



St. Teresa's Catholic
Primary School

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SCHOOL IMPROVEMENT PLAN

2022 – 2023

Overview

We aim to provide a secure, caring and stimulating environment in which the creative curriculum enables every child to reach their full potential. At the heart of our vision lies the commitment to the practice and teaching of the Gospel.

School Profile

One form entry primary school, with 218 pupils.

The percentage with FSM and SEND is low

5.5% of pupils are in receipt of FSM Pupil Premium

6% of pupils are in receipt of Service Pupil Premium

9.2% Special Needs (including 3 children with an EHCP)

The % of children with English as an additional language is 13.8%

The % of children from ethnic groups is 41.3%

The school has a wide catchment area with many children travelling to school from the surrounding areas.

OFSTED

Outstanding 2014

SECTION 48

Outstanding 2018

“Do all that you do with love”

AREAS FOR WHOLE SCHOOL DEVELOPMENT

- Ensure accelerated progress for all children especially SEND and Disadvantaged children
- Improve outcomes in reading for all year groups with a special focus on UKS2
 - Improve outcomes in writing throughout the school
- Improve the outcomes in maths for all year groups
- Restructure and rejuvenate the Governing Body

QUALITY OF EDUCATION

Ensure accelerated progress for all children especially SEND and Disadvantaged children

| Tasks to achieve this area for development | Staff Responsible | When? | Cost | Review Date |
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| <ul style="list-style-type: none">• Analyse data for Disadvantaged, SEND and target children | SLT | Week 3 | Time | |
| <ul style="list-style-type: none">• Prioritise targeted academic support for pupils who need it | LB and CTs | Week 3 onwards | Time | |
| <ul style="list-style-type: none">• Review and adapt interventions to ensure they are having impact | LB and CT | Half termly | Time | |
| <ul style="list-style-type: none">• Prioritise speech and language interventions throughout the school | LB, JL | Throughout the year | | |
| <ul style="list-style-type: none">• Ensure all staff take part in high quality CPD on SEND | LB | 13.9.22 20.9.22 | | |
| <ul style="list-style-type: none">• Develop the Disadvantaged Strategy | see separate plan | Review by December 2022 | | |

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| <ul style="list-style-type: none"> • SENDCo to ensure that she accesses good quality CPD and disseminates to staff, including to support staff • SENDCo to identify good quality CPD for other staff to access | | | | |
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Improve outcomes in reading for all year groups with a special focus on UKS2

| Tasks to achieve this area for development | Staff Responsible | When? | Cost | Review Date |
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| <ul style="list-style-type: none"> • Renew focus on reading • Purchase new, bespoke reading logs • Teach children and parents how to use the logs • Monitor frequency of reading at home (through the logs) • Use logs to record reading that has happened at school. • Information evening for parents to support reading at home • Purchase of Bug Club to ensure children are reading the correct level books for age/stage • Provide staff training on Bug Club • Ensure classrooms are well stocked with age appropriate books (stickered) texts including: fiction, non-fiction & poetry. • All classes to have a designated topic book area (including SLS book box contents). • Rejuvenate the school library using the support of Essex Library Services • Use library as a resource to exchange and update class libraries, contents to be refreshed with books half-termly or termly as appropriate • Ensure children are reading age appropriate books • Dictionaries, thesauruses & atlases accessible to children. • Guided reading/whole class reading/reading related activities to take place daily – evidenced in English Books/Reading Folders/Teacher’s Record book and noted in children’s reading records where appropriate • Reading for pleasure to occur regularly to build up reading stamina – books given to the children according to their book band. • Do not allow children to read books from home - age-related colour bands only. • Use Bug Club and school library books for further depth within the child’s band. • Make time to read aloud to the class for 10 minutes a day using quality texts from the 50 Recommended Reads lists on Books for Topics, CLPE website or The Reader Teacher website. | LG and all staff | immediate and on-going 22.9.22 28.9.22 | £7,000 | |

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| <ul style="list-style-type: none"> • Introduce 'reading for pleasure' book clubs (KS1 and KS2) • Use NFL Reading Tests termly to help inform teacher assessment • Accuracy and fluency test to be carried out with lowest 20% readers termly, results to monitored • Subject leader to ensure that she accesses good quality CPD and disseminates to staff, including to support staff • Subject leader to identify good quality CPD for other staff to access | | | | |
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• **Improve outcomes in writing throughout the school**

| Tasks to achieve this area for development | Staff Responsible | When? | Cost | Review Date |
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| <ul style="list-style-type: none"> • Introducing the STEPS Phonics programme throughout the school • Regularly reviewing and if necessary adapting the programme to ensure it is fit for purpose • Ensure all staff incorporate genre statutory requirements alongside a range of cross curricular writing • Use drama activities in English lessons • Ensure children are taught to edit their work. (Y2 onwards) • Ensure children are taught to respond to next steps in their learning which is evidenced in their work • Provide opportunities for writing at length to improve writing stamina • Highlight 'Can I?' statements in line with school marking policy and more in-depth marking takes place where appropriate e.g. after a longer piece of writing • Ensure presentation is a high priority (date on left hand side of page with 'Can I?' statement on line below) • Encourage children to always join their handwriting from the end of Year 2 – Year 6 –following the Oxford Nelson Handwriting Scheme • Regular handwriting teaching/practice sessions as appropriate • Discrete daily or equivalent GPS /Phonics sessions • Teach in an innovative/fun way to make grammar as relevant as possible, making links to writing where appropriate. • Use STEPS spelling scheme for progression of phonic and spelling skills, topped up with Twinkl and Classroom Secrets where appropriate. • Termly GPS test | <p>All staff, led by GH</p> <p>All staff, led by LG</p> | | £1000 | |

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| <ul style="list-style-type: none"> • Weekly Spelling Tests based on STEPS scheme • Writing assessed termly through a longer, independent written task. • Termly moderation of writing (in school and cross school) • Cross school meet ups to discuss what works well and swap ideas • Subject leader to ensure that she accesses good quality CPD and disseminates to staff, including to support staff • Subject leader to identify good quality CPD for other staff to access | | | | |
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Improve the outcomes in maths for all year groups

| Tasks to achieve this area for development | Staff Responsible | When? | Cost | Review Date |
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| <ul style="list-style-type: none"> • Key Stage 2 to use daily flashback 4 or 5s to develop fluency and pace • Y2 – Y6 focus on times tables: fortnightly times tables tests, daily focus on times tables activities, use of sumdog to practice times tables, times tables in reading logs for children • Introduce Times tables Rocks Stars to encourage daily x tables practise from year 2-6 • Maths displays to show models, vocabulary, stem sentences and have a range of resources accessible to children at all times include vocabulary for the unit, models/examples, chn’s work, digging deeper (challenge) questions, question stems (KS2) • Relaunch of SumDog to ignite mathematical fluency with chn, staff and parents • Split Y6 for maths to enable accelerated progress • 3 x weekly ‘maths meets’ in Early Morning Work • Pre teaching of the lesson’s concept or procedure or vocabulary for targeted pupils • Remind chn they are mathematicians and they can use maths in every day jobs (all jobs use maths!) • Build on prior learning with examples, use the CPA method | All staff, led by LS | | | |

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| <ul style="list-style-type: none"> • Stem sentences must be visible for the whole lesson. Children should be used to saying these allowed. • Careful questioning to be planned for to draw out concepts/procedures • Good modelling (worked examples) to be a part of the lessons • Expose children to fluency, reasoning and problem solving in the lesson • Self-assessment through smiley face/line face their learning next to the can I • Ensure teacher judgments on learning in highlighter (as per marking policy) next to the Can I • Where marking shows a child has not understood, teacher models should be seen in the book • Ensure catch up work with pre-teaching takes place if a child has been absent (or a note to say the child had catch up should be seen in the book) • Use marking to inform next days teaching • Make sure chn know to use the working wall when they find new learning difficult • Fortnightly times tables tests • Make time to practice skip counting, or times tables (when lining up or changing for P.E for example) • Acknowledge times tables knowledge, enthusiasm, improvement, speed etc in merit in assembly <ul style="list-style-type: none"> • Teachers in Rec, Y1 and Y2 to attend NCETM course on early number • Maths lead to complete mastery specialist programme (December 2022) • Continuing to develop how we structure mathematics lessons through CPD in accordance with maths lead mastery specialist programme PD delivery • Year 3 and 4 teacher to go to Venn Essex mastery workgroups to develop lesson structure, confidence and to develop professionally. • Developing opportunities for pupils with whole school maths days • participation in Rosary Trust competitions on SumDog and in person at Rosary Trust competitions (cultural capital development) • Development of calculation policy to make it visual so that teachers can use pupil videos to guide calculation in their classrooms | | | <p>£2700 + supply for teachers x 3 doing course (No. of days tbc)</p> | |
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BEHAVIOUR and ATTITUDES including attendance

Ensure attendance continues to be in line with similar schools

| Tasks to achieve this area for development | Staff Responsible | When? | Cost | Review Date |
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| <ul style="list-style-type: none"> Continue to issue fines for unauthorised absence 'Educate' parents on the effects on pupil progress of low attendance both socially and academically Ensure parents are aware of the number of school hours being missed by non-attendance Work with parents of 'reluctant attenders' to support them in getting their child back to school Use attendance compliance officer to support with attendance meetings Ensure staff understand individual children's reluctance to attend and how they can support them Letters home if attendance falls below 95% In letters home, compare attendance with other children's so that parents can clearly see Weekly attendance monitoring meeting (MK and SH) Promote attendance in the newsletter and in assembly Letters home about incorrect school uniform and p.e kits | MK, SH | | £250 | |

Continue to address low level poor behaviour

| Tasks to achieve this area for development | Staff Responsible | When? | Cost | Review Date |
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| <ul style="list-style-type: none"> Ensure all staff are clear about expectations regarding children's low level, potentially disruptive, staff draining, demoralising behaviour (particularly talking when they should be listening) Initiate a system to discourage and penalise low level behaviour without interrupting the flow of the lesson Use 'Charlie Taylor's behaviour checklists' to improve school behaviour Promote positive relationships with all children Praise good behaviour Celebrate success (hot chocolate with MK, letters home etc) | | | £150 | |

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| <ul style="list-style-type: none"> • Ensure children understand the consequences of poor behaviour choices • Write a behaviour policy that takes into account the diverse range of pupil needs within the school • | | | | |
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PROMOTE THE PERSONAL DEVELOPMENT OF ALL PUPILS

| Tasks to achieve this area for development | Staff Responsible | When? | Cost | Review Date |
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| <ul style="list-style-type: none"> • Embed the new PSHE/RSE scheme of work • Embed the new PSHE/RSE Policy across the school • Reignite 'Growth Mindset' throughout the school • Weekly 'global' assemblies to ensure children are aware of what is going on in the world around them • Weekly quiz to be promoted to encourage children's understanding of the world beyond Colchester • Promote 'British Values' | | | | |

ENSURE CONSISTENT LEADERSHIP/MANAGEMENT IN THE SCHOOL

| Tasks to achieve this area for development | Staff Responsible | When? | Cost | Review Date |
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| <ul style="list-style-type: none"> • Ensure all staff and Governors receive appropriate safeguarding training • Ensure all staff are given opportunities for good quality professional development | | | | |

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| <ul style="list-style-type: none"> • Develop a way of ensuring staff understand mental health and wellbeing so that they can share responsibility for their own well being • Organise opportunities for SLT to explore issues raised in any training that relate to staff health and well-being and draw up an action plan to assess what is needed • Provide training opportunities so that all line managers will be able to identify and respond to the health and well-being needs of staff and respond appropriately • Provide opportunities so staff know what good mental health and well-being is, how it is achieved, and how they can develop it in themselves, their colleagues and in pupils • Develop leadership team to ensure we 'grow' future leaders • Ensure subjects leaders are developed and allowed to grow as subject 'experts' • Remove unnecessary burdens and distractions • Think about HT succession management <p>GOVERNANCE</p> <ul style="list-style-type: none"> • Ensure governors are aware of what we are doing to address areas of development. • Consider the monitoring programme so that visits become more focused on the objectives of the SIP • Ensure governors are trained on effective monitoring • Ensure new governors have the skills needed/lacking in the GB • Review the structure of the GB, its meetings and governor responsibilities to ensure it works smartly and meetings are not repetitive. | | | | |
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EARLY YEARS

- **Ensure all staff are given opportunities for high quality training**

| Tasks to achieve this area for development | Staff Responsible | When? | Cost | Review Date |
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| <ul style="list-style-type: none"> • Ensure new staff have access to good quality EY training • Arrange opportunities for staff to observe good practise in other schools • Plan opportunities for Lucy to network with other EY teachers | | | | |

BUILDINGS

- Ensure the building and grounds are maintained to a high standard
- Utilise CIF Funding to fund larger projects

| Tasks to achieve this area for development | Staff Responsible | When? | Cost | Review Date |
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| <ul style="list-style-type: none"> • Ensure Caretaker understands his role in ensuring the school is well maintained. • Ensure caretaker is given access to any training needed • Meet with surveyors to discuss possible CIF projects • Investigate feasibility of solar panels on school roof, including grant funding | RP, DC | | | |

Five Year Plan

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| Year 1 | Paint panels £3000.00 sand and varnish hall floor | New flooring in Y3/Y5 corridor £5000.00 | Decorate Y4 and Y6 classrooms plus corridors and toilets and new flooring Replace 1 x class lights with LED lighting | Replace 16 x ipads including locker £6000 Investigate solar panels (grant funding?) replace 1 x interactive board |
| Year 2 | Decorate EY Refurbish outdoor area | Refurbish KS1 block (CIF Funding?) | Replace 1 x class lights with LED lighting | Replace 16 x ipads £6000 Replace 2 x class laptops |
| Year 3 | Decorate KS1 area, including classrooms | Replace screens 3 and 4 Replace 2 x class laptops | Replace screens 1 and 2 Replace 2 x class laptops | Replace 1 x class/area lights with LED lighting replace 1 x interactive board |
| Year 4 | Replace screens 5 and 6 Replace 2 x class laptops | Decorate Y3 and Y5 classrooms plus corridors | overhaul curriculum resources | Replace 1 x class/area lights with LED lighting replace 1 x interactive board |
| Year 5 | Replace screens 1 and 2 Replace 2 x class laptops | | Replace 1 x class/area lights with LED lighting | replace 1 x interactive board |