***St. Gregory’s***

***School Improvement Plan***

***Post Ofsted April 2019***

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**“Where learning has no limits”**

***“I have come that they may have life……Life in all its’ fullness” John 10:10***

This plan has been written to address the aspects identified within the Ofsted Report (Inspection x2 days February 27-28 /02/2019) which Requires Improvement in order to make the overall judgement of the school GOOD or better.

**Ofsted February 2019:**

**Strengths of school:**

* Strengthened quality of leadership with accurate evaluation of school’s performance
* Clear plans in place for improvement and enthusiasm for securing school’s status as ‘Good’
* Wide ranging and interesting curriculum
* Use of Pupil premium funding – creating bespoke support which considers individual needs, current pupils making strong progress
* Use of Sports Premium is effective
* New Chair of Governors – increased focus on adding more challenge to school leaders, increasing effectiveness – clear roles and responsibilities
* Safeguarding is effective
* Support staff are deployed effectively
* Teachers manage pupils’ behaviour effectively
* Lessons are engaging and pupils are keen to learn
* Pupils books demonstrate pride in their work
* The school’s work to promote pupils’ personal development and welfare is good
* Pupils are proud of their school
* Behaviour is good
* Middle attaining pupils make strong progress
* Overtime pupils progress by the end of KS1 has been strong
* Early Years is Good – make strong progress from starting points, children’s activities are well matched to their needs, providing high quality engaging activities

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**Areas for whole school development –What does the school need to do to improve further?**

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

* subject leaders are provided with the support and training, so 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 pupils make strong progress from their starting points
* teachers provide suitably challenging activities that meet the various needs of all pupils, particularly higher attaining pupils
* leaders’ priorities for improvement are precise, monitored closely and robustly reviewed for impact
* governors increase their accountability of leaders, focused 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 all subjects
* 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.

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| **Area of development** | **Strategies**  | **Monitoring (What, who and when?)** |
|  |  | Who is responsible | Impact |
| 1. Improve strategic leadership to ensure that priorities for improvement are concise monitored closely and reviewed for impact | SDP is created based on thorough internal and external evaluation of school performance, which includes:* Opportunities for consultation and challenge with a range of stakeholders (governors, LA officers)
* Clear priorities
* Actions precisely matched to meet priorities with success
* Clearly define the leadership responsibilities for all leaders so that designated areas of the SDP are effectively lead and monitored
* Clear milestones are included (dates for review and next steps planning)

SDP is published on the school website and opportunities are planned into the school calendar for parent and pupil consultationCreate a school a school improvement group consisting of governors and leaders who will be responsible for reviewing the planAction plans for SEND / English / Maths have sharp, measurable targets against which the school can evaluate success | Headteacher and governors will lead review half termly and the SIG  | The plan is used as a key means of driving improvement resulting in rapid progress against school improvement priorities and improved outcomes for all children.Roles and responsibilities are clearly defined to secure robust accountability creating a culture of professional challenge and support |
| 2. To improve all leaders monitoring and evaluation of provision and standards leading to rapid action and improvement | Middle leaders attend GASP middle leader networks in order to undertake training and development opportunities and share best practiceThe school monitoring and evaluation timetable will be published and this will detail the following key activities: (time will be allocated for middle leaders to undertake activities and review)* SLT meeting regularly with middle leaders x4 weekly
* regular learning walks x2
* regular work scrutiny by middle leaders report to SLT and governors
* performance data analysis by middle leaders report to assessment lead half termly to review strengths and weaknesses and plan next steps / interventions and staff support
* SENDCO + Head to meet monthly for SENDCO to report to head on plan / impact / next steps

Monitoring and evaluation will be linked to performance management cycle * Arrangements for tackling weak teaching are clearly established including support plans linked to training and development
 | SLTRC / RSW – MathsNC / LE – EnglishCC / RSW - SEND | Monitoring and evaluation across the curriculum involves focusing on teaching and learning: the process must be manageable, rigorous and systematic in planning and target- setting leading to impact on standards |
| 3. To review and improve whole school curriculum offer | Review Cornerstones curriculum ( Intent, Implementation, Impact)* Define clear objectives so that the curriculum is broad, balanced and progressive
* Maximise opportunities to strengthen themes and topics – including extra-curricular experiences to enhance and extend learning
* Ensure that English / Maths are at the heart of the curriculum
* Improve assessment of foundation subjects
* Improve outward facing communication regarding curriculum Intent, Implementation and Impact
* Maximise pupil voice in further curriculum improvements ( undertake pupil voice and pupil pursuit activities)
 | HTMiddle leadersGovernorsFoundation subject leaders | An exciting and inspiring curriculum is established which allows all pupils to gain knowledge, skill and understanding thus making good progress in all subjects |
| 4. Strengthen the role of Governors so that they: - better understand pupil progress information- can hold leaders to account in implementing the SDP, other priorities and mandatory duties | Establish governor group to monitor school improvement – open to all governorsGovernors regularly ‘Check + Challenge’ by:* Visiting the school to meet with leaders / teachers
* Reading and checking plans / documentation
* Visit classrooms
* Attend pupil progress meetings with middle leaders – ensure leaders are challenging teachers in order for all children to achieve / ensure high expectations are modelled and strategies, resources given to accelerate progress
* Data analysis using Insight tracker – check data provided against milestones to ensure school is on track to meet aspirational and challenging targets set
 | Governors to monitor the SDP in terms of milestonesCheck and Challenge – Governor responsible for different areas visit school and complete report on findings – report back to HT / other GovernorsNC / LE – EnglishRC / RSW – MathsCC / RSW – SENDDF / RSW - Safeguarding | Governors are skilled and knowledgeable regarding the strengths and weaknesses of the school. They are confident in identifying concerns arising in progress data and are able to challenge school leaders resulting in rapid improvement |
| **Area of development** | **Strategies** | **Monitoring****(What, Who, When?)** |
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| 1.To improve and embed assessment strategies which will raise expectations of all pupils and improve on- track progress and above.  | * Develop whole school overview for assessment 2019 – 20
* Senior leaders oversee initial performance data analysis and actions to improve pupils’ progress ( whole school, groups and individuals)
* Staff training provided to enable them to use Insight confidently and accurately
* Staff to complete objectives on tracking system
* Teachers receive further guidance and training to improve lesson planning based on pupils prior learning
* Opportunities provided for teachers to review data and adapt their provision in light of analysis
* Develop expertise in applying the criteria of the Birmingham Toolkit to ensure pupils with SEND are tracked
 | KB to carry out assessment / data analysis alongside DF | Assessment framework is clear and manageable enabling all teachers to plan lessons matched to all pupils’ needs and ability resulting in good or better progressInterventions are well matched and successful enabling pupils with SEND to make good or better progress from their starting points***Separate SEND Plan in place*** |
| Mathematics2. Develop the consistency of teaching so that all pupils, particularly HA, LA and those with SEND develop fluency, reasoning and problem solving so that they make inline or better progress from their starting points  | * Revisit effective pedagogy – teach fluency effectively
* Middle leader to attend Jurassic coast teaching school alliance maths hub training and networks
* Ensure that progress data is used to target pupils who are falling behind and to challenge those who are more able
 |  | **Separate Maths action plan in place** |
| English3. Establish a consistent approach to pupils application of SPAG so as to improve the quality and accuracy of their writing, particularly HA / LA and SEND pupils | * Identify opportunities in English units of work to make explicit the application of SPAG within the writing process
* Ensure that pupils fully understand the function and purpose of language when integrated into longer pieces of writing (links made between practice activities and independent writing)
* to strengthen how formative assessment is used to improve editing
 |  | **Separate English Plan in place** |