



The Improvement Plan for the academic year 2017 -2018 will continue to address the key issues requiring improvement as highlighted in the Ofsted Report 19-20<sup>th</sup> January 2017.

**Key issue 1:**

**To continue to improve pupil outcomes by raising standards and improving progress**

- To improve speaking and listening
- To consolidate the teaching of phonics
- To continue to improve the attainment and progress in reading
- To continue to improve the attainment and progress in writing
- To continue to improve the attainment and progress in maths

**Key Issue 2:**

**To continue to improve the quality of Teaching, Learning and Assessment**

- Ensure that all teaching is at least good with an emphasises on moving a significant proportion of teaching to outstanding
- To continue to improve the quality and effectiveness of questioning, marking and feedback to enable pupils to become independent learners and have a direct impact on outcomes across the curriculum.
- To ensure there is a transference of skills across the curriculum
- To ensure all pupils make on track progress from individual starting points, rapid improvers are highlighted, to ensure potential is reached and under achieving pupils are targeted and actions put into place.
- To continue to narrow the gap for vulnerable pupils
- To ensure that the more able pupils learning has greater depth

**Key Issue3:**

**To develop Leadership and Management**

- To develop quality of leadership across the school and that the school structures reflects the projected budget forecasts for next three years.



- To continue to develop distributive leadership to ensure high expectation at all levels ,high quality leadership at all levels senior ,middle , with high expectations for attainment and progress this is reflected in highest outcomes for pupils
- To ensure a rigorous and robust performance management system which supports and promotes high quality teaching and learning
- To develop high levels of governance to provide appropriate support and challenge

#### **Key Issue 4**

##### **To enhance personal development, behaviour and welfare**

- To ensure all elements of the S48 are fully integrated into our daily lives.
- To ensure our ethos and mission as a Catholic School where all members of our Community “Love, Live and Learn Together” are evident in pupil’s development having a sense of self responsibility ,respect and tolerance for others
- Maintain attendance policies and protocols in relation to locality protocols and national guidelines
- To further develop pupil’s self -directing attitudes and resilience to learning
- To offer a broad and balanced curriculum which promotes personal development ,creativity and a healthy lifestyle
- To work with all stakeholders and agencies to ensure equal opportunity for personal development ,positive wellbeing for all within our community across a range of needs

#### **Key Issue 5:**

##### **To continue to improve and develop Early Years Foundation Stage Provision**

- To continue to engage parents and carers in their child’s learning at school and at home
- To provide a highly stimulating environment with an organisation of a curriculum which provides a rich ,varied and imaginative learning experience
- Ensure children are highly motivated eager to join in demonstrating curiosity, imagination and concentration
- To continue to ensure that assessment is accurate and that provision across all areas of learning is planned meticulously so that every child undertakes highly challenging activities
- To continue to improve outcomes so that pupils have the necessary skills to reach their potential



**St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018**



Number on Roll September 2017 178	Number of Pupil Premium 16	Number on SEND Register- 37 Pupils 21% of school SEND Support -34 Pupils 92% of Register Boys 24 - 65% Girls 13 -35% Area of Need Cognition & Learning 12 Pupils (CLD) = 32% Communication & Interaction 18 Pupils(CIN) = 49% Social, Emotional ,Mental Health Difficulties 3 Pupils (SEMHD) = 8% Sensory & Physical Needs 4 Pupils = 11%					Number of EHCP's 3 = 8%
Year 6 29 Pupils 13B 16G 1 EHCP + 4 SEND =5 Pupils 17% of class 5 PP /Ever 6 17% of class	Year 5 24 Pupils 11B 13G 2EHCP+ 6 SEND =8 Pupils 33% of class 3 PP/Ever 6 12% of class	Year 4 27 Pupils 14B 13G 4 SEND 15% of class 2 PP/Ever 6 7% of class	Year 3 24 Pupils 11B 13G 6 SEND 25% of class 1 PP/Ever 6 4% of class	Year 2 26 Pupils 16B 10G 4 SEND 15% of class 2PP/Ever 6 8% of class	Year 1 26 Pupils 15B 11G 6 SEND 23% of class 1PP/Ever 6 4% of class	Rec 22 Pupils 10B 12G 4 SEND 18 of class	
Ofsted January 2017	Requires Improvement	CAST Enhanced Support Group					
Staffing	Full time Teachers 8.7 Leadership Head Assistant Head .2 SLT /SENCo .3	Support staff 7 full time 3 part time Office 1 Secretary 4 days 1 Finance Officer 4 days Lunch staff kitchen/serving and supervisory staff 7 full time 5 days 1 four days					



**1. Outcomes for Pupils**

1	Planned action	How	Who	Intended outcome	Monitor	When	Cost	Evaluation Next Steps
1.A	Continue to refine and improve a rigorous and effective system for assessment including accurate assessment, tracking and monitoring procedures. All staff and key governors to be fully engaged in setting challenging but realistic and achievable whole school targets for literacy and maths. Ensure whole school community knows the strategies for implementing these targets and the desired outcomes for children in each year group.			Staff & Governors fully immersed in monitoring outcomes, progress and shaping school improvement priorities. Parents and children fully aware of expectations and reporting arrangements. Key Stage Data in line with National Progress measures to be above 0	HT SLT ESG Govs	Aut. 2017 Onwards	Target Tracker Annual subscription £900?	
1.B	Analyse pupil tracking data of all children with particular focus on raising the progress of these groups: <ul style="list-style-type: none"> <li>• Those with slow rate of progress</li> <li>• Those pupils with high prior attainment</li> <li>• Target groups identified for support programmes in relation to need</li> </ul>	Formative & Summative Assessment First quality teaching – targeted support plans	All Staff	Target groups identified for support programmes Planning to show differentiated activities for target groups Progress to be good or better in all year groups. Attainment/ Progress at end of KS1 / KS 2 assessments at least in line with National	HT SLT Subject Leads ESG GOVS	Assessment Schedule Appendix 1 Support Plans linked to assessment outcomes	SLT Time 6 days a term Lit /maths leaders combined 6 days =£1,200	



**St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018**



1.B	<ul style="list-style-type: none"> <li>• Focus on further improving achievement &amp; attainment in writing across the school.</li> <li>• Following on from work done in the previous two years, ensure pupils have clear targets and success criteria.</li> <li>• Motivate and model good writing in all lessons.</li> <li>• Further develop increased opportunities for cross-curricular writing to inspire high quality work. Linked to assessment</li> <li>• Continue to develop and utilise Pupil /Teacher writer conferencing</li> <li>• Use guided reading sessions to inspire ideas for writing</li> </ul>	Targeted Pupil Drop In's Book Scrutiny Progress Review Meetings Moderation within school, local pyramid ,eastern area CAST schools Dorset LEA	All Staff	Progress and attainment is a continuous cycle  Quality Assurance of assessments		Assessment schedule Appendix 1  EYFS = £750 KS1 =£750 KS2 =£750		
1.C	<ul style="list-style-type: none"> <li>• Utilise the skills and knowledge of the EYFS team and newly deployed senior teacher to develop skills and knowledge of all staff on expectation of ,progress and attainment from EYFS Baseline into improved outcomes at the end of Key Stage 1</li> </ul>			All staff fully aware of expectations of learning and levels of expected attainment. Governors fully aware. Outcomes at the end of KS are at least in line with national	HT SLT Subject Leads ESG GOVS			



**St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018**



	Planned action	How	Who	Intended outcome	Monitor	When	Cost	Evaluation Next Steps
1.D	Rigorous analysis of data, school in-year progress data and end of year attainment data to track the progress of children in reading & writing across key stage 1 & 2. Highlight target groups for intervention, support & accelerated learning. Use creative curriculum planning to provide engaging, meaningful writing opportunities for all children. Ensure all support systems for literacy are fully in place Phonics and ensure the impact of these interventions are regularly reviewed. Clear focus on reviewing the teaching of spelling across the school – implement changes where appropriate	All staff will have a clear picture of current performance in reading & writing. Clear target groups identified and a programme of support planned to accelerate learning. Teacher planning will display differentiated activities for target groups.	HT, SLT, Literacy Lead, All staff	All staff will have a clear picture of current performance in reading & writing. Clear target groups identified and a programme of support planned to accelerate learning. Teacher planning will display differentiated activities for target groups.	HT SLT Subject Leads GOVS ESG reporting	Ongoing Assessment Schedule Appendix 1		
1.E	Continue to provide regular opportunities for topic-inspired extended writing opportunities in class. Raise the profile of writing to showcase high quality examples of written work across the school, regular writing awards/recognition in assembly, regular story sessions in school library, clear writing display focus in classrooms, development of learning environments within the class and outside ,	First quality teaching Identified opportunities on planning	English Lead, All staff	Raised application and attainment greater depth of learning across the curriculum.	HT SLT Subject Leads GOVS ESG reporting	Throughout the year	Some support for possible external trips	

**Quality of Teaching, & Learning & Outcomes**



**St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018**



2	Planned action	How	Who	Intended outcome	Monitor	When	Cost	Evaluation Next Steps
2.A	Develop consistent understanding and delivery of outstanding teaching with opportunities for teaching staff to observe each other at least termly. Link results of lesson observations with CPD and Appraisal process. Involve pupils in feedback through response to marking and pupil conferencing. Regular monitoring via observations, learning walks, work/planning scrutiny with appropriate developmental & supportive feedback to staff	Focussed Pupil centred drop in's linked to progress reviews and targeted pupils Lesson observations Progress Reviews Pupil discussions Peer to Peer teaching observations .	Head SLT English /Maths /RE Lead All staff	Raised standards progress and attainment Teachers teaching confidently and effectively according to Ofsted evaluation/expectation Increase in the number of outstanding teacher performance over time to at least 60% across the school	Head ,SLT ESG Gov's	Assessment Schedule Appendix 1 Peer to Peer Appendix 2	6 X£180= £1080	
2.B	Further develop the annual appraisal process for all staff with clear focus on improving academic standards and outcomes across the school. Appraisers to continue to carry out their role effectively. All staff to be fully involved in the process through clear understanding of the revised teacher standards (Sept 2012)	Supportive & developmental appraisal process with clear positive impact on the quality of teaching & learning across the school. Staff motivated & enthused to work towards targets	Head SLT Gov's	Valued professionalism of staff Improved quality of teaching and learning raised attainment and levels of progress in line with national	Head ,SLT Govs	Throughout the year	6 x £180 = £1080	
2.C	English continues to be a focus. Daily taught spelling time. Clear focus on phonics in KS1 .Regular grammar and punctuation teaching in both key stages. Handwriting to be taught. Speaking & Listening opportunities to be planned .Homework to include weekly	Standards in English improve further over the next year with particular focus on pupils who need to be rapid improvers & other identified groups.	Head SLT English Lead All Staff	Raised application and attainment greater depth of learning across	Head SLT ESG Govs	Throughout the year		



**St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018**



	spellings and reading .Writing and speaking elements on rotation.	See separate English detailed plan						
2.D	Continue to provide regular opportunities for topic-inspired extended writing opportunities in class. Raise the profile of writing to showcase high quality examples of written work across the school, regular writing awards/recognition in assembly, regular story sessions in school library, clear writing display focus in classrooms, development of learning environments within the class and outside ,	First quality teaching Identified opportunities on planning	English Lead, All staff	Raised application and attainment greater depth of learning across the curriculum.	HT SLT Subject Leads ESG GOVS	Assessment Schedule Appendix 1		
2.E	Extend creative cross curricular teaching to further encourage and motivate children to become inquisitive, independent learners making links and applying knowledge between subject areas. Careful planning by teachers to ensure full, robust coverage of appropriate knowledge and skills Particular focus on planning engaging writing opportunities to inspire all children at all levels	Planning linking topics Staff meetings reviews	All staff	Raised application and attainment greater depth of learning across the curriculum. Staff confident with how to plan & deliver an effective cross curricular topic. Children fully engaged and proactive in learning, displaying an ability to make appropriate links Quality of writing enhanced with progress and greater depth.	HT SLT	Throughout the year evidenced in assessments , books pupil attainment and progress		
2.F	Opportunities for outdoor learning, utilising the locality and investigative learning to inspire pupils to aid application transference of skills in all subjects' .Raised attainment & progress.	Schedule of external learning opportunities /visits linked to topics All staff to plan trips into their planning on a termly basis	All staff	Interest & Achievement enhanced, breadth of skills developed. Clear links in learning between subject areas leading to greater depth of learning	HEAD SLT Subject Leads	Staff Meeting time	Some support for possible trips	
2.G	To continue to develop mathematical skills and give opportunities to demonstrate	Maths assessment books intro Sep 17 minimum	Maths Lead All Staff	Improved application and attainment	Head SLT	Throughout the year		





**St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018**



	greater depth of learning through appropriate challenges. To ensure that these skills are transferred across the breadth of the curriculum	once a half term for investigation work linked to work in class		Greater independence and depth of learning				
2.H	Improved parental engagement Learning and Curriculum Information sharing with parents and carers, Celebration Assemblies Development of the website	Curriculum sharing sessions Termly curriculum leaflets Class Open Afternoons Parent Evenings Information Workshops / Briefings EYFS Phonics Literacy reading ,writing ,handwriting ,spelling Maths RE – Class Liturgies School Mass Statutory Assessments Phonics ,Key Stage 1 and Key Stage 2 Weekly Celebration Assembly Internet Safety Training for staff on updating website Governor Page development	Head SLT All staff Subject Leads	Improved understanding of curriculum expectations, how to support pupils learning. Raised application and attainment	Head SLT	Throughout the year	£540	

**3. Effectiveness of Leadership and Management.**

3	Planned action	How	Who	Intended outcome	Monitor	When?	Cost?	Evaluation
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**St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018**



								Next Steps
3A	Devise a school structure for the future in relation to budget forecasts and outcomes of CAST consultation	Staffing plan in light of CAST structure linked to business case and budget planning	Head Chair of Govs CAST	Structure which delivers outcomes in terms of staffing in relation to number on roll and specific pupils needs .Structure delivers a balanced budget within the overall budgeting set.	Govs CAST	By July 2018		
3.B Linked to 2.B	Develop the annual appraisal process for all staff with clear focus on improving academic standards and outcomes across the school. Appraisers to continue to carry out their role effectively. All staff to be fully involved in the process through clear understanding of the revised teacher standards (Sept 2012)	Supportive & developmental Appraisal process with clear positive impact on the quality of teaching & learning across the school. Staff motivated & enthused to work towards targets	Head SLT	Valued professionalism of staff Improved quality of teaching and learning	Head ,SLT Govs	Throughout the year Sep Initial Setting Sep 17 Reviews linked to Progress Reviews June 18	4 x £180 = £720	
3.C	Middle leaders, supported by SLT will carry out evaluation of current standards and areas for development to determine requirements in planning, resources or training. Subject development plans will link directly to SDP & focus on impacting positively on whole school priorities.	Through the schedule for monitor and analyse .Link to 1B, C, E and 2A.	Head SLT Subject Leads	Lit /Maths /RE leaders confident in evaluation of current standards and are able to make recommendations to further develop teaching and learning .All subject leaders to provide creative		Throughout year Assessment Schedule	Link to 1B, C, E and 2A. Staff Meetings	



**St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018**



				guidance in subject area. All show good awareness of school performance . Clear impact on raising standards in all areas in the school				
3D	Attendance: to maintain attendance policies and promote awareness of the introduction of fixed penalty fines by Dorset CC To work with the newly introduced attendance strategies and with local schools.	Informing parents ,letters ,new page on Website Working with DCC on newly introduced register checks	Head SLT Office Governors	Attendance is in line or above national	Head SLT Office Governors	Half Termly Internal Review Termly DCC	From school budget	
3.E	SEND succession planning development of staff member in preparation for SENCO training and to take on the role.	Shadowing present SENCO SEND work within KS1	Head SENDCo Mentee	Mentee ready to Undertake role SENCO accreditation		Assessment Schedule Appendix 1	From teaching Budget	
3.F	SEND linked to Budget and Support Staff	Review provision in light of staffing + budget linked to provisional Business Case Plan EYFS +KS 1 Narrative Therapy +SALT plans to be delivered directly by class based TA'S Targeted Literacy Support from Data review FFT +ELS 4 afternoons a week KS2	Head SENDCo	Raised application and attainment linked to Monitoring ,progress reviews and data	Head SLT ESG Gov	Assessment Schedule Appendix 1		



**St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018**



		Targeted Interventions for pupils who have or have pending additional assessments from external agencies Year 6 slots for booster and scoop up in preparation for SATS ELSA 3 afternoons available to be planned following start of the year and catch up sessions for previously identified pupils						
3.G	Earlier Identification of potential and need	Screening of the BPVS of all pupils in reception	EYFS Lead	To identify and assist with future planning	Head SLT	By October 2017	£180	
3.H	Governor's Action plans							

**4. Personal Development, Behaviour and Welfare.**



**St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018**



4.	Planned action	How	Who	Intended outcome	Monitor	When?	Cost?	Evaluation Next Steps
4.A	To ensure all elements for the Religious Life of School -S48 Inspection are in place	See RE plan	RE Lead All staff	To secure at least a good grading	Head /SLT Governors	Throughout Year	£1600	
4.B	To continue to promote all aspects of our ethos and mission as a Catholic school	Raise awareness and Fundraise Non uniform day Cupboard Love – Harvest Festival Mary's Meals – Lenten Act Charity event Julia's House? Class Liturgies Christian Meditation Parish Links Catholic Community Group	RE Lead All Staff	A happy and thriving school community with awareness of those less fortunate	Head Governor's	Throughout the Year		
4.C	Understanding of E-safety is to be strengthened for whole community, including further planned curriculum input for children via PSHE lessons and an information afternoon /evening for parents.	Through curriculum delivery and specialist workshops Information Leaflets Website exposure	ICT Lead, All staff Local Police Governors	All staff, children & parents to be fully aware of the potential threats from using internet based programmes or sites and how to remain safe .	Head Governors	Throughout the year	£300	

**5. Early Years Foundation Stage**



St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018



5.	Planned action	How	Who	Intended outcome	Monitor	When?	Cost?	Evaluation Next Steps
5.A	Continue to develop assessment procedures in EYFS	Systematic observation schedule BPVS screening all pupils Develop parental knowledge in steps in learning	EYFS Staff	Accurate assessment Early Identification of Needs	Head SLT	Throughout Year		
5.B	Develop and promote parental engagement	Drop in sessions Workshops for specific areas Open afternoons	EYFS Staff					
5.C	Develop quality of provision both indoor and outdoor	Audit of class resources, indoor and outdoor. Organise clearly defined areas of learning with safe, clear access for all children.	EYFS Lead		Head SLT	Ongoing		
5.D	Raise attainment Good Levels of Development to be in line or above national Literacy: Writing Phonics and Reading Maths	Develop the classroom writing area. Ensure that writing opportunities are available in all areas of learning both						



St Catherine's Catholic Primary School  
School Improvement Plan 2017 2018



		indoor and outdoor Provide a range of tools and materials for children to use in their play. Introduce class rewards and incentives for achievement in writing, Make sure children's writing is included in all classroom displays Systematic teaching of phonics daily Reading of key words							
5.E	Ensure strong transition procedures from pre-school providers to YR / YR to YR1.								