



School Improvement Plan 2017-18



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Introduction

St Bonaventure's School is an inclusive one in which the learning and teaching achievements and well-being of all members of this learning community matter. The school's vision statement is: ***Striving to the best we can, guided by the light of Christ***. This statement manifests itself through the school's aims:

- Helping each child develop a lively and enquiring mind, that enables and encourages life-long learning.
- Ensuring that all children feel confident and secure within the school environment.
- Setting appropriate targets within an enriching environment to ensure that our children become literate and numerate.
- Providing a broad and balanced curriculum which will enable each pupil to grow in confidence and self-esteem in order to be prepared for adult life.
- Nurturing the spiritual life of our pupils through example, prayer and the preparation for the Sacraments in partnership with parents and the Parish.
- Encouraging a respect for others and an understanding and tolerance towards the various races, religions and cultures present in our society.
- Developing an understanding of worldwide issues including the interdependence of individuals, groups and nations.
- Supporting pupils in their appreciation of individual and group achievement and aspiration.

The School's Priorities 2017-18:

- **Priority 1:** To ensure all pupils are on track to make at least expected value added progress in accordance with their starting points (end of EYFS- KS1-KS2)
- **Priority 2:** To improve outcomes across the curriculum
- **Priority 3:** Subject leaders to be fully involved in the monitoring and evaluation cycle to improve accountability and accelerate progress.

Key – Current Status

- | | |
|---|--------------|
|  | Complete |
|  | On target |
|  | At risk |
|  | Not achieved |



Priority 1: To ensure all pupils are on track to make at least expected value added progress in accordance with their starting points (end of EYFS- KS1-KS2) by:

Goals	<ol style="list-style-type: none"> 1. Ensuring the progress of identified disadvantaged groups is at least in line with progress made by other pupils with the same starting point. 2. Ensuring 'Cuspy' children at the end of 16/17 are tracked against year group targets. 3. Ensuring all pupils who exceeded value added progress at the end of 16/17 remain on this trajectory. 4. Ensuring English and Maths leaders track progress of identified groups. 5. Ensuring Phonics screening outcome is raised from 78% (16/17) to 83%-90% to be agreed
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Success Criteria	<ol style="list-style-type: none"> 1. End of year data for 17/18 shows that the gaps in attainment and progress across the school has narrowed significantly. 2. Cuspy children at the end of 17/18 have maintained or exceeded progress expectations 3. Pupils who exceeded expected progress at the end of 16/17 remain on their progress trajectory 4. English and Maths leaders track the progress of specific groups termly. 5. Phonics screening outcomes is higher than national (83 %)
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Actions	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
All class teachers to focus on the delivery of quality first teaching.	Class teachers	Ongoing		Standard	PM lesson observations taken place term 2. Summary of strengths to be shared with staff end of term 2.
Teachers consistently provide pupils with incisive written or oral feedback in line with the school's assessment policy	Class teachers Maths & English leaders	Ongoing	Leadership time	Standard	English- book looks. 20/10



Actions	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
The learning environment is used to provide prompts for learning and stimulate engagement (EAL, ELLI/YETI).	Class teachers	ongoing	Learning walks/Staff meetings	Standard	SLT to carry out learning environment walk identifying best practice and areas to develop for EAL pupils Term 2
Maths and English leader track progress of identified groups (Cuspy, more able PP, less able PP, pupils who exceeded expected progress 2016/17) and feed back to SLT identifying next steps/actions.	Maths & English leaders/ SLT	Terms 1,2,3,4,5, 6	SLT meetings	Standard	Maths leader monitoring- see Maths leader notes.
Ensure pupil progress meetings include discussions and agreed next steps of the progress of the identified 'cuspy' pupils.	Class teacher/ Head/ Deputy	Terms 2,4,6	Progress meetings	Standard	PP meetings timetabled for end of term 2.
Class teachers are supported to constantly revisit internal data and ongoing teacher assessments to identify priority pupils/groups and actions/next steps for these pupils including targeting pupils to exceed their expected progress.	SLT	Terms 1,2,3,4,5, 6	Staff meetings/ Inset	Standard	SIMs marksheets to be in place end of term 2 with term 2 data inputted.
Ensure phonics and spelling is taught daily in year 1 building on children's achievement in reception.	Class teachers/ Key stage on 1 & reception leaders	Terms 1,2	Leadership time	Standard	Phonics taught daily in Rec & Year 1. Observed through GR lesson obs. Phonics assessment carried out in Nov.
Termly phonic assessments are completed by pupils and results	Class teacher/	Terms	PPA/ SLT	Standard	Phonics



Actions	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
collated and reported to SLT.	Phonics leader	1,2,3,4,5	meetings		Assessment completed in November

Monitoring		
Action	By whom?	When
Lesson observations/drop-ins	Maths & English Lead, Keystage1 & Reception leader	Term 1,2,3,4,5,6
Book Scrutiny	Maths & English Lead, Keystage1 & Reception leader	Term 1,2,3,4,5,6
Pupil conferencing	Maths & English Lead, Keystage1 & Reception leader	Terms 2,4,6
Data Analysis	Deputy Head	Terms 2,4,6

Evaluation		
Action	By whom?	When
Reports to SLT	Maths & English Lead, Keystage1 & Reception leader	Terms 1,2,3,4,5,6
Reports to Governing Body	Head Maths & English Lead, Keystage1 & Reception leader	Terms 2, 4,6



Priority 2: To improve outcomes across the curriculum by:

1. Reviewing the approach to the teaching of Guided Reading.
2. Reviewing the approach to the teaching of Maths (consistent use of imagery, fluency, blocking)
3. Implementing the revised approach to the teaching of identified curriculum subjects (History, Geography, and Science) by introducing focused subject specific weeks led by the subject leaders.
4. Ensuring all RE LO's are skills based and focus on an AT2 outcome.
5. Continuing to develop pupil's resilience and well-being.

Goals	<ol style="list-style-type: none"> 1. Guided reading is effectively taught. 2. Pupils can apply maths knowledge to solve maths problems accurately. Imagery? 3. Each curriculum lesson identifies the skill focus in the LO. 4. RE written tasks where appropriate to provide opportunities for pupils to engage in AT2 outcomes (Learning from Religion/Reflection on Meaning). 5. ELLI (Effective lifelong learning inventory) and growth mindset is considered in all aspects of teaching & learning.
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Success Criteria	<ol style="list-style-type: none"> 1. Evidence of pupils engaging in high quality higher order thinking skills. 2. Pupils consistently apply mathematical knowledge across the maths curriculum. 3. The curriculum tasks appropriate support the development of skills across the school. 4. Pupils' RE outcomes provide evidence that pupils are able to make links with their faith and how they live out our faith. 5. Pupils are engaging in aspects of ELLI & well-being consistently and regularly across the school.
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Action	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
1. Review and implement guided reading policy	English leader	Term1	Staff meeting	Standard	GR policy reviewed and implanted. 3 staff



Action	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
					meetings led by English leader. PM lesson obs. Focus GR.
2. Ensure comprehension skills are taught through guided reading sessions two hours per week in accordance with the needs of the class.	Class teacher	Term1 & ongoing	Staff meeting	Standard	PM lessons summary.
3. Ensure whole class guided and individual reading sessions are planned into English time table.	Class teacher /English leader	Term 1 & ongoing	PPA time/ Leadership non-contact	Standard	English leader monitored evidence of GR in books.
4. Regular detailed guided reading records are kept to evidence teachers' assessment.	Class teacher	Term 1 & ongoing	PPA	Standard	Term 3 focus.
5. Identify systems for securing fluency in key areas of mathematics; implement and monitor impact.	Maths leader/ Class teacher	Term 1 & ongoing	Staff meetings Leadership non-contact	Standard	2 staff meeting delivered on fluency. Book look carried out.
6. Ensure resources promote fluency in agreed areas of maths identified 17/18.	Maths Leader	Term 1	£500 (DFE) £200 (LMS)	Standard	Maths leader share



Action	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
					resources with teachers term 1.
7. Curriculum leaders identify skills to be taught each term and lead staff training before the launch of each curriculum topic.	History Science RE & Science Subject Leaders	Term 1 & ongoing	Staff meetings	Standard	Geography week term 1 has taken place. Geography leader fed back to leaders. Monitoring of impact to take place term 3. Further curriculum weeks and input from leader have been timetabled throughout the year.
8. Ensure at the end of each identified topic a review of the teaching and learning is carried out and feedback is given to SLT and teaching staff.	History Science RE & Geography Subject Leaders	Terms 2,3,4,5,6	Staff meetings	Standard	Geography feedback to be



Action	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
					provided beginning of term 3.
9. Ensure teachers identify in their planning at least once a week how ELLI/growth mind set is being used in their classrooms.	SLT	Terms 1,2,3,4,5,6	Staff meeting/ Leadership time	Standard	ELLI characters on class display boards.
10. Agree non-negotiable for classroom environment regarding ELLI/Growth mind-set.	SLT	Term1	Staff meeting	Standard	ELLI leader to lead assembly start of term 3.
11. Give children opportunity at least once a week to respond to feedback and to identify how they have used ELLI/growth mind-set to increase resilience.	Class teachers SLT	Term 1 & on going	Staff meeting Allocation of time in lessons	Standard	Achieved through verbal feedback.
12. Class teachers to ensure all written RE tasks have a skill based LO and where possible are based on an AT2 outcome.	RE leader	Term 1- ongoing	Staff meetings	Standard	Staff meeting delivered term 2. RE leader & Governor to monitor impact end of term 2.



Action	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
13. Ensure teachers planning for RE provides opportunities for children to evidence the application of their learning to everyday life.	RE leader	Terms 2,4,6	Leadership time	Standard	See above.
14. Begin to work towards achieving one aspects of Bristol Ideal, healthy eating. (out this in priority 2)	Headteacher/ class teacher	Terms 1 & ongoing	Staff meetings/ twilight sessions	MECP	RH attended information briefing and presenting to SLT term 2. Year 3 taken part in 'Funtrition' project.
15. Appoint coordinator or healthy school group to take lead role in implementing healthy eating strategy.	Headteacher	Term 2 & on going	Staff meetings & leadership time	MECP	TS Healthy Schools leader led assembly on healthy food choices. Sweets discouraged for birthdays, books



Action	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
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Monitoring		
Action	By whom?	When
Lesson observations/drop in	History , Geography, Science, RE & Science Subject Leaders Headteacher	Terms 2,3,4,5,6
Book scrutiny	History, geography Science RE & Science Subject Leaders Headteacher	Terms 2,3,4,5,6
Planning scrutiny	History Science RE & Science Subject Leaders, Headteacher	Terms 2,3,4,5,6
Pupil conferencing	History, geography Science RE & Science Subject Leaders /SLT	Terms 2,3,4,5,6
Learning walk	SLT	Terms; 1 2,3,4,5,6

Evaluation		
Action	By whom?	When
Reports to SLT	Maths & English Lead, Keystage1 & Reception leader	Terms 1,2,3,4,5,6
Reports to Governing Body	Head Maths & English Lead, Keystage1 & Reception leader	Terms 2, 4,6





Priority 3: Subject leaders to be fully involved in the monitoring and evaluation cycle to improve accountability and accelerate progress by:

Goal	<ol style="list-style-type: none"> 1. Subject leaders actively engaged in the monitoring and evaluation process. 2. Subject specific weeks for Science, History and Geography identified in school diary and implemented. 3. Teaching staff working in triads to improve outcomes. (Guided reading). 4. Embedding School's coaching model.
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Success Criteria	<ol style="list-style-type: none"> 1. Subject leaders will know the strengths and next steps for their subject and will share this with SLT in accordance with the evaluation cycle. 2. Subject leaders fully prepare teaching staff and pupils in preparation for subject specific weeks. 3. Teachers working in triads contribute to the school PLC. 4. Coaching is embedded and used to support improvement of standards.
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Action	Action Owner	Date	Resources	Com Resp	RAG
1. Implement 'monitoring and evaluation' timetable for curriculum leaders.	Deputy	Term 1	Non-contact to develop plan.	MECP	M&E timetable in place for SLT term 1-2.
2. Develop and agree system for all subject leaders to plan and implement programme of 'plan do and review' for teaching of skills following our two year curriculum cycle.	SLT	Term 1-2	Leadership non-contact. Allocated staff meetings.	MECP	
3. Develop teachers' confidence in delivering Knowledge/skills based curriculum.	RE, Science Geography & History Leaders	Term 1-5	Staff meetings/ Key Stage meetings	MECP	Subject leaders to lead staff training



Action	Action Owner	Date	Resources	Com Resp	RAG
					before subject specific weeks.
4. Identify CPD training termly and use agreed coaching method to deliver.	SLT/ coaching Champions	Terms 1 & ongoing	Staff meetings/ Twilight sessions	MECP	Agreed coaching model to be used at Key stage and SLT meetings.

Monitoring		
Action	By whom?	When
Learning walk	SLT	Terms 2-5
Lesson observations and lesson drop-ins	SLT	Terms 2-5
Staff meeting agenda	Deputy Head	Terms 1-6

Evaluation		
Action	By whom?	When
SLT share and agree plans and next steps	SLT	Terms 2, 3,4,5,6
Reports to MECP/FGB	SLT/Head	Terms 2-6