

Our Lady and St Thomas RCVA Primary School Improvement Plan



2019-20

SIP 2019 -20 (Intention, Implementation, Impact)

Quality Of Education			
School Priorities	Intent	Implementation	Impact
<p>To review our Foundation subject provision in order to provide a bespoke curriculum for the pupils of OLST.</p> <p>To deliver a skills based focus within foundation lessons and ensure the sequence builds on prior knowledge.</p>	<p>Provision of a unique broad and balanced curriculum that the community of OLST has designed to meet the needs of all our pupils.</p> <p>To ensure all our pupils have access to a wide range of experiences and opportunities regardless of their personal circumstances.</p> <p>To slim down content and focus on depth rather than breadth with clear curriculum outcomes and progression of specific skills.</p> <p>To create in-house specialists to deliver a Forest School Curriculum.</p>	<p>Leaders to engage all stakeholders in designing our curriculum vision and rationale.</p> <p>Staff meeting time devoted to creating an overview of our Curriculum Intent through a collaborative OLST approach.</p> <p>Staff meeting time to focus on particular curriculum areas.</p> <p>Support Middle Leadership through SLA contracts on key school priorities.</p> <p>Focus on Humanities, Computing and PSHE (RSE) (Year 1). Art/DT/Science (Year 2).</p> <p style="color: #00a0e3;">Introduction of knowledge organisers for a topic (Spring term) and assess 'sticky knowledge' again Summer term.</p> <p>Forest School yearly overview planned and impact measured through pupil voice.</p>	<p>Bespoke Curriculum Rationale for OLST shared with all stakeholders.</p> <p>Quality of Education Audit for each curriculum area.</p> <p>Sequence of lessons evident in books building on prior knowledge – Mind Maps or knowledge</p> <p>Curriculum Intent documents created with an overview of progression of skills.</p> <p>Development of History, Computing and PSHE subject specific action plans of intent, implementation and impact.</p> <p>Monitoring of provision, pupil engagement and standards in focus subjects.</p> <p style="color: #00a0e3;">Pupil voice and staff opinion – do knowledge organisers help us to plan an effective sequence of lessons in Geography? Does this knowledge 'stick'?</p> <p>All children to have greater access to our outdoor classroom to develop life skills – growing fruit and vegetables, gardening, team work, using produce to cook soups, pies and flans, selling produce – farm to fork philosophy.</p>
<p>To develop a mastery approach to Maths across the school.</p>	<p>To embed a mastery approach within the planning and teaching of Maths.</p>	<p>Two staff members have observed Maths Mastery working as part of the Carmel Maths Hub.</p>	<p>All abilities of children accessing high quality maths teaching.</p> <p>Pupils develop a depth of understanding</p>

		<p>Leads to work collaboratively within a local Teacher Research Group on a shared project to develop teaching for mastery in OLST.</p> <p>Key Stage 2 to further embed approach through whole class teaching.</p> <p>Key Stage 1 to introduce the approach.</p>	<p>High quality support for teacher CPD facilitated by a mastery specialist.</p> <p>Teachers to embrace new methods and this be evident in planning and practise.</p> <p>More children achieving at Greater Depth.</p>
<p>To develop an understanding with parents and children of what reading for pleasure means.</p>	<p>Reading is given the highest priority amongst parents and pupils to develop lifelong readers who love of books and language.</p>	<p>Family Story Time Family Friday modelling for parents.</p> <p>Reading for pleasure methods/ reading areas Rich texts – access to the library</p> <p>Carousel method – Quality Guided Reading with focus on skills and comprehension/ inference etc.</p>	<p>Children can readily talk about the books they enjoy in terms of authors, plot, favourite characters etc.</p> <p>The quality of language evident in writing used correctly.</p> <p>Parental engagement in developing reading skills and reading for pleasure (reading records). Story time timetabled in classes. Pupil voice.</p> <p>Proportions of children and families accessing the library.</p>
<p>To implement the new RE Grade descriptors and work collaboratively to review Come and See Planning.</p>	<p>To transition from levels for each year group to standards for end of Key Stage phases.</p>	<p>Staff training Review of planning with local Catholic Cluster schools. Creation of a bespoke RE curriculum which engages and enthuses learners. Classroom delivery to include whole class teaching with support staff to scaffold.</p>	<p>Planning reviewed and adapted in light of new standards and RSE guidelines.</p> <p>Planning that is bespoke to our school – based upon Come and See.</p> <p>Monitoring to observe better engagement in the RE curriculum from both pupils and staff.</p> <p>Books to reflect sequences of lessons which embrace a pathway to the end standard.</p>

SIP 2019 -20 (Intention, Implementation, Impact)

Leadership and Management			
School Priorities	Intent	Implementation	Impact
<p>Leaders ensure that staff have a clear and ambitious vision for disadvantaged pupils to achieve highly.</p>	<p>Staff are aware of the difference between SEND and disadvantaged pupils and plan accordingly.</p>	<p>Retention of highly experienced class teachers and TA's to ensure access to the highest quality education for all pupils.</p> <p>Small class sizes averaging 25 pupils are maintained for another year.</p> <p>Ensuring Y6 is taught as a single age group for a further year.</p> <p>Focused tracking by all leaders of identified disadvantaged pupils.</p> <p>Ensure effective monitoring, robust appraisal and school improvement activities challenge underperformance.</p>	<p>Outcomes for disadvantaged pupils to focus on progress from their individual starting points rather than attainment.</p> <p>Disadvantaged pupils have aspirations and self-belief in order to achieve their best.</p>
<p>Increase parental engagement and family learning opportunities.</p>	<p>Parents to learn alongside their pupils and feel able to help and support them at home.</p>	<p>Drop in informal occasions.</p> <p>Tips by Text – Early Years</p> <p>Family Learning afternoons</p> <p>Workshops on reading, maths and online safety etc.</p> <p>Use of social media to celebrate success and aid communication.</p> <p>Partnerships with 'Well-being for Life' to focus on health, nutrition and mental well-being of our families.</p>	<p>Parent questionnaires show that parents actively know how to support their child with their school work.</p> <p>Proportions of families engaging in school events/workshops.</p> <p>Tips by Text has an impact on our EYFS families.</p> <p>Social media is an effective tool and used responsibly.</p> <p>Opportunities for parental learning facilitated by outside agency partnerships.</p>
<p>To continue to develop a strong sense of belonging and community.</p>	<p>Develop a sense of pride of the unique and rich heritage of our local area and what makes Willington, Co.</p>	<p>We are Willington Project Kynren</p> <p>Field trips in the local area</p> <p>Mini Police</p> <p>Mini Vinnies – Faith in Action Award/ Parish partnerships</p> <p>School Council projects</p>	<p>Pupils are able to articulate what makes their village special and why they are proud to live in County Durham and be part of the North East.</p> <p>Pupils take pride in supporting the vulnerable in our local area through our Faith in Action awards and Parish links.</p>

	Durham and the North East so special.		<p>The Mini Police are an active group in helping to find solutions to local issues – littering, dog dirt spoiling the local countryside, parking outside school.</p> <p>The School Council fundraising projects are successful in achieving their goals.</p>
To increase aspirations and develop life skills.	<p>Pupils will have an understanding of how to take care of themselves.</p> <p>Pupils will develop their ambitions for the future.</p>	<p>Aspiration work</p> <p>Life skills through after school clubs and mini projects – Money matters, cooking, sewing club etc.</p> <p>PSHE lessons.</p>	<p>Past pupils and parents of pupils use assembly slots to talk about their education and careers – pupils inspired for the future.</p> <p>Pupils develop life skills through their PSHE lessons, school clubs and school opportunities to know how to live healthy, active and happy lives in the future.</p>
Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels to ensure that staff have a realistic and constructive workload.	<p>Well-being of all in our school community is an explicit priority.</p> <p>Achieve greater work life balance for all staff.</p> <p>Support staff who may have unseen well-being issues.</p>	<p>SLT to take account of DFE advice – Paper released July 2019 in order to ensure compliance with Government guidelines.</p> <p>July – Staff questionnaire (anonymous) to inform SLT planning.</p> <p>CPD Day for all staff – Sept 19 to begin the academic year. Focus to be on self-reflection, personal priorities and achieving better work/life balance e.g. working smarter not harder.</p> <p>SLT to lead by example (working hours).</p> <p>Overview of year/term/ weekly email so staff can prioritise work tasks and plan accordingly.</p> <p>Workload audit - Marking and Feedback and Homework Policies to be reviewed and amended to impact.</p> <p>Golden Tickets. Acts of Kindness to be passed on</p> <p>Access to LA Counselling Service.</p> <p>Senior leaders and governors to monitor the well-being of staff in a range of formal and informal ways (to be decided).</p>	<p>Staff consistently report high levels of support for well-being issues. Morale and team work are strong.</p> <p>Staff report being able to concentrate on the provision of high quality education and care for their pupils rather than needless paperwork tasks.</p> <p>School is a calm and purposeful place to work where staff feel valued and worthy.</p> <p>When monitoring marking & feedback staff reduced workload is apparent but does not detract from impactful assessment of children. Monitoring is realistic and constructive.</p> <p>Staff report communication is improved and feel able to make suggestions for further development.</p> <p>New Policy documents approved and being used effectively.</p> <p>Staff are covered internally for family occasions/ celebrations. Regular 'touch base' opportunities termly with leaders to signpost if necessary.</p> <p>Governors support changes and monitor leaders to ensure key areas for development are addressed.</p>

SIP 2019 -20 (Intention, Implementation, Impact)

Personal Development			
School Priorities	Intent	Implementation	Impact
<p>To develop and implement a whole school PSHE/RSE curriculum which prepares our pupils for life in Modern-day Britain whilst teaching them how to maintain a well-balanced lifestyle with healthy relationships.</p>	<p>That OLST has a PHCE/RSE curriculum which is reactive and relevant.</p> <p>That the curriculum is compliant with statutory needs and works in accordance with our Faith based values.</p>	<p>Staff CPD and trial lessons in preparation for Statutory implementation of PHCE / RSE curriculum (Sept 2020)</p> <p>Subject leader to research a range of schemes which deliver the new curriculum in a way which meets the needs of pupils at OLST.</p> <p>RE Subject Leader to attend Diocese training.</p> <p>SLT to dedicate staff meeting time in Summer Term 2020 to the planning and implementation of the new PHCE/RSE curriculum.</p> <p>For staff members to become aware of their responsibilities in delivering the updated RSE programme.</p>	<p>A new, bespoke curriculum for PSHE/RSE throughout school</p> <p>Staff know what they must deliver and how they can do this in both a discrete and cross curricular way.</p> <p>That PSHE can change to react to current world events</p> <p>That children are able to express opinions on a range of matters which show empathy and reflect life in Modern Britain.</p> <p>RSE Policy and Guidelines for OLST.</p>
<p>To provide nurture and well-being support for all our pupils.</p>	<p>Mental health and well-being of all pupils is given the highest priority.</p> <p>All pupils to develop the skills of resilience and understand their emotions.</p>	<p>The Road Centre Counselling Services for our most vulnerable with a qualified counsellor.</p> <p>Nurture support with EA, Worry Box and Bear, Mood boards in class.</p> <p>The Zones of Regulation taught to develop resilience and strategies amongst pupils.</p> <p>Develop sustainability by investing in Level 1 training in counselling for staff.</p> <p>Creation of a sensory space that children can access at any time.</p> <p>Positive Playtimes through CPD for lunchtime staff.</p>	<p>Counselling Impact report shows evidence of success with pupils referred.</p> <p>School, pupil and parents contribute to this.</p> <p>Pupils voice evidence of pupils being well supported in school. Pupils have developed self-help strategies to deal with their emotions, use their mood boards in class regularly and mindfulness and reflection are evident in class.</p> <p>Level 1 trained counsellor.</p> <p>Sensory space observed to be being used – pupil voice about its success.</p>

			Lunch time staff observed to create a positive atmosphere where our nurture culture remains strong at all points during a pupils day.
To use growth mind-set as a practice across school to develop an attitude of perseverance.	Within the ethos of God's greatest commandment 'love one another as I have loved you', foster a culture of determination and self-belief which enables them to make choices which benefit themselves, their family, their school, community and the wider world.	<p>CPD for staff Growth Mind-set</p> <p>Implementation of growth mind-set culture across school</p> <p>Awards focussed towards school values.</p> <p>Opportunities for discussion and debate of topical / contentious issues across school</p> <p>Timetables PSHE sessions on Fridays.</p>	<p>Are children able to appreciate the value of perseverance?</p> <p>Can they display determination and self-belief whilst at the same time respecting others' opinions and beliefs?</p> <p>Can children talk confidently about their school values and ethos?</p> <p>Are children able to access high quality education which addresses all areas of PSHE/RSE?</p>

SIP 2019 -20 (Intention, Implementation, Impact)

Behaviour and Attitudes			
School Priorities	Intent	Implementation	Impact
School is safe place for all pupils.	To continue to develop the safeguarding ethos that is already a strength of the school.	Ongoing Safeguarding Policy and procedures. Safeguarding Annual review with LA. Signposting parents for support due to HT absorbing PSA role. On-line safety to be a regular class feature. Posters in all classes and regular parental updates. PCSO to deliver e-safety for parents.	Safeguarding is strong evident in the culture in school and it being a shared responsibility of all – LA review document. Parents know how to keep their children safe on-line.
Anti-bullying/ Behaviour Buddies	To ensure all pupils feel safe in school and know what to do in the case of bullying.	Behaviour Buddies training – VIVA, hats handed out so they are visible on the yard and on duty each break through a rota system. Regular reviews with Buddies and an adult to discuss what is going well and what they would like to improve or change. School Council to form a working party with staff and parent representatives and apply for the BIG Award. Anti-bullying week/ Roadshow to be planned. School Council to lead.	Behaviour buddies supporting play at break times. Pupils report high behaviour expectations of all pupils and no incidents of bullying reported. Anti-bullying BIG Award achieved. Pupils are confident to speak about what school does to eliminate bullying incidents.
Further develop pupil attitudes through Right Respecting work, consistent adherence to our school Behaviour Policy, constant reference to school values and our Catholic ethos permeating school.	OLST is a Rights Respecting School. School values are taught explicitly – honesty, passion, determination, self-belief, teamwork and independence. Behaviour Policy is effective and consistently applied.	Mrs Whitfield to lead on this. Action Plan produced and Portfolio for assessment. School Council to be involved. PSHE lessons incorporate explicit teaching of role models and individuals who demonstrate these values. Children are rewarded accordingly for displaying them in school. Link Values to our weekly rewards – decided by the staff team per half term. Encourage pupils to have a personal target.	School is re-accredited with the Rights Respecting School Gold Award. Visual of school values present in all classes as well as our Curriculum Intent. Pupils understand our school values and how to embody them in their daily lives.

	<p>School ethos is apparent to all visitors.</p>	<p>Staff meeting time half termly to re-visit our implementation of the Behaviour Policy. Ensure all staff apply it consistently.</p> <p>Nurturing Human Wholeness focus of our weekly assemblies.</p> <p>Key Stage 1 and Key Stage 2 explore at own level. Referred to in class and displayed – statement to live by. Efforts recognised. Mini –Vinnies Projects and dedicated time with Mrs Luke.</p>	<p>Pupils report feeling safe due to the continued high expectations of behaviour, poor behaviour dealt with effectively and positive behaviour recognised.</p> <p>We follow God’s commandment to love one another, we celebrate and welcome difference, we aim to achieve our best and we look after our school, community and world evident in pupils’ behaviour and attitudes.</p> <p>Y6 to achieve their Faith in Action Awards – Youth Ministry Team.</p>
--	--	---	--

SIP 2019 -20 (Intention, Implementation, Impact)

Early Years			
School Priorities	Intent	Implementation	Impact
What is it like to be a child in Early Years?	To focus on the delivery of the Early Years Curriculum due to expanded cohort of 20 new pupils.	EYFS partnerships through the cluster to collaborate and support each other. Early Excellence resources and CPD.	Proportions of GLD remain consistently high. Pupils are happy, settled and making good progress from their starting points.
Further investment in the EYFS environment.	To secure funding to re-furbish EYFS toilets due to intimate care needs of new cohort. To continue to develop the outdoor classroom.	Diocesan Funding to improve the toilet facilities for our youngest pupils. Willow den, maths shed	Pupils' dignity is upheld with new facilities to carry out their intimate care needs and develop independence where appropriate.
Children with medical needs are able to manage within the context of Early Years.	Transition from nursery to school to be seamless. To secure Top Up Funding for these pupils.	Individual health care plans. Bespoke and appropriate provision. Intimate Care Policy implemented daily. Support from outside agencies.	Pupils manage with support in the EYFS classroom making progress and enjoy their school experience.