows that the % of children reading at ARE / GD is inline or above National | Observations of phonics / reading in all classesPupil voiceMeeting with subject governorListening to individual readers – feedback to staff | Insight dataChildren readingObservations of phonic sessionsObservations of Reading sessionsSubject governor monitoring report |
| Teaching the reading curriculum: make use of every opportunity in the curriculum offered to teach children to become life-long readers, who read for pleasure | Staff plan for opportunities to widen reading through themes being taught through different subjectsBook clubReading challenge | LE | Opportunities for reading for pleasure / teaching across the curriculum being seen in all subjects | Reading cross curriculum is impacting on children’s improved vocabulary knowledge developmentChildren exploring all texts to their benefit in their context areas – comprehension improvingChildren are motivated to read and engage in learning through stimulating, interconnected themes |  | ObservationsLeaders filePupil voiceGovernor lead report |
| Engaging parents: harness the enthusiasm of parents to ensure the culture of reading developed in the school extends into the home | Parents evening presented by MR / LE – September Working closely with parents to keep them informed of reading and how they can support from homeInvite parents into school to listen to readers | LE/ MR | Parents will be engaged with reading at home with their children – this will be reflected in reading diaries and in conversations with parents themselves.  |  |  | Parent voicePupil voiceGovernor monitoring |
| Developing a reading environment: understand the role the physical environment, including book areas, library and displays can play in teaching children to be readers | Reading areas in all classes, stimulating, accessible, displaying a wide range of different texts, invitingLibrary accessible and used by allBook club | Class teachers / TAs | Children choosing to access their own book areas for pleasure reading and using the library / class areas to experience different texts |  |  |  Visual displays around schoolLibrary |
| Targeting resources: using a wide range of different high quality reading material, to teach children to become confident, fluent readers | Resources ordered to ensure continuity across school of high-quality reading materialsResources shown to parents at reading evening | LE |  | All new books fully embedded across the school – labelled into correct levels for classes / individuals – children accessing books and showing enjoyment, enthusiasm and excitement to read.Readers are fluent in their texts and show good understanding of what they are reading |  | Resources seen across schoolListening to children readEnglish lead monitoringReading records |
| Celebrating reading: involving the school community in events to raise the profile of reading and engage children | Reading eveMystery reader - Friday PMReading dogCoffee morning – reading to members of community.Reading challenge – across whole school.  | LE / MR all staff | Reading volunteers coming into school to hear children read / share books – children engaging with individuals and wanting to read and talk about their booksFrequent individual reading taking place, children who require more will have been identified and reading to adults – improved reading skills / fluency / confidence  | Reading dogs in school – providing motivation, encouraging communication skills, confidence and attitudes towards learning to readSchool is seen as a setting which promotes the importance of reading, through fun, enjoyment, confidence building and links with community |  | ObservationsFeedback from parents / stakeholders Pupil voiceGovernor leadInsight tracker |
| Governor ChallengeIs a reading culture established across the whole school?Is there consistency in the teaching and learning of reading across the whole school?Are children enthused by the content they read across the curriculum? |  | Gov lead  |  |  |  | Governors monitor evidence of Displays andReading areas across the schoolLibrary is well ordered, visible and accessiblePupil voice: governors talk to children about their reading in school and at home.Children read to governors |
| ***Priority 4 SIAMS focus:*** **SIAMS Self-evaluation document will show how the school has addressed the action points stated in the SIAMS inspection report 2017. Self-evaluation will also show where school is meeting the standards set by the new SIAMS framework and identify next steps for improvement. The school is due a SIAMS in 2022-23****Rationale: SIAMS inspection report 2017 showed us as being a ‘Good’ school** **Areas for improvement:** * Establish an agreed understanding of spirituality so that experiences can be identified in planning to ensure children acquire the ability to express their ideas in a variety of ways and at deeper levels.
* • Develop the role of the young worship ambassadors in planning, leading and evaluating worship so children are engaged in worship and articulate the difference it makes to their lives.
* • Create a rigorous programme to evaluate all aspects of a church school, particularly Christian distinctiveness, which involves children and leads to ongoing improvements.
 |
| **Actions:** | **How** | **Lead** | **Impact 1 –** **Dec 2021** | **Impact 2 –****March 2022** | **Leader’s monitoring****(Term 1)** | **Evidence** |
| To further develop and deepen the children’s spirituality  | Whole school Spirituality day was held summer 2021 – develop this further by:Weekly reflections on timetableValues reflections built in through church worship and whole school worshipDeeper level questioning to children  | MCP / DF / GH | Through pupil voice children will be able to vocalise spirituality and the impact it has in their daily life |  | Pupil voiceObservation of reflection time in each classObservation of worship | Leaders fileWorship filePlanning Pupil voice |
| Further develop the role of our Young Worship Ambassadors in planning, leading and evaluating worship | YWA to meet weekly with GH / MCP to plan / discuss their thoughtsYWA to deliver worship not only in church but in school worshipYWA to evaluate worship and give their voice to improvements | MCP / GH  | YWA will be active in planning / delivering / evaluating worship and giving feedback to MCP / GH |  | MeetingsYWA voice | Leaders fileYWA voiceGH speaking with YWAEvidence of meetings with YWA |
| To launch and promote new values and vision having involved all stakeholders | Launch values which have been created by all stakeholders – Launch day – Wow for childrenTo promote the new values through day to day life in St Gregory’s / worship / RE / PSHE Adults (staff, parents, Governors) to model values and live them out | MCP / GH / DF | New Vision and Values will have been launched and impact of children understanding what these mean and how to live these out in their daily lives will start to be seen.  |  | Pupil voiceWorship file RE observations | Pupil voiceWorship – evidence fileRE in class |
| To further develop and deepen the children’s spirituality  | Staff meeting to discuss new SIAMS document and get feedback / staff inputMeet with GHDocument will become a working document throughout the year and will be finalised summer 2022 | DF /MCP / GH | SIAMS document live and being updated appropriately |  |  | SIAMS document |
| Governor Challenge:Governors to review at FGB progress against areas for improvement supported by report from Governor spiritual link |  |  |  |  |  | Link governor reportSubject lead reports |

***DF September 2021***