SCHOOL IMPROVEMENT PLAN

SEPTEMBER 2017 – JULY 2018

The School Development plan is split into four main sections: Outcomes for Pupils (including historical results and target setting); Teaching, Learning & Assessment; Personal development, Behaviour & Welfare and Leadership & Management.

1. Outcomes for Pupils - Improvement Activities

2. Teaching, Learning & Assessment - Improvement Activities

3. Personal development, Behaviour & Welfare - Improvement Activities

4. Leadership & Management - Improvement Activities

To sit alongside this document individual leaders have written their own subject action plan.

SUMMARY OF MAIN ACTIONS TO BE TAKEN IN 2017/18		
Action	**Who**	**Timescale**
Catholic Life Continue to enhance the Catholic Life of our school by increasing the profile of scripture in our acts of collective worship. All acts will continue to include four elements: Gather Scripture, Response and Sending out.	All	Start current term and then throughout 2017/18
Outcomes Ensure high standards are attained at throughout Foundation Stage, KS1 and KS2 so that the challenging targets are achieved, by: - making sure all children make expected progress in every year group (100%) - ensuring that a significant minority (40%+) make better than expected progress in every year group	All	On going
Disadvantaged Pupils Focus Ensure that we eliminate the gap in performance to any pupil identified as disadvantaged. Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience	CGod	On going
Teaching, Learning and Assessment Ensure that the quality of teaching is consistently outstanding across the school	KF/ DD	On going
Curriculum Further develop our topics (History/ Geography/ Science) so that high quality English and Maths skills are applied rigorously across all subject areas Develop ICT so that pupils become increasingly computer literate and understand the challenges, dangers and exciting developments of new technologies	KF AMW	Start current term and then throughout year
EYFS ● Continue to develop the challenge curriculum so that our children are regularly taught the essentials of learning at the earliest age (early writing/ reading and calculation). ● Develop our outside spaces so that they provide exciting, stimulating and useful spaces for learning (Outside prayer space, quiet area, Secret Wild Garden, EYFS field and yard)	JD	Throughout year
Maths Develop our teaching approach to practical maths to develop fluency, reasoning and application across all areas. This will support pupils ability to move from the abstract concepts to concrete understanding of all aspects of mathematical curriculum.	DD	From Sept 2017
English Develop the English curriculum so that strategies are taught sequentially in Reading, Writing and Grammar, Punctuation and Spelling.	KF	Start Oct 2017
PE and Sport Further develop our sports curriculum by integrating fifteen minutes of aerobic exercise per day per class into every school day. This will be alongside the timetabled PE and extracurricular activity slots.	AMW	On going

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Priority 1 (Outcomes)
Ensure high standards are attained at throughout Foundation Stage, KS1 and KS2 so that the challenging targets are achieved, by: - making sure all children make expected progress in every year group (100%) - ensuring that a significant minority (40%+) make better than expected progress in every year group
Impact Measures
▪ 100% of pupils making expected progress in Reading, Writing and Maths ▪ 40% of pupils make more than expected progress ▪ All teachers are confident in making accurate assessments of pupils' attainment and progress ▪ Planning shows all work is well matched to the learning needs of all pupils and particularly for the most-able. ▪ Work sampling and pupil discussion shows all pupils receive consistently very high quality guidance on how to improve their work and are given time to act on their improvement pointers. Discussion with the English leader provides evidence of the positive impact of CPD on outcomes (discussion built into each termly monitoring schedule).

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 **HT to prepare summary reports for discussion at termly Governors Meetings and data to be 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.

2017/18 PREDICTIONS AND TARGETS

Predictions and targets for 2017 show an improving picture at the end of Year 2 and sustained above average standards by the end of Year 6.

End of Year 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	82	85	25	30
Writing	82	85	25	30
Mathematics	80	85	25	30

End of Year 6	Prediction % predicted to meet national expectations	Target % to meet national expectations	Prediction % predicted to exceed national expectations	Target % to exceed national expectations
Reading	90	92	35	40
Writing	90	92	30	33
Mathematics	90	92	35	37
EGPS	88	90	30	33
% achieving the national standard in RWM combined.	85	88	27	30

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Priority 2 (Teaching, Learning and Assessment)

Ensure that the quality of teaching is consistently outstanding across the school and ensure all pupils make expected progress with 40% of pupils making more more than expected progress.

- making sure that all teachers plan tasks that closely match the needs of individuals and groups of pupils, especially the most able
- ensuring that the rate at which learning proceeds in lessons is moving to outstanding in all year groups
- Providing more opportunities for pupils to learn independently.

Impact Measures

- 100% of teaching is outstanding in all classes.

- All teachers are confident in making accurate assessments of pupils' attainment and progress by 10/17.

- 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.

- Engagement is outstanding in 100% lessons.

- 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 10/17.

- Discussion with pupils provides evidence that pupils have more opportunities to develop their reading skills and that the most able are challenged well

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Key Action	Lead Personnel	Timescales	Resources
2.1 Ensure that the quality of teaching is consistently outstanding across the school and ensure all pupils make expected progress with 40% of pupils making more more than expected progress.			
Teachers make accurate assessments which inform their planning and the school's tracking system. Ensure TLR holders support the needs of individual teachers.	NC CG KF	All teachers make accurate assessments by 10/17. Monitoring shows this has been sustained by throughout the year.	As part of allocated management time.
Implementing a programme of CPD on the effective use of assessment information to support learning.	KF to oversee TLR holders to deliver	Leadership team to evaluate impact of CPD through termly monitoring and evaluation.	£6,000 in CPD budget
Set challenging but realistic targets for all year groups. 85%+ to be age expected with 40%+ above age expected in Reading, Writing, Grammar, Punctuation and Spelling, Maths and RE. 100% of pupils to make expected progress with 40%+ making better.	NC CG KF	Targets for 2018 set by 09/17 and provisional targets for 2017/2018 set and revisited termly.	Release time for all staff to meet with Leadership team to set class and year group targets. Cover provided internally
Review the school's progress tracking system to ensure the progress made by key groups, and particularly the most able, can be checked effectively and intervention targeted appropriate using new assessment without levels proformas.	KF	Revised tracking system and staff updated on its use 10/17.	

2.2 Improving Teaching (Year N-6)			
Establish highly effective systems for monitoring the quality of teaching and learning across the Federation.	Leadership team	Highly effective systems in place by 09/17.	HT/Leadership team to carry out paired observations as part of LA termly reviews and SIA visits.
Validate the school's judgements about the quality of teaching through LA termly visits.			
Ensure that the 2017 curriculum is exciting, rigorous and well planned	KF to lead (see Curriculum Action Plan)	Monitoring and evaluation shows that the curriculum is improving and moving to outstanding	£15,000 in each school budget for new curriculum
Participate in the Primary Writing Project which will overhaul the English Curriculum across the school from Nursery to Y6			
Ensure that that the curriculum is based upon the "essentials" of education with high quality spelling, punctuation, grammar and presentation throughout all aspects of the curriculum.			
Provide whole school training and also support for individual teachers.	KF to support with planning a good level of challenge in EN. DD to support with planning a good level of challenge in MA.		

Key Action	Lead Personnel	Timescale	Resources
2.3 Provide a systematic approach to teaching English leader to review the school's policies and procedures for: - developing our Reading curriculum so that we continue to drive high expectations of our pupils in all curriculum year groups. - ensuring that reading is taught systematically across the school - organising and teaching reading comprehension - providing more opportunities for the most able pupils to develop higher order reading skills - developing writing procedures so that assessment is consistent across all classes - developing handwriting procedures across the school - developing the Spelling curriculum so that spelling strategies are taught sequentially, applied across all curriculum areas and monitored rigorously. - ensure the school website is updated regularly with useful documents for parents to support their child in their learning journey.	KF	Action plans written by 09/17 Revised tracking system and staff updated on its use throughout the year Ongoing Action Plan to be completed 9/17	£2000 - English Budget Cover provided internally through HLTA (built into budget) £1000 – Phonics Budget

Early Reading Phonics Leader to review the school policies for: - organising high quality daily phonics sessions - intervention phonics for those children who are not at expected ages of development - professional development of staff so that they can make timely and appropriate interventions to accelerate learning	KF	On going Action Plan to be competed 9/17	Reading Record Books £500
Maths Leader to review school policies and procedures for: - Continue to develop an Interactive approach to the teaching of Maths - Develop our teaching approach to practical maths to develop fluency, reasoning and application across all areas. This will support pupils ability to move from the abstract concepts to concrete understanding of all aspects of mathematical curriculum. - To use schemes (Numicon and Abacus) to ensure children meet targets - Review school policies for mental calculation and written calculation - Ensure that Maths is taught across the curriculum i.e. data handling and that children are using age appropriate mathematical techniques	DD	On going Action Plan to be completed 9/17	Purchase of Maths Resources £2000

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New curriculum leader to review policies and procedures for: - Homework - Creating a topic based approach to the teaching of Foundation subjects - Timetabling subjects - Creating themed topics for the whole federation e.g. Art week, PE week - Introducing specialist teaching for subjects e.g. PE, Art, Music, MFL	KF with wider Leadership team	On going Action Plan to be completed 9/17	£3000 for General areas of the curriculum
RE Leader to review policies and procedures for: - Ensuring planning is consistent across the Federation using the Come and See scheme. - Ensuring that high quality RE work reflects English standards - Giving support for class led liturgies which will be shared with parents - Use the chaplains effectively to develop the prayer life of the school and support the pupils in their spiritual development.	DD	On going Action Plan to be completed 9/17	£500 for RE
ICT leader to review policies and procedures for: - E safety for all pupils - Use of ipads and ICT suite to enhance the new curriculum - Ensure the school website is useful to parents and general users	AMW	On going Action Plan to be completed 9/17	ICT SLA with South Tyneside £10,000

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SEN and Pupil Premium leader to review policies and procedures for: - Children who have fallen behind age expected levels to ensure they have an intervention plan to enable them to catch up. - Addressing the requirements of the new Code of Practice - Developing systems of SEN referrals so that school can act promptly on staff concerns - Ensuring everyone within the community achieves. We will eliminate the gap in performance for any pupil identified as disadvantaged and guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience.	CG	Action plans written by 09/17	Carole Booth Consultancy Support £500 per day/ six sessions per year
Assessment Leader to review policies and procedures for: - Moving to a system of assessment with out levels - Providing evidence portfolios for evidence at the bands of learning: emerging, developing and secure. - Using the school's progress tracking system tracks key groups and intervention targeted appropriately.	KF	Action plans written by 09/17	South Tyneside LA data tracking system

2.4 Raise standards in Early Years by: - ensuring pupils make full use of opportunities to learn indoors and outdoors - building systematically on the skills pupils already have from the time they enter the school - ensuring that more children achieve the expected level of attainment in Maths aspects and English aspects	JD	On going Action Plan to be completed 9/17	See outdoor education plan £3500

Monitoring and Evaluation

Monitoring
Progress against all actions to be monitored through termly HT monitoring and evaluation visits.
HT to organise and report. Activities to include:

- 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
- Visit reports from LA

HT to prepare summary reports for discussion at termly Governors Meetings.
Evaluation
Outcomes from monitoring and evaluation visits to be reported to termly meetings of the Governors

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Priority 3 (Leadership and Management)

Build upon the strength of the new Federation Leadership team so that it is proactive, evaluative and ensures that all pupils make expected progress and 40% make more than expected progress and attainment measures.

Impact Measures

- All pupils make expected progress with 40%+ making better than expected progress in Reading, Writing, Grammar, Punctuation and Spelling, Maths and RE.
- 90%+ of pupils at age expected levels with 40%+ above age expected levels.
- Leaders and TLR holders to be confident in Ofsted evaluation grades.
- Leaders and TLR holders actively involved in systematic Monitoring and Evaluation process.
- Governors are able to challenge and support the school effectively through a secure knowledge base.
- Governors are actively involved in the school life making regular visits and attending school events.
- Relationships between the two federated schools is strong and systems are consistent across both school.

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Key Action	Lead Personnel	Timescale	Resources
3.1 Development of Leaders ● All TLR holders to complete a position statement for their area of responsibility which outlines progress made and next steps. ● All TLR holders to write an action plan to feed into the School Develop Plan. ● All TLR holders to be actively involved in Monitoring and Evaluation for their subject area. ● All TLR holders to start to continue NPQMSL. AMW/JD to continue CCRS ● Band 5 to gain HLTA accedition ● Breakfast Club Leads to gain Level 4 NQV	SEN –CG PP- CG Curriculum – KF/DD Early Reading and Phonics – KF English – KF Maths –DD RE –DD ICT –AMW HLTA - AWr NVQ3 - GO'B/ JB	09/17	Internal cover provided through HLTA £3,000 in Courses Budget
3.2 Development of Governors ● Provide training opportunities for all governors on key educational issues: Ofsted framework Academy structures/Financial Planning ● 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.	NC EW(Chair of Governors) Chairs of Committee Resources Curriculum Admissions	Term 1 2017 .	Governing Body Handbook Calendar Governing Body SLA Workforce Evaluation SLA £3,500

3.3 Development of Federation **Ensure that the federation staffing structure is improving outcomes for pupils and fit for purpose** ● All staff contracts are across the federation and staff skills are maximised for the benefit of the pupils. ● One federation website which will inform on whole school and be a useful tool for staff to access all school documentation. ● Hold weekly Federation Staff meetings to ensure effective CPD. ● Two whole school briefings per week to improve communication. ● Two whole school assembly per week to embed the federation with the pupils. ● Admin staff meetings once a week to ensure smooth running of operations. ● To continue to develop and foster school parent links through the PTA group.	NC and Leadership Team	Ongoing	Allocated Leadership Time Admin Position to be maintained in the school with responsibility for parental links/fundraiser £2500/ year.

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Monitoring and Evaluation

Monitoring
HT to report to governors three times a year in HT Report regarding effectiveness of Leadership.
Chairs of committees to report to full Governing Body Meetings.
Performance Management of all staff in line with new job descriptions.
LA to evaluate effectiveness of school leadership.

Evaluation
School Leadership team to report to HT

HT to report to governors three times a year in HT report.

Priority 4 Behaviour & Welfare

Ensure that pupils' behaviour remains outstanding so that pupil's attainment and progress is high and progress is outstanding.

Impact Measures

- All pupils make expected progress with 40%+ making more than expected progress
- 90%+ of pupils at age expected levels with 50%+ at above age expected levels.
- All observed lessons to be graded outstanding for behaviour (09/17)
- Safeguarding of children is outstanding
- Continue to improve attendance figures so that they are consistently significantly above average.
- Attendance procedures reward regular attenders (95%+) and target minority persistent absentees.

Key Action	Lead Personnel	Timescale	Resources
4.1 Ensure that the Behaviour Management Policy 2017/18 contributes towards outstanding teaching and learning outcomes by: - Rewarding pupils who behave well - Target pupils whose behaviour is inappropriate - Involve parents more directly in their children's behaviour	Leadership Team	Throughout the year	As part of management time
4.2 Ensure that school safeguarding systems are robust and fit for purpose. - Complete annual audit for governors. - Staff training regarding safeguarding children to be given high priority on termly CPD. - All staff to be given safeguarding procedures as part of Staff Handbook. - New staff to be given three year safeguarding training. - Develop high quality E safety training for pupils and raise awareness for parents.	Leadership Team and external safe guarding advisor.	Ongoing	Audit Staff Handbook Purchase external SLA for Safeguarding Support Ian Clennel £4000

4.3 Develop attendance procedures so that they target the minority of pupils where attendance is below the school average as a result of regular absence - develop consistent procedures for absence management across the Federation - ensure admin with responsibility for attendance follows procedures - develop strong relationship with LA Attendance team - involve parents through termly letters which identify specific pupil's attendance and any school concerns	NC Lead Admin LA Attendance team	Termly	Attendance Policy updated Termly letters Attendance certificates

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Monitoring and Evaluation

Monitoring
Lesson observations, work scrutiny, data analysis and pupil feedback shows good attitudes to learning and improvement over time.
Behaviour for learning is evident in classrooms and around school by leadership and governor learning walks and scrutiny.
Pupil feedback show pupils feel safe and know who to talk to about their concerns.
Regular whole school attendance scrutiny shows improved levels of attendance.

Evaluation
Regular HT report to governors highlights improving behaviour from good to outstanding, improved attendance figures and safeguarding information.

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<table>
<tr><th colspan="5">Premises</th></tr>
<tr><th>Year</th><th>School Premises</th><th>Cost</th><th>Timeframe</th><th>Money from</th></tr>
<tr>
<td>2017/ 18</td>
<td>Build two storey classroom (leave one ghost classroom)

Upgrade Wifi and Microwave link

Upgrade IT computers</td>
<td>DFC £300,000

£10,000

£20,000</td>
<td>Summer 2017

Term 1

Term 1</td>
<td>Diocese
School to pay 10%

Budget - Infants (Repairs and Maintaince)

Budget - Juniors</td>
</tr>
<tr>
<td>2018/19</td>
<td>Re-fencing Work

Build new classroom, upgrade staff room</td>
<td>DFC £20000
School to pay 10% contribution

DFC/ LCVAP £400,000
School to pay 10% contribution</td>
<td>July-Sept 2018

August 2018</td>
<td>School Fund £4000
PTFA donation £4000
Structural Repairs and Maintenance Budget £12000

Structural Repairs and Maintenance Budget £4000</td>
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Blank Individual Subject Actions plans (Subject Co-ordinators hold these)

Priority
Impact Measures

Key Action	Lead Personnel	Timescale	Resources

Monitoring and Evaluation
Monitoring **Evaluation**

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