

**St Bonaventure’s School Improvement Plan 2019-20**

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| **School context** | | | | | |
| Number of pupils on role | 404 (term 2) | Number of pupils eligible for pupil premium | 32 (Years 1-6)  (Reception numbers not yet confirmed) | Number of pupils with an Educational Health Care Plan (EHCP) | 3 |
| Percentage of pupils in KS1 with low prior attainment | 17% | Percentage of pupils in KS1 with average prior attainment | 83% | Percentage of pupils in KS1 with high prior attainment | 22% |
| Percentage of pupils in KS2 with low prior attainment | 7% | Percentage of pupils in KS2 with average prior attainment | 87% | Percentage of pupils in KS2 with high prior attainment | 13% |
| Percentage of pupils with EAL | 30% | KS2 average progress scores | Reading 3.73  Writing -0.52  Maths 0.94 | Attendance % | (2018-19) 96.72% |

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| **RAG key:** | | | |
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| **Complete** | **On target** | **At risk** | **Not achieved** |

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| **Objectives for 2019-20: To improve the effectiveness of teaching and learning to engage and challenge all pupils** | |
| **Achievement gap issues** | Accelerate progress in writing across the school based on pupils starting points |
| **Objective 1 (teaching & learning)** | Identify and share best practice in teaching and learning to improve outcomes across the curriculum |
| **Objective 2 (achievement)** | Identify and address the barriers to learning of identified vulnerable pupils (high need SEN, Pupil Premium pupils and pupils with social and emotional needs) |
| **Objective 3 (leadership)** | Explore effective approaches to supporting staff and pupil’s mental health and well-being. |

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| **Objective 1:** Identify and share best practice in teaching and learning to improve outcomes across the curriculum | | | | | |
| **Success criteria:**   1. Cross curricular approach improves outcomes across the curriculum. 2. Gospel values are embedded within the St Bons curriculum. 3. Pupils are supported to develop oracy skills including physical, linguistic, cognitive and social and emotional. 4. Teachers plan ‘the learning journey’ focusing on depth of learning and making connections. 5. Subject leaders support teachers in planning ‘the learning journey’. 6. Through the engagement in the PLC staff identify and share strategies which improve teaching & learning. 7. St Bons curriculum reflects the communities we serve and our Catholic identify. 8. EAL and identified pupils demonstrate a developing vocabulary which is evidenced in their outcomes. | | | | | |
| **Action** | **Action owner** | **Timescale** | **Resources/budget implications** | **Monitoring (who & how often?)** | **RAG**  ***\*please see termly HT reports for annotations*** |
| Map out statutory subject requirements for each year group (year 1-6) under the identified whole school termly themes.( T1-2 Caring for our common home; T3-4 Love thy neighbour; T5-6 Seek the truth) | DH & all subject leaders | Term 6 2019-term 1 2019 | Twilight term 6 2019  Inset day Sept. 19 | DH term 1. |  |
| Review year group curriculum maps to ensure that they meet the statutory requirements for coverage across both KS1 and KS2. | Subject leaders | Term 6 2019-ongoing | Non-contact | SLT & middle leaders termly.  Cross Curricular AGMEP 24/09/19. |  |
| Implement a 2 week timetable across KS1 and KS2 to ensure statutory/efficient coverage of the curriculum. | Lauren Tudhope | Term 1 2019 | Inset day Sept. 19 | KS1 & KS2 leaders termly & present to SLT. |  |
| Regular staff meetings planned to share and review planning for revised approach. | HT & DHT | Term 1 2019-ongoing | Staff meeting every three weeks | Update to Standards committee termly. C/C AGMEP 24/09/19. |  |
| Ensure pupils are provided with opportunities to develop oracy skills to support their thinking and articulacy within the cross curricular approach. | HT & DHT | Term 1 2019-ongoing | Staff meetings | HT/DHT performance management lesson observations term 2.  Oracy champions drop in to lessons termly.  C/C AGMEP 24/09/19 & 25/06/20 |  |
| Curriculum leaders to support the planning and delivery of subjects within the cross curricular approach with an emphasis on ‘the learning journey’. | Subject leaders | Term 1 2019- ongoing | Staff meetings, non-contact | Middle leaders to attend termly SLT planning scrutiny meetings.  Middle leader non-contact in cross curricular weeks to observe T&L, & pupil conference. |  |
| Ensure planned writing outcomes provide opportunities for pupils to write for a range of purposes within the cross curricular approach. | English leader | Term 1 2019- ongoing | Non-contact, staff meetings | English leader termly work scrutiny & feedback to SLT.  AGMEP 07/11/19 & 19/05/20 |  |
| Review the organisation of collective worship so that links between whole school termly themes, liturgical season, PSHE topics and British values are made. | HT & DHT | Term 6 2019 | Non-contact | Update to Standards committee. RE AGMEP 15/10/19 |  |
| Review the structure and organisation of school assemblies to ensure pupils are engaged and contribute. | HT & DHT | Term 6 2019 | Non-contact | Chaplaincy term 6 2019.  Update to Standards committee.  RE AGMEP 15/10/19 |  |
| Design and implement a monitoring and evaluation programme which provides evidence of the impact of the implementation of our revised cross-curricular approach and supports subject leader development. | HT | Term 1 2019-ongoing |  | HT & DHT, senior leader & middle leader non-contact.  Update to Standards committee termly. |  |
| Review school Curriculum policy in line with the revised curriculum approach. | SLT | Term 3-4 2020 | SLT meeting | SLT monitoring.  Standards committee. |  |
| Ensure our SRE provision is in line with the revised SRE statutory requirements and reflects our Catholic identify. | PSHE leader, DHT & HT | Term 1 2019 | Non-contact term 1 | HT & RE leader monitoring.  RE AGMEP 15/10/19 |  |
| Implement a whole school approach to the teaching of stewardship. | Eco leader | Term 1 2019-ongoing | Non-contact, staff meetings | HT & DH monitoring term 2-6.  Updates to Standards Committee. |  |
| Review the impact of feedback on learning and identify best practice and areas for action research. | Assessment, Maths & English leaders | Term 2 2019 | Staff meetings | SLT & Standards Committee term 3-6.  Maths AGMEP 26/11/19 & 10/03/20 |  |
| Implement ‘triad’ lesson study approach (with teaching staff) to review the quality of teaching and learning in line with our intentions, implementations and reviewing the impact of the curriculum. | Assessment, Maths & English leaders | Term 2-3 2019-20 | Staff meetings, non-contact | SLT term 2-3. Updates term 2-3 to Standards Committee. |  |
| Identify how EAL/all parents can contribute to the delivery and content of the curriculum. | DH & EAL champion | Term 3 2020-ongoing | Non-contact  Attendance at EAL parent meetings | SLT termly 3-6.  Updates to Standards Committee.  AGMEP term 3- 21/01/20 |  |

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| **Objective 2:** To identify and address the barriers to learning of identified vulnerable pupils (high need SEN, Pupil Premium pupils and pupils with social and emotional needs) | | | | | |
| **Success criteria:**   1. Identified vulnerable pupils engage in the range of activities planned and make measurable progress. 2. LSAs provide a range of small group activities which engage pupils and provide evidence of pupils making progress. 3. Pupils with WT prior attainment make measurable progress. 4. Pupil premium pupils make accelerated progress in focus area. 5. Percentage of pupils reading at ARE+ across the school increases. 6. Famous Five and Secret Seven pupils identified and are a focus of monitoring. 7. Progress of identified pupils is closely monitored by SLT and relevant specialist teachers. | | | | | |
| **Action** | **Action owner** | **Timescale** | **Resources/budget implication s** | **Monitoring (who & how often?)** | **RAG** |
| Map out the common areas of need for SEN pupils requiring 1:1 support. | SENDCO, DHT, HT | Term 6 2019 | Non-contact |  |  |
| Identify LSA areas of expertise to be shared with SEN pupils. | DHT | Term 6 2019 | Staff meeting |  |  |
| Design and implement a weekly timetable of learning activities to include: art therapy, music therapy, PE, drama, and gardening, (drawing on LSA areas of expertise). | SENDCO, DHT, HT | Term 6- term 1 2019 | Non-contact | Standard Committee update term 1. |  |
| Plan into the monitoring and evaluation timetable observations of LSA led small group activities. | DHT, HT | Term 1 2019-ongoing |  | HT, DHT, SENDCo term 1 drop-ins.  SEN AGMEP 04/12/19. |  |
| Plan into the M&E timetable opportunities for SENDCO/DHT/HT to review the impact of timetable of activities and the progress of objectives identified on IEPs. | SENDCO, DHT, HT | Term 1 2019-ongoing | Non-contact | HT, DHT, SENDCo termly monitoring. SEN AGMEP 04/12/19 |  |
| Monitor pupils IEP targets and review alongside work set in classroom. | SENDCO | Term 1 2019-ongoing | Non-contact | SENDCO termly non- contact. |  |
| Timetable regular LSA meetings facilitated by a member of SLT | SENDCO, DHT, HT | Term 1 2019-ongoing | 8.30 Wednesday |  |  |
| Identify priority pupil premium pupils and area(s) for support, and carry out termly reviews throughout the academic year. | Assessment leader, DHT, HT | Term 6 2019- term 1 2019 | Non-contact, pupil progress meetings | Termly reviews & provision mapping with HT/DH/SENDCO.  Standard Committee updates.  PP AGMEP 25/03/19. |  |
| Identify pupil premium champions across KS1 and KS2 to deliver targeted support using pre and exit assessment measures. | HT, DHT | Term 6 2019- term 1 2019 |  | HT & DH drop ins termly.  Standards Committee updates.  PP AGMEP 25/03/19. |  |
| Identify barriers for pupils with WT prior attainment. | Class teachers, SENDCO, DHT, HT | Term 6 2019- term 1 2019 | Pupil progress meetings, PPA. | Term 2, 4 & 6 pupil progress meetings.  Standards committee data updates.  SEN AGMEPs 04/12/19 & 01/07/20 |  |
| Identify and implement support for WT pupils. | Class teachers, SENDCO, DHT, HT | Term 6 2019-ongoing | Non-contact | HT/DH termly lesson drop-ins.  SLT on-going monitoring. |  |
| Identify school Reading Champion who will work collaboratively with English team to raise standards in reading across the school. | HT, DHT | Term 6 2019 |  | Termly provision mapping meeting with HT/DH/ SENDCO.  English AGMEP 07/11/19. |  |
| Identify pupils not receiving support with reading at home and initiate outreach relationships with parents. | Reading champion | Term 1 2019-ongoing |  | Termly provision mapping meeting with HT/DH/ SENDCO. |  |
| Identify pupils across KS1 and KS2 in need of additional reading support and prioritise according to need. | Reading champion, assessment leader | Term 1 2019-ongoing |  | Reading Champion termly monitoring of class reading files. |  |
| Identify appropriate support for identified priority pupils in reading, apply pre and exit measures. | Assessment leader, Reading champion | Term 1 2019-ongoing |  | Termly reviews & provision mapping with HT/DH/SENDCO. |  |
| Deliver staff training to support effective planning for and assessment of pupils reading below ARE. | Reading champion | Ongoing |  |  |  |
| Agree a St Bons best practice to supporting dyslexic learners and implement strategies across the school. | SENDCO | Term 2 2019 |  | Standards Committee updates.  SEN AGMEPs 04/12/19 & 01/07/20. |  |
| Monitor implementation of agreed strategies to support dyslexic learners. | SENDCO | Term 3 2020-ongoing |  | Standards Committee updates.  SEN AGMEP 01/07/20. |  |

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| **Objective 3:** Explore effective approaches to supporting staff and pupil’s mental health and well-being. | | | | | |
| Success criteria:   1. Well-being strategies are implemented throughout the school. 2. Pupils report that they have strategies to support with anxiety and difficult feelings. 3. Well-being space contributes to the improvement in staff and pupil well-being. 4. Thrive practitioner in place to support identified pupils. 5. Provision in place to support staff mental health and well-being. | | | | | |
| **Action** | **Action owner** | **Timescale** | **Resources/budget implications** | **Monitoring (who & how often?)** | **RAG** |
| Review strategies trialled in 2018/19 and identify and implement successful approaches. | SW | Term 1 2019- ongoing | Staff meeting | Well-being leaders termly briefings/staff meetings. |  |
| Purchase and install a wooden structure to provide a well-being space for pupil and staff activities (Nurture room). | DHT, HT, governors | Term 6 2019-ongoing |  | FPHS committee. |  |
| Design and implement a weekly timetable of well-being activities in well-being space. | HT, DHT | TBC |  | HT/DH/SENDCO drop-ins.  Standards Committee updates. |  |
| Investigate and purchase staff training on how to deliver pupil well-being activities/programme. (liaise with CB St P&P) | HT, DHT | TBC |  |  |  |
| Investigate the shared use of ‘Thrive’ trained LSAs across the Newman Partnership. | HT | Term 1 2019 |  |  |  |
| Tailored provision in place to meet the needs of individuals, groups and classes. | HT, DHT & SENDCo | Term 1 2019- ongoing | Cost of workshops | HT/DH/SENDCO termly monitoring.  Standards Committee updates. |  |
| Senior leaders to investigate strategies for supporting staff mental health. | HT, DHT & SBM | Term 1 2019- ongoing | Supply cover for training/  courses | HT/DH |  |