



ST THERESA'S SCHOOL IMPROVEMENT PLAN 2015 – 16

RAG Milestones

Green is on track to meet target
Yellow is not enough progress made yet
Red is at risk of not meeting target at this stage

SPECIFIC TARGETS FOR IMPROVEMENT	THIS IS WHAT WE'RE DOING ABOUT IT.	WHO WILL MONITOR IT?	WHAT WILL THE OUTCOME BE?	Dec 2015	Mar 2016	July 2016
We aim to ensure that the achievement of pupils in the school is outstanding:						
<p>To further develop our learning culture so that the school's practice consistently reflects the highest aspirations of staff, so that all children learn exceptionally well.</p>	<ul style="list-style-type: none"> - HT & DHT to research 21st Century initiatives eg Stephen Heppells child led learning – and bring back information to staff during an INSET - Middle Leaders to visit schools where initiatives have proven to be successful - Leaders to share findings with teams - HT to lead staff on creating & implementing strategies to adapt our Learning Culture so that it continues to be challenging and progressive. 	<p>HT & SLT L&A Committee to challenge our decisions and direction</p>	<p>Children continue to be challenged and excited in their learning. Standards of achievement remain well above national.</p>	<p>C.Partners confirmed Learning Culture is an area of excellence in Oct 2015. We have held training sessions for DHTs from 3 other schools to share LC. HT has carried out tours of other schools with innovative learning classrooms</p>	<p>Our learning culture has been developed to incorporate Webs depth of knowledge and Dalton's questions 2 Headteachers have visited to learning about our culture and the challenge we provide.</p>	
<p>All pupils to make better than expected progress in writing in all year groups from their starting point on entry to year group.</p>	<ul style="list-style-type: none"> - Participate in Lesson study with partner schools - Through INSET – develop use of Writing Journals in each class. - Ensure extended writing is carried out in all classes every week - Monitor, evaluate and feedback to staff on writing books, writing provision & half termly assessments. 	<p>SLT including Literacy Leader L&A Committee</p>	<p>All classes make better than expected progress and achieve above age related expectations</p>	<p>6 out of 8 classes have made better than expected progress in writing. 1 class has made expected progress. The other class has changed from the old NC to new NC.</p>	<p>2.2 tracking points progress has been made in writing which is better than expected progress.</p>	

<p>To maintain or increase the percentage of children in every class, including all groups, who make above expected progress as well as the percentage of children who achieve well above age related expectations in all areas, particularly in reading, writing, maths and RE.</p>	<ul style="list-style-type: none"> - Termly assessments to be carried out and data entered onto school pupil tracker - Termly Pupil Progress Meetings with Class teachers and Inclusion Leader - Subject Leaders to have access to data to analyse any groups of children at risk of not progressing - HT & SLT to monitor teaching and learning through Lesson Obs, Book Scrutinies and learning walks. Providing feedback to staff individually - All interventions tracked to ensure effectiveness of provision. - 	<p>HT SLT L&A Committee</p>	<p>in writing The percentage of children in every class make better than expected progress and achieve above age related expectations</p>	<p>All classes have made better than expected progress in reading, writing, and maths except 3 classes who have made just under expected progress for the Autumn Term. Action to address this has been put in place for the Spring Term</p>	<p>2.2 tracking points progress has been made in reading, writing and in maths This is better than expected progress in all subjects at the end of the Spring Term. RE data shows 100% of children have made expected progress or better.</p>	
<p>To maintain or further decrease the gap between those who are disadvantaged and those who are non-disadvantaged this year.</p>	<ul style="list-style-type: none"> - Continue to run the Target Reader programme for children who are PP - PP children are tracked individually by Inclusion Leader and as a group by SLT. - Those at risk are provided with immediate intervention to meet their needs 	<p>HT SLT Part time teachers Inclusion L&A Committee</p>	<p>The gap is reduced even further</p>	<p>Out of the 5 classes with disadv children there is a difference of approx. 2 months progress made in r.w&m with the non-disadv making more progress</p>	<p>In writing Disadv = 2.1 Non disadv = 2.2 In reading Disadv = 2.2 Non disadv = 2.1 In maths Disadv = 2.2 Non disadv 2.0</p>	
<p>We aim for the quality of the teaching in the school to be outstanding.</p>						
<p>To increase the amount of outstanding teaching.</p>	<ul style="list-style-type: none"> - Through focused professional development - Through the continued use of lesson study. - Immediate feedback from Learning Walks, Lesson observations and book scrutinies stating what well went and even better if points of development. 	<p>HT SLT</p>	<p>Increase percentage of outstanding teaching</p>	<p>100% of teaching is good with 69% outstanding</p>	<p>100% of teaching is good with 69% outstanding</p>	
<p>To ensure all marking is consistently strong and clearly identifies what the child needs to do next in order to improve their learning.</p>	<p>Termly INSET on marking with a focus on green pen questions Green pen questions are a focus of termly book scrutinies, with specific points of development in feedback Moderation exercises to be carried out in Key Stage meetings on a termly basis External moderation to be carried out at least</p>	<p>HT SLT L&A Committee</p>	<p>All green pen questions move learning on. Increase in percentage of children who make better</p>	<p>Marking was identified as a strength in the CP Review Further book scrutinies and moderation exercises have confirmed this.</p>	<p>Book scrutinies have shown marking to be a factor in children's progress. We continue to develop the green pen question. Samples have been used by LA</p>	

	once per Key Stage		than expected progress.		for training purposes in other schools.	
For all staff to gain a sound understanding of the new national curriculum and assessment requirements at the end of KS2.	HT & DHT to monitor timetables and planning twice a term and provide points of development. SLT to monitor coverage of skills taught in all subjects to ensure sufficient time is spent on it	HT & SLT	Children are provided with a wide curriculum where books/work/displays show evidence of better than expected progress made.	The QAR showed children are provided with a challenging and engaging curriculum. Training for end of Key Stage assessments has been carried out. The KS2 Leader has shared findings with the SLT & staff	Teaching & Learning Policy has been amended to reflect the changes to weekly planning, the development of the learning culture and the more challenging NC	
We aim to ensure that the behaviour and safety of pupils at the school is outstanding.						
To carry out our robust safeguarding procedures and ensure all new staff, visitors and governors are aware of and adhere to all of them.	<ul style="list-style-type: none"> - All new staff to receive and induction pack - HT to go through the Level 1 safeguarding training material - All visitors to follow our robust signing in a safeguarding agreement procedures - SCR to be checked half termly by safeguarding governor. 	HT & Safeguarding Governor	School is statutory and meet safeguarding requirements.	Audit was carried out by the safeguarding governor and 2 monitoring exercises have been completed to ensure high standards are met. Safeguarding training took place in Nov 2015	The DHT and the KS2 Leader attended the Level 3 Safeguarding Training and are deputy Safeguarding Officers in the school. The SCR is updated and personnel files have been checked and updated this term	
To provide children, staff & parents in the upper juniors with workshops on the potential risks of becoming part of a gang culture and the extreme violence involved.	<ul style="list-style-type: none"> - HT & DHT to attend training on radicalization and gang culture - HT/DHT to bring information back to staff and share in an INSET. - HT to provide workshop for parents - HT to book appropriate workshop for upper Juniors on gang culture. 	HT Safeguarding governor	Provision for safeguarding is outstanding. Children are better equipped to make informed decisions which will	Head & Deputy attended the PREVENT training held at the LA. Children have been booked on the Citizenship training for June 2016. INSET to be held in Spring term for staff.	PREVENT Training took place in a staff INSET on the risks of children becoming part of a gang culture. Staff are vigilant and are aware of reporting procedures	

			increase their safety			
To ensure lessons planned and taught demonstrate explicit provision for developing children's skills, learning behaviours and attitudes.	<ul style="list-style-type: none"> - SLT provide INSET on what an outstanding lesson contains - HT and SLT will ensure the non-negotiables are included in all lessons - Our Learning culture must be followed eg no hands up, talk partners - Children are rewarded for challenging themselves and for being a have a go Mo - Children are active learners 	HT & SLT L&A Committee	Children display outstanding behaviour and make better than expected progress in reading writing maths and RE	Monitoring of lessons and learning walks shows children are actively encouraged to question and reflect on their learning. Lollipop sticks are used instead of hands up so that focus is maintained. Low level disruption is not tolerated.	Lesson observations and moderation of children's work has been carried out in RE and writing. Teaching continues to be strong and behaviour has been exemplary in all lessons observed	
We aim to ensure that the quality of the leadership in and management of the school is outstanding.						
To develop the skill base of middle leaders so that they reflect and analyze the impact their initiatives have on improving pupils' progress in order to make further improvements quickly.	<ul style="list-style-type: none"> - Pupil Progress meeting to take place with class teachers to discuss the progress of individual children - HT to meet termly with Maths, Literacy, RE and Inclusion leader to analyse the progress data and record impact of initiatives. - If not effective INSET is to be provided to address issues and recap on teaching strategies 	HT & SLT	Children make better than expected progress in reading writing maths & RE	Middle leaders showed in CP Review how their actions ensure children make better than expected progress in nearly all areas	Middle leaders have analysed data and have implemented initiatives in response to their findings. INSETs have been carried out which have been followed up with book scrutines, lesson observations and moderation.	
To recruit a substantive Deputy Head for September 2016	<ul style="list-style-type: none"> - Meet with Chair of Governors to appoint the interview team who will: - Write the job advert - Shortlist - Interview - Appoint 	HT & Chair of Govs	Substantive Deputy Head Appointed for Sept 2016	Application pack organised and panel confirmed	Substantive DHT appointed	
We aim to ensure that the achievement of EYFS pupils in the school is outstanding in the following areas:						
To implement the new Early Excellence	<ul style="list-style-type: none"> - Send EYFS Leader and Reception teacher on training 	HT, DHT, EYFS Leader	Increase in the	Baseline training took place in Sept for EYFS Lead	Reception teachers have attended the EYFS	

<p>Assessment baseline programme so that data is consistently accurate.</p>	<ul style="list-style-type: none"> - Purchase an electronic special system as recommended by HMI - Internal moderation to take place - External moderation to take place 	<p>Reception Teacher & TA L&A Committee</p>	<p>percentage of children that exceed in all areas based on their starting point.</p>	<p>& teacher. Baseline Assessment carried out Baseline shows 46.6% below age related expectations. 43.3% well below age related expectations. Only 10% are at age related expectations.</p>	<p>meetings this term. 2 Moderation s have taken place. All children have made better than expected progress from their starting points</p>	
<p>To increase the percentage of pupils in Foundation Stage who make high rates of progress in relation to their starting points in all areas.</p>	<ul style="list-style-type: none"> - Pupil Progress meetings to take place every term - EYFS to track progress half termly - Internal moderation to take place - External moderation to take place. <p>EYFS leader to monitor marking and feedback to teacher on areas of strengths and improvements so that further progress can be made.</p>	<p>HT, DHT, EYFS Leader Reception Teacher & TA L&A Committee</p>	<p>Increase in the percentage of children that exceed in all areas based on their starting point.</p>	<p>Expected or above progress has been made.</p>	<p>Writing = 2.3 Reading = 3.0 Maths = 3.4</p>	