This template might be adapted to be used by schools to present their school improvement plan. Schools are free to present their plans in whichever format works for them – this template is provided in response to a request from some primary headteachers.

Some notes about the template:

Page 1: Set out what came out of your self-evaluation. There is no point doing SEF if it doesn’t inform this plan

Page 1: Set out what you are trying to achieve over the next 3 years – you cannot do everything in one year, so be clear about what is coming in year 2 and 3

Page 2 – 4: Your 3 main things for this year – these are whole school things. They are things that broadly involve everyone / all year groups / all subjects / impact on all students. They are the big things.

Page 5: These will be key other items you wish to develop that may not be whole school in nature, but significant in the school’s development

**Don’t try to capture everything – it is more important to do it than to write about it!**

What does school self evaluation identify needs improvement:

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| **Area for improvement** | **Why this is important** |
| Catholic life of the school | To fully re establish the liturgical life of the schoolTo develop chaplaincy including pupil led worshipTo involve parents in the Catholic life of the school |
| SEND | Trust wide priority this year. What is essential for pupils with SEND is usually helpful for all. |
| Middle leadership | To ensure that all areas of the curriculum are appropriately taught in all year groups and that children make good or better progress in all subjects |
| Behaviour for Learning | Identified as a factor limiting progress in Peer ReviewBehaviour for learning gains from growth mindset project, lost through the pandemic need to be recovered |
| Writing | Inconsistent outcomes across year groups and classesRelatively lower attainment in GPaS in Years 3, 4 and 5 compared to Reading and Maths – Writing outcomes have not yet recovered to pre-pandemic levels |

The 3 year plan:

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| **YEAR 1** | **YEAR 2** | **YEAR 3** |
| * Re establish school and class Mass programme; chaplaincy team introduce structured class prayer sessions; develop pupil leadership of prayer and worship
* Use additional staff time to split Y6 into 3 groups for core teaching in the mornings
* SENDCo uses additional time to lead inclusion strategies
* Re-set expectations of Middle Leaders in line with STCAT
* Behaviour for learning is a key focus in all classes and for all observations to develop St Edward’s house style (following the less formal approach during recovery from the pandemic lockdowns/ absences)
* Reshape the Writing curriculum to integrate grammar work within the teaching of writing and to offer regular opportunities to write in all subjects
* Continue Oracy 21 project to develop pedagogy and pupil skills and to use a talk for writing approach in Years 3 and 4
* Add additional fire door in hall; complete LED lighting; investigate solar panels; investigate toilets refurb
 | * Develop pupil led prayer and worship including pupil liturgy team and chaplaincy team
* Assess impact of 3 way split in Y6 and review budget implications
* Consolidate ‘St Edward’s way’ inclusion strategies; Possible further investigation of ARP
* Middle leaders drive improvements in pedagogy in key target areas
* Behaviour for learning is reviewed and growth mindset approaches are enhanced and reinforced following Inset with Doug Lemov
* Reshaped Writing curriculum including Grammar reviewed and outcomes moderated across all year groups
* Use/practise improved oracy skills in pupil parliament and in talk for writing
* Complete work to upgrade Y5 corridor toilets
 | * Pupils plan and lead class liturgies as a matter of routine
* 3 way split in Y 6 is reviewed –
* ‘ St Edward’s way’ inclusion used as basis for SEND inclusion award
* Additional target areas are identified by middle leaders
* St Edward’s way is visible across the school. Pupils can make explicit their understanding of how their behaviour has impact on their learning.Transitions between years are planned by teachers to minimise disruption to learning
* Improved Writing outcomes are reviewed to further improve
* Improved oracy leads to performance and presentation opportunities
* Boiler replacement
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| **IMPROVEMENT AIM 1:** *(This will reflect the outcomes of self-evaluation and will be a key driver to WHOLE SCHOOL improvement)*Catholic Life of the School |
| KPI 1: *specific measurable outcomes that governors and leaders can monitor* | KPI 2: *specific measurable outcomes that governors and leaders can monitor* | KPI 3: *specific measurable outcomes that governors and leaders can monitor* |
| **ADVENT ACTION MILESTONES** | **LENT ACTION MILESTONES** | **PENTECOST ACTION MILESTONES** |
| * Re establish school and class Mass programme; chaplaincy team introduce structured class prayer sessions in all classes; develop pupil leadership of prayer and worship in all classes
* Introduce pupil planning of worship within the Respond part of RE
* Establish consistency in class prayer tables and available resources
* RE lead to attend RE subject leader and chaplaincy days
* RE lead carries out book scrutiny with SLT to inform future staff meeting CPD
* RE lead shares findings from book and planning scrutinies
* Moderation of RE books
* School chaplain to lead St Edward’s Day celebration
* Purchase Tenten resources to support RHSE curriculum in line with CES guidelines and RE curriculum
 | * Pupils are familiar with a variety of liturgies including Mass and participate respectfully
* Pupils plan and lead ‘Respond Liturgies’
* Pupils make use of a range of resources including ‘Respond Boxes’
* Prayer tables are observed to be consistent with expectations
* RE Lead attends RE subject Leader days and cascades training to all staff at staff meetings
* Learning walk by RE lead informs RE staff meeting
* School chaplain leads Lent observances (including Stations of the Cross)
* Tenten resources are used in all classes for timetabled class prayer sessions
* RE parent survey carried out
 | * Pupil voice interviews led by RE lead and SLT
* RE survey for pupils is carried out
* RE survey results are reviewed to inform planning for next year
* RE assessment outcomes mirror science outcomes in all year groups
* RSHE programme is reviewed following delivery
 |
| **TOTAL COSTS** | £1000 |

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| **IMPROVEMENT AIM 2:** SEND |
| KPI 1: *specific measurable outcomes that governors and leaders can monitor* | KPI 2: *specific measurable outcomes that governors and leaders can monitor* | KPI 3: *specific measurable outcomes that governors and leaders can monitor* |
| **ADVENT ACTION MILESTONES** | **LENT ACTION MILESTONES** | **PENTECOST ACTION MILESTONES** |
| * New TAs are inducted and introduced to the St Edward’s way
* School learning mentor is introduced to all vulnerable pupils and is visible to parents at the school gate
* Regular TA meetings keep support staff updated with changes in school
* Routines are adapted to make reasonable adjustments for SEND pupils
* Evidence is recorded for pupils where there are concerns
* Nurture programme is initiated for Y3 and Y4 pupils
* All staff trained to use Provision Map software
* Pupils with identified social needs have access to lunchtime support / club
* SENDCo initiates ***Whole School SEND Project*** with NASEN re cognitive load
 | * TA observations show consistency in application of the house style of managing eg movement breaks; EHCP support during direct teacher input; positive management of behaviour for learning
* Best practice CPD sessions with SENDCO as part of the whole school SEND Project result in enhanced support for pupils on SEN support plans
* Post Nurture children who need support have been identified and programme is underway
* Provision Map is used to write and monitor SEND provision
* SENDCo continues ***Whole School SEND Project*** with NASEN
 | * TA observations show consistency in behaviour management
* Provision map reviews show improved impact on planning and evaluation of provisions
* Review of social groups leads to improved planning and inclusion of vulnerable pupils
* Evaluate the impact of ***Whole School SEND Project*** with NASEN
 |
| **TOTAL COSTS** | £3086.85  |
| **IMPROVEMENT AIM 3:** *Middle Leadership* |
| KPI 1: *specific measurable outcomes that governors and leaders can monitor* | KPI 2: *specific measurable outcomes that governors and leaders can monitor* | KPI 3: *specific measurable outcomes that governors and leaders can monitor* |
| **ADVENT ACTION MILESTONES** | **LENT ACTION MILESTONES** | **PENTECOST ACTION MILESTONES** |
| * CPD to introduce trust model of middle leadership
* Set up Maths and English groups to spearhead the leadership model
* All teachers to undertake a book scrutiny with a focus on fidelity to subject development plans
* Subject development plans are completed and shared on google drive
* Subject development plans are reviewed by SLT to ensure that no elements of National Curriculum have been overlooked
 | * Resource audits carried out by subject leaders to identify priorities for planning future expenditure
* Evolve audit to identify most valuable ‘Learning beyond the Classroom’ experiences for future planning
* Leaders investigate and identify for colleagues, key learning milestones from Key Stage 1 and for Key Stage 3.
* Leaders check with colleagues in other Key stages as far as possible, to facilitate smooth transitions
 | * Each teacher/ subject leader to observe both colleagues in a year group in the other phase for their subject
* Observers to feed back to colleagues – key strengths and a focus for future planning
* Teachers to review the subject leader handbook and identify key actions for next year’s development plans
* Subject leaders review assessment data across all year groups and moderate against a sample of pupil books
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| **TOTAL COSTS** | £2843.10 |

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| **IMPROVEMENT AIM 4:** *Behaviour for Learning* |
| KPI 1: *specific measurable outcomes that governors and leaders can monitor* | KPI 2: *specific measurable outcomes that governors and leaders can monitor* | KPI 3: *specific measurable outcomes that governors and leaders can monitor* |
| **ADVENT ACTION MILESTONES** | **LENT ACTION MILESTONES** | **PENTECOST ACTION MILESTONES** |
| * Settle children with St Edward’s behaviour expectations linked to mission statement and equalities
* New behaviour policy confirmed and put on website
* Year 3 pupils make a rapid transition to Key Stage 2 expectations
* Clear classroom expectations are agreed and are visible in classrooms
* All teachers agree key language to lead pupils to develop behaviours for learning
* Teachers agree shared language to describe and implement key behaviours for learning
* Behaviour for learning is observed to be a focus in all classrooms
* Teachers use oracy techniques to develop learning behaviours
 | * Pupils can explain behaviour expectations and why they are helpful including visible guidelines in their explanations
* Year 3 behaviour is clearly in line with Key Stage 2 expectations
* Key language is observed to be used consistently across the school
* Pupils self- monitor and self-regulate their own behaviour for learning when observed
* All TAs receive additional input at TA Best Practice training sessions and have the opportunity to ask questions and build on good practice
 | * All teachers attend Doug Lemov INSET
* Staff meetings update shared language and expectations
* Behaviour for learning across the school is reviewed in the light of input from Inset
 |
| **TOTAL COSTS** | Included in current staffing costs |

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| **IMPROVEMENT AIM 5:** *Writing* |
| KPI 1: *specific measurable outcomes that governors and leaders can monitor* | KPI 2: *specific measurable outcomes that governors and leaders can monitor* | KPI 3: *specific measurable outcomes that governors and leaders can monitor* |
| **ADVENT ACTION MILESTONES** | **LENT ACTION MILESTONES** | **PENTECOST ACTION MILESTONES** |
| * Writing is the key focus for the English subject group
* Grammar teaching is reviewed in Years 3, 4 and 5 and integrated into teaching of writing
* Writing of a diary entry and a letter will be planned in all subjects, once in each topic.
* A clear progression in grammar, consistent with the National Curriculum is agreed and implemented by all teachers
* Features of grammar will be a focus for CPD in staff meetings – led by Grammar lead
* Reintroduction of key features of Talk for Writing in Years 3 and 4 – with additional CPD
* Investigation of a new framework for Reading into Writing for Years 5 and 6.
* No More Marking Y3 and 5 results show improvement compared to 2021/22
 | * English subject group report to staff meetings and LAC? On progress to date
* Grammar continuum is explicitly referenced in planning and is available to parents on the website
* Grammar CPD at staff meetings continues, informed by observations and teachers’ questions
* Read into Writing is in place in Y6
* Talk for Writing is used effectively in Y3, 4 and 5
* Term 2 GPAS assessments are in line with national expectations
* Term 2 Writing assessments are closer to Reading and Maths (within 15% difference)
* No More Marking Y4 and 6 results show improvement compared to 2021/22
 | * Read into Writing is reviewed and considered for Y5
* Expectations re the teaching of Talk for Writing Years 3 and 4 are streamlined and additional CPD booked if necessary
* GPAS assessments NFER are at least in line with national
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| **TOTAL COSTS** | £1600 |

**TARGETED IMPROVEMENT AREAS:**

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| --- | --- | --- | --- | --- | --- |
| **FOCUS FOR IMPROVEMENT** | **KEY ACTIONS**  | **WHO** | **WHEN** | **KEY PERFORMANCE INDICATOR** | **COST** |
| Catholic life of the school | Establish new RE LeadPupils plan and lead Respond LiturgiesTen ten resources purchased and in use across the school | TFTFSH | Advent 22Lent 23Lent 23 | CPD for all teachers deliveredPlanning reflects liturgies observedRSHE is delivered in line with CES guidelines | £250£100£750 |
| SEND | Pupils with social needs have access to lunchtime supportBest practice CPD runs from Advent term to include MITA principles | AWAW | Advent 22Lent 23 | Lunchtime club runs 5 days per week with 6 – 10 invited pupils attendingMITA principles observed in practice and in TA observations |  |
| Middle Leadership | CPD from JR is attended by all teachers and booklets are used to plan actionsTeachers observe colleagues across phases | JHSH | Advent 22Pentecost 23 | Action plans are written Teachers observe and feedback to colleagues and SLT |  |
| Behaviour for Learning | Behaviour expectations are agreed and made visible in all classroomsPupils are observed to self- regulate behaviour for learning | All staffSH | Advent 22Lent 23 | Pupils can show visitors where expectations are on display and explain how these help them learnLearning walks record examples of pupils self regulating |  |
| Writing  | All classes write a letter and a diary entry in each unit of work in all subjectsEnglish group compile St Edward’s grammar progression in line with National Curriculum |  | Advent 22Lent 23 | Book scrutinies show improvements in letter and diary writingGrammar is taught effectively and learning is embedded in pupils’ writing output |  |
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| TOTAL COST |  |