



School Improvement Plan 2018-19



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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 2018-19:

- **Priority 1:** Curriculum- To develop a plan, do, review approach to implementing new initiatives in order to embed consistency and progression in our approach to teaching.
- **Priority 2:** Assessment- Monitoring of pupil progress is robust and is effective in accelerating progress.

Key – Current Status	
	Complete
	On target
	At risk
	Not achieved



- **Priority 3:** School Ethos and Provision- Develop a shared approach to ensure provision for pupils wellbeing is effective in meeting their needs and ensuring good progress.
- **Priority 4:** Stakeholders & community- To further develop partnerships with parents and carers.
- **Priority 5:** Leadership- Continue to build middle leadership capacity.

Priority 1: Curriculum- To develop a plan, do, review approach to implementing new initiatives in order to embed consistency and progression in our approach to teaching.

Goals	<ol style="list-style-type: none">1. To embed a consistent approach to the lesson structure and feedback within Maths.2. To develop the quality of writing with a focus on spelling and handwriting, drawing on reading.3. To implement the revised outcomes in RE using differentiated self-assessment learning objective (LO) ladders.4. To accelerate pupil progress in Science by using analysis of assessment data to inform planning and provision so that learning gaps can be narrowed.5. To embed the teaching of Art/DT within the skills based approach to the teaching of our curriculum.
Success Criteria	<ol style="list-style-type: none">1. The majority of Maths lessons will include the agreed St Bons key stage/year group Maths requirements.2. Quality of writing is improved through use of accurate spelling, handwriting and depth drawn from reading evidenced by written outcomes in pupil books.3. Pupils RE outcomes are appropriately differentiated in accordance with the revised RE outcomes.4. The vast majority of pupils achieve the year group expected standard, (EXS) in science with at least 25% of the cohort achieving greater depth, (GD).5. Art/DT skills are effectively taught within curriculum weeks.



Actions	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
Agree, implement and monitor key stage/year group Maths requirements.	Maths leader	Term 1-ongoing	Staff meeting	Standard	Maths non negotiables in place. Staff meeting planned 17/10
Monitor 'S plans' for each major Maths block to ensure that there is effective curriculum coverage.	Maths leader	Termly	Non-contact	Standard	Non-contact term 2
Use Maths pre-test outcomes to inform planning.	Maths leader	Ongoing from term 1	PPA	Standard	Non-contact to monitor term 2
Monitor consistency of Maths lesson structure across KS1 and KS2.	Maths leader	Term 1-ongoing	Non-contact, lesson drop ins	Standard	Staff meeting 17/10



Carry out an audit with the support of EAL specialist and use outcomes to identify action plan priorities.	HT, DH.	Term 1-ongoing	Non-contact	Standard	Completed term 1. Action plan in place.
Identify EAL leader	HT	Term 1		Standard	VG identified.
EAL action plan priorities implemented and monitored	HT, DH, EAL leader	Term 1-ongoing	Non-contact Staff meetings Inset training	Standard	EAL action plan in place.
Monitor teaching of fluency and variation in Maths across KS1 and KS2.	Maths leader	Term 2-ongoing	Non-contact, lesson drop ins	Standard	Term 2 non-contact
Embed whole school approach to feedback within Maths.	Maths leader, class teachers	Term 1-ongoing	Staff meetings, non-contact	Standard	Term 1 introduced.
Agree whole school use of resources to support teaching of Maths and monitor implementation.	Maths leader, class teachers	Term 1-ongoing	Staff meetings	Standard	Term 6 2018
Develop, implement and monitor whole school approach to teaching of spelling.	English leader	Term 1-ongoing	Staff meetings	Standard	Staff meeting term 1



Continue to build upon the new approach to the teaching of whole class reading across the school, including how it links to writing.	English leader	Term 1-ongoing	Staff meetings, lesson drop ins	Standard	Lesson obs term 3.
Interrogate 17/18 reading outcomes, write and implement an action plan to address teaching and learnings gaps identified.	English leader/ Deputy head	Term 2	Non-contact Staff meetings Lesson drop-ins	Standard	Term 2
Agree and deliver training to staff on improving the quality of pupils writing through the focus on cohesion.	English leader	Term 1-ongoing	Staff meeting, non-contact	Standard	Newman Partnership inset November Staff input term 2.
Review the approach to handwriting, implement agreed actions and monitor.	English leader	Term 1-ongoing	Staff meetings	Standard	Staff meeting term 1
Embed a consistent approach to editing of writing within each year group.	English leader/class teachers	Term 2-ongoing	Staff meetings	Standard	Term 3 staff training.
Teachers to use the revised RE outcomes as a starting point when planning units of work, drawing up on God Matters when needed.	Class teachers	Term 1-ongoing	Staff meetings	Standard	Staff meeting term 1.



Teachers to differentiate the RE learning objective in line with WT, EXS, GD.	Class teachers	Term 1-ongoing	Staff meetings	Standard	Lesson obs term 1
Teachers to implement RE self-assessment ladders.	Class teachers	Term 1-ongoing	Staff meetings	Standard	Teachers will use these to plan and assess.
Teachers use previous year's analysis of cohort data and analysis to inform planning.	Science leader, class teachers	Term 1	Staff meeting, PPA	Standard	Term 2 science week
Analysis of Science data shared with SLT in line with other core subjects.	Science leader	Term 2, 4 & 6	SLT meetings	Standard	Term 3
Train staff in the analysis of science data and the provision needed to fill identified gaps.	Science leader & class teachers	Terms 1, 3 & 5	Staff meetings	Standard	Staff meeting term 2
Develop portfolio of evidence demonstrating pupils growth in their scientific imagination and understanding.	Science leader	Ongoing	Non-contact	Standard	Evernote
Link Art/DT skills with curriculum topics.	Art/DT leaders	Term 1-ongoing	PPA time	Standard	Staff meeting term 1
Provide training for teaching staff to deliver Art/DT skills within topic weeks.	Art/DT leaders All teaching staff	Term 1-ongoing	Staff meetings	Standard	Term 4
Monitor Art/DT skills progression across the school.	Art/DT leaders	Term 1-ongoing	Non-contact	Standard	Term 3

Develop a portfolio of evidence demonstrating progression in skills across the Art and DT curriculum.	Art/DT leaders	Term 1-ongoing	Non-contact	Standard	Term 3-ongoing
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Monitoring		
Action	By whom?	When
Implementation and impact of subject specific actions.	Maths, English, RE, Science, Art and DT leaders.	Terms 1-5.

Evaluation		
Action	By whom?	When
Reports to SLT	Maths, English, RE, Science, Art and DT leaders.	Terms 1- 5
Reports to Standard committee	Headteacher, Maths, English, RE, Science, Art and DT leaders.	Terms 2, 4 & 6



Priority 2: Assessment- Monitoring of pupil progress is robust and is effective in accelerating progress.

Goals	<ol style="list-style-type: none"> 1. To establish a robust approach to pupil progress monitoring so that all pupils are identified at the point of where they may be at risk of not achieving expected progress. 2. To embed a revised approach to moderation so that year groups work closely to identify at risk pupils/groups/subjects/areas of weakness. 3. To adopt a plan, do, review approach to staff working practices in order to develop consistency of agreed approaches to learning. 4. To refine the SIMs mark sheets so that pupils can be readily identified as exceeding, achieving or at risk of not making good progress.
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Success Criteria	<ol style="list-style-type: none"> 1. Pupil progress monitoring is effective in identifying pupils who are at risk of not achieving expected progress. 2. Teaching staff work effectively to moderate pupil outcomes and identify actions for improvement. 3. Staff work effectively to embed agreed best practice across the school. 4. SIMs mark sheets are refined and are effective in identifying pupil’s attainment and progress at assessment points throughout the year.
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Actions	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
Review SLT processes and procedures for monitoring pupil progress.	SLT	Term 1	SLT meeting	Standard	Term 2-2018 Pupil Progress meetings identify issues related



Actions	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
					to gender. FS Ks1 and KS2 to analyse data: focus gender
Identify and implement framework for monitoring pupil progress.	SLT	Term 1	SLT meeting	Standard	Term 1 PP progress meetings at the start and end of each term.
SENDCo to support and monitor provision for identified pupils.	SENDCo	Term 1-ongoing	Ongoing	Standard	Term 1-ongoing
SENDCo alongside SLT develop assessment strategy for SEN pupils not working within their year group expectations.	SENDCo	Term 1-ongoing	SLT Assessment strategies	Standard	Term 2 in prep. For assessment week



Actions	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
SENDCo to work in class monitoring impact of interventions and providing advice to class teachers.	SENDCo	Term 1-ongoing	SENDCo non-contact	Standard	Term 1-ongoing
PP teacher/s to support and monitor provision for identified pupils.	PP teacher	Term 1 – ongoing	Ongoing	Standard	Term 1 and ongoing
Agree and implement moderation timetable of events which includes opportunities for year group and cross phase moderation in line with assessment periods.	SLT	Term 1-ongoing	Staff meetings	Standard	Term 2
Plan staff meeting and monitoring and evaluation timetable to allow plan, do, and review approach to school improvement.	SLT	Term 1-ongoing	Staff meetings/ KS meetings	Standard	Implemented in RE Maths and English
Review SIMs mark sheets and implement agreed changes so that pupils are identified at the point of where they may be at risk of not achieving expected progress.	SLT	Term 1	Staff meeting	Standard	Draft in place. Introducing term 2.

Monitoring		
Action	By whom?	When



Monitor impact of classroom provision using a range of methods (work scrutiny, drop ins, data analysis)	SENDCo	Term 1-5
Monitor impact of classroom provision using a range of methods (work scrutiny, drop ins, data analysis)	Pupil premium teachers	Terms 1-5
Analysis of identified vulnerable pupil level data	Assessment leader	Term 1-6

Evaluation		
Action	By whom?	When
Reports to SLT	Subject leaders	Terms 1- 5
Reports to Standard committee	Headteacher, subject leaders	Terms 2, 4 & 6



Priority 3: School Ethos and Provision- Develop a shared approach to ensure provision for pupils wellbeing is effective in meeting their needs and ensuring good progress:

- a. Key stage and subject leaders take a significant role in leading strategies to impact on pupil progress.**
- b. All staff share responsibility for driving strategies for pupils mental health and wellbeing.**

Goals	<ol style="list-style-type: none">1. To implement agreed practices and procedures to support pupil’s emotional, mental health and wellbeing so that good progress is achieved.2. The support provided to meet the needs of vulnerable pupils is effective in accelerating progress and supports pupils to at least achieve the EXS for their year group.3. To identify the barriers which are preventing identified individuals from making at least good progress/EXS.4. To create a culture within the school where all staff have high expectations for their part in the progress of pupils across their year group and key stage.5. To develop a language rich environment appropriate to age across the school.6. To use St Bon’s coaching model as a strategy for identifying and sharing best practice within our PLC, to support vulnerable pupils.
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Success Criteria	<ol style="list-style-type: none">1. Whole school approach to supporting pupil’s emotional and mental health and wellbeing is agreed and implemented by all staff.2. Achievement of identified vulnerable pupils is at least in line with their peers.3. Barriers preventing identified pupils from making good progress are identified and appropriate support provided.4. Class teachers work collaboratively to plan provision and develop pedagogy so that all pupils at least remain on their progress trajectory.5. The learning environment is language rich and supports pupils written and spoken English.6. Staff work collaboratively to develop and share best practice.
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Actions	Action Owner	Date	Resources	Com Resp	RAG/ Current Status
Agree and implement whole school approach to supporting pupil’s emotional, mental health and well-being.	SLT	Term 1	Staff meeting	MECP	Vulnerable pupil list identified Staff meeting arranged for term 3. Whole singing regularly



Train all staff in agreed emotional, mental health and well-being strategies.	SLT	Term 1 ongoing	Staff meetings/ twilight meeting	MECP	Safeguarding team agenda term 2 Team member received training and plan programme of dissemination term2
Monitor impact of whole school approach to supporting pupil's emotional, mental health and well-being.	SLT/all staff	Term 2, 4, 6- in line with data	SLT/Staff/ pupil progress meeting	MECP	
Revisit the whole school approach to supporting pupil's emotional, mental health and well-being and make recommendations for improvement to approach.	All staff	Term 5	Staff/SLT meetings	MECP	
Train staff in identifying barriers preventing pupils from making at least good progress and implement agreed strategies to support acceleration of progress.	SLT/all staff	Term 1	SLT meeting	MECP	Barriers identified for Pupil Premium pupils.



Develop a language rich approach to support all pupils.	SLT/all staff	Term 1	Staff meeting/ twilight	MECP	Addressed though work with EAL consultant.
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Monitoring		
Action	By whom?	When
Analysis of term 2, 4 & 6 assessment.	Assessment leader and key stage leaders & class teachers	Term 2, 4 & 6
Review effectiveness of strategies in line with data.	SENCO	Term 2, 4 & 6
SENCO to observe the impact of agreed strategies for identified individuals within class.	SENCO	Terms 1,3 & 5
Pupil questionnaire	Deputy head	Term 3 & 6

Evaluation		
Action	By whom?	When
Reports to SLT	Assessment, Maths, English, Keystage2, Key stage 1 & Reception leaders	Terms 1,2,3,4,5,6
Reports to Standards committee	Headteacher, Assessment, Maths, English, Keystage2, Key stage 1 & Reception leaders	Terms 2, 4 & 6

“Striving to be the best we can, guided by the light of Christ”





Priority 4: Stakeholders and community —To further develop partnerships with parents and carers by:

- a. Providing parents with the information about what their child is learning in class each week.**
- b. Providing parents with an understanding of the St Bons teaching methods so that they can support their child at home.**
- c. Ensuring GDPR compliance on all matters involving their children.**

Goals	<ol style="list-style-type: none">1. Provide parents with information and workshops in response to the parents questionnaire findings2. Ensure that all staff follow homework expectations.3. Ensure the school website provides parents with weekly information about the homework that has been set.4. Ensure that school website class pages carry termly information about topics being studied in English, Maths and cross curricular topics.5. Ensuring the GDPR action plan is implemented.
Success Criteria	<ol style="list-style-type: none">1. Parents effectively support their children’s learning and home school partnership is stronger.2. Parents are informed about their child’s weekly homework.3. Parents are able to use year group/ class pages on website to support their child’s learning.4. The school website enables parents to keep up to date with their child/children termly English, Maths and cross curricular topics.5. There is evidence in place demonstrating evidence of GDPR compliance.



Actions	Action Owner	Date	Resources	Com Resp.	RAG/ Current Status
Hold termly meetings to agree consistency in homework provision and sharing of information with parents.	HT/DH	Term 1-6	Staff meeting	MECP	Website to provide homework /Must have
Provide parents with termly topic planner.	Class teachers	Term 1-6	Staff meeting	MECP	Term 2 website
Provide termly year group workshops on topics for the term.	SLT/ Class teachers	Term 1-6	Meeting (Praise assembly) 9.00-9.30	MECP	
Share year group expectations with parents.	SLT/Class teachers	Term 1	Parents info evening	MECP	Shared in term 1 at information evening
GDPR action plan in place identifying next steps and priorities for compliance and implemented in a timely manner.	HT/SBM/DH	Term 6 2018-term 1	Monthly meetings	MECP	Action plan drafted

Monitoring



Action	By whom?	When
Discussion at termly meetings with parent focus group on the impact of the implementation of identified actions.	Parent focus group	Term 1-6
Monitor pupils completion of homework	Key stage leaders	Term 1-5.
Parent questionnaire	Deputy head	Term 5.

Evaluation		
Action	By whom?	When
Head teacher feedback from parent focus group	Head teacher	Terms 1-6
Feedback on impact of implementation of homework expectations	Key stage leaders	Terms 2-5
Reports to Standards committee	Headteacher	Terms 2, 4 & 6



Priority 5: Leadership— Continue to build middle leadership capacity by:
a. Developing a succession plan
b. Identifying training needs and allocating support for individuals

Goals	<ol style="list-style-type: none">1. Implement revised curriculum teams for English, Maths and RE.2. Implementing monitoring and evaluation time table that provides for book scrutiny, moderation activities, lesson drop-ins taking place in teams.3. Identified staff receive training to support and lead core subjects
Success Criteria	<ol style="list-style-type: none">1. English, Maths and RE teams in place will support succession planning2. Core subject team members are knowledgeable about strengths and areas of development and make a positive contribution to school improvement.



	3. Succession plan in place.
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Actions	Action Owner	Date	Resources	Com Resp.	RAG/ Current Status
Organise teaching staff in to English, Maths and RE teams.	All teaching staff	Term 1	Staff meeting	MECP	Shadow s to be identified
English, Maths and RE teams agree action plans identifying their roles and areas of responsibility in monitoring their subject.				MECP	
Create and implement evaluation and monitoring plans for the identified teams.	DH	Term 1-6	Non-contact	MECP	
Identify training needs and opportunities for teachers within each team.	SLT	Term 1-6	Staff meeting	MECP	
Team members support the subject leader in the monitoring of their team subject.	All teaching staff	Term 1-6	Staff meetings/ agreed meetings	MECP	

Monitoring		
Action	By whom?	When
Monitor progress of identified actions and progress of individuals in completing their actions.	SLT.	Terms 1-6



Staff questionnaire	SLT	Term 1 & 6
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Evaluation		
Action	By whom?	When
Individuals report on their contributions to action plan.	All teachers	Term 2, 4 & 6.
Report to MECP committee.	English, Maths and RE leader	Term 3 & 5.