**ST JOSEPH’S CATHOLIC PRIMARY SCHOOL**

**LEARNING IMPROVEMENT PLAN**

**2021 -22**

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| **EXECUTIVE HEAD.** | **CLARE McFLYNN** | **HEAD OF SCHOOL** | **ANGELA NORONHA** | **DATE** | **MAY 2021** |

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| **CURRENT SCHOOL CONTEXT** | On-going turnover of staff similar to that in many London schools. From Easter 2021, the Executive Head has been supporting our Lady of Lourdes school in Brent. The Executive Head continues to carry out NLE (National Leader of Education) support. Two new Assistant Head Teachers were appointed for September 2021. They will work with the other members of the Senior Leadership Team, to develop the five newly appointed Early Career Teachers (ECT) and the four NQT +1s, who had a disrupted year due to the pandemic, in 2020-21. |

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| **KEY PRIORITIES** | **PRIORITY** | **SEF**  **REFERENCE** | **LEAD**  **PERSON** | **Why identified as a priority** |
| **CATHOLIC LIFE** | **Embed the newly introduced ‘Come and See’ scheme of work to ensure the previous high standards in RE are upheld.** | May 2021 Catholic Life | RE Lead (+SLT) | New staff to the school following departures of school for promotion, relocation and international experience. |
| **PRIORITY 1.** | **Establish a strong, robust, Recovery Curriculum for 2021-22 (Post Covid).** | May 2021  Recovery Curriculum | SLT | Re-engagement with the curriculum post Covid. |
| **PRIORITY 2** | **Establish and develop our high quality newly appointed staff.** | May 2021  Leadership | SLT | New staffing appointments to the school. |
| **PRIORITY 3.** | **Substantiate our revised wider curriculum.** | May 2021  Quality of Ed.  Implementation | SLT | We continually review and improve further our curriculum provision. |
| **PRIORITY 4** | **Further development of Science Curriculum.** | May 2021  Quality of Ed.  Intent | Science Lead | New Science lead, new members of staff and a desire to lift our Science provision to an all-inclusive higher level. |

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| **KEY PRIORITY: CATHOLIC LIFE**  **Embed the newly introduced ‘Come and See’ scheme of work to ensure the previous high standards in RE are upheld** | | | | | |
| **Success Criteria** | **Actions** | **Resp.** | **Monitoring** | **Resource** | **Evaluation** |
| * **All newly and recently appointed staff are familiar with the new ‘Come and See’ Scheme of work.** * **All staff are familiar with the ‘Caritas in Action’ social justice programme.** | * Update the RE Handbook for all staff. * Communicate the change of RE scheme to the parent body. * Revisit whole school training on the implementation and delivery of the ‘Come and See’ scheme of work. * Provide targeted CPD for those staff who require additional support, such as NQTs and teachers new to the school. * Provide training for staff on the implementation & delivery of the ‘Caritas in Action’ social justice programme. | SLT and Subject Lead | RE Governor  (Fr George) | * Induction pack for new staff. * Website updating in line with scheme of work. * In-house and Diocesan based CPD for staff as required. |  |
| * **Expectations for the teaching of RE, disrupted during Covid, return to high quality standards of pre lockdown levels.** | * Implement a rigorous RE monitoring programme which includes work scrutiny, lesson observations, pupil and teacher conferencing. * Analyse and moderate monitoring outcomes to establish strengths and best practice, as well as areas for development. * High quality practitioners to provide additional coaching and mentoring support for teachers where needed. | SLT and Subject Lead  and Pupil Chaplaincy Teams | RE Governor  (Fr George) | * Subject lead release time. * In-house and Diocesan based CPD for staff as required. |  |
| * **Pupils work and conferencing demonstrates their high levels of religious literacy.** | * RE subject lead (in conjunction with SLT) to conduct half-termly pupil conferencing and work scrutiny to establish pupils age-appropriate understanding of the RE curriculum * Annual Diocesan Review (shared with governors) confirms high quality provision and standards in RE. | SLT and Subject Lead  and Pupil Chaplaincy Teams | RE Governor  (Fr George)  RE Diocesan Adviser | * Subject lead release time. * Head of School termly Report to Governors. |  |

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| **KEY MILESTONES** | | |
| **Autumn 2021** | **Spring 2022** | **Summer 2022** |
| * All staff familiar with the structure and content of ‘Come and See’ for their year group. * All Staff are aware of the ‘Caritas in Action’ social justice programme. * Post Covid Assemblies, Collective Acts of Worship, class Masses and Liturgies of the Word re-instated. * Autumn Term staff audit to identify those teachers who require additional support. * Stimulating RE Prayer Corners and displays of pupils’ work. | * Monitoring programme of RE confirms high quality RE teaching and learning across the school. * Autumn term staff audit resulted in bespoke CPD for staff members and this has had a visible impact on teaching and learning. * Pupils can confidently articulate their understanding of their learning in RE. * Pupils demonstrate through their actions an understanding and empathy with social justice issues. | * Diocesan Review completed and strengths celebrated (shared with governing body). * Annual survey to parents created and identifying through their feedback, next steps. * Staff survey completed to support future planning and next steps for RE teaching and learning. * All monitoring – work scrutiny, lesson observations and pupil discussions confirms high quality standards in RE. * All classes to have participated in a social justice project at a local, national or global level. |

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| **KEY PRIORITY 1**  **Establish a strong, robust, Recovery Curriculum for 2021-22 (Post Covid)** | | | | | |
| **Success Criteria** | **Actions** | **Resp.** | **Monitoring** | **Resources** | **Evaluation** |
| * **There is a comprehensive, effective and rapid progress plan in place for pupils, post Covid 19.** | * On-going formative assessments and summative NFER tests and past SATs papers together with phonic screening, to support teacher assessment. * Summer Term 2021 pupil progress meeting discussions, supported by pupil assessments, identify gaps for pupils in all year groups which need to be addressed. | Class Teachers and SLT | Governors’ School Improvement Committee | 6 days’ supply costs |  |
| * **There is additional focused provision in place for all vulnerable individuals and groups which fully identifies and meets their needs.** | * Identified Pupil Progress Meetings specifically for SEND pupils, followed by one-to-one meetings with EHCP parents. * Continue to revisit and resend parent questionnaires and work collaboratively to identify children with continuing social and emotional needs – supported by CAMHS. * Provide focused teaching and learning support for other individual children considered vulnerable. | Head of School/  SENDCo  Support staff | Chair of Governors (SEND governor) | 3 days’ supply costs |  |
| * **The recovery programme recognises the need for increased provision in the following – physical activity, phonics, oracy, collaborative learning, extended writing, handwriting and presentation.** | * The broader whole school Recovery Curriculum, based on aspects identified in summer term 2021, addresses common focus areas for children’s learning and development – these are exemplified within the Recovery Curriculum. * Subject leads to review curriculum provision post Covid and establish priority support particularly in those areas identified – PE, English, Maths and learning behaviours. * The Recovery Curriculum provides additional focused opportunities for pupils to use and apply their skills and knowledge in the wider curriculum both inside and in the outdoor school environment. | All Subject Leads | SLT  Governors’ School Improvement Committee | Subject Leader monitoring time |  |
| * **The school has a comprehensive umbrella of support for children, families and staff adversely affected by Covid 19 committed to their mental well-being.** | * Children identified for referral to school based CAMHS provision, and new School Well-being Service. * School based support programme incorporating mentoring, arts therapy, additional PE activities, environmental work within the school grounds. * Staff invited to access support where personally identified. | SENDCo  SLT | Governors’ School Improvement Committee  SLT | Cost of CAMHS  School staffing budget. |  |

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| **KEY MILESTONES** | | |
| **Autumn 2021** | **Spring 2022** | **Summer 2022** |
| * Recovery Programme in place for all pupils including vulnerable pupils. * Subject leader action plans clearly identify focus areas to support Recovery Programme. * On-going support for identified children and staff members to address post Covid issues. | * Pupil Progress Meetings identifies accelerated progress & clear benefits of Recovery Programme. * Subject Leader monitoring clearly shows impact of Recovery Programme. * On-going support for identified children and staff members to address post Covid issues. | * Revise Recovery Programme following the review of successes during the year – to inform 2022-23 actions. * Subject Leaders evaluating the successes of their subject action plans. * On-going support for identified children and staff members to address post Covid issue |

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| **KEY PRIORITY 2**  **Establish and develop our high quality newly appointed staff** | | | | | |
| **Success Criteria** | **Actions** | **Resp.** | **Monitoring** | **Resources** | **Evaluation** |
| * **Induction of new and recently appointed staff ensures that they are familiar with school ethos, policy, procedures and expectations** | * Induction programme for newly appointed staff (31.08.2021). * Updated Staff Handbook distributed to all staff. * Updated Curriculum Files include comprehensive and detailed expectations for all subjects and other school events for the year. * Handover notes and assessments to new staff to support & inform. * Sharing with staff school SEF and LIP. * Staff received supplementary information on Safeguarding etc. | SLT  Subject Leads | Governors’ School Improvement Committee | Staff Induction Day (31.08.2021)  School Inset Day (01.09.2021)  Additional Staff Meeting time. |  |
| * **Effective, bespoke school-based induction and training programme to run alongside LA induction to support new staff** | * Following the evaluation of our successful school-based induction and training programme implement any revisions necessary. * All Early Career Teachers (ECT) enrolled in LA Induction Programme. * Evaluate the success of the school-based Induction Programme in Summer Term 2022. | Assistant Head  (supported by Subject Leads/outside professionals) | Governors’ School Improvement Committee.  Head of School | Additional Staff Meeting time.  LA Induction training time supply cover |  |
| * **Developing a strong culture of coaching, mentoring and appraisal for our newly and recently appointed staff.** | * Mentors identified and attached to newly appointed staff. * Identify potential coaches to support this aspect of induction. * Appraisal introduced for NQTs +1 to build on previous NQT programme. | Head of School  Staff Appraisers  External Coach. | Governors’ School Improvement Committee  SLT | Appraisal Time  External Coach costs. |  |
| * **The quality of teaching of newly and recently appointed staff is strong**. | * Ensure that our comprehensive Induction programme, covering all aspects of their development, provides our newly and recently appointed teachers with the qualities to be strong practitioners. * The strengths in the practice of our newly and recently appointed staff is reflected in successful outcomes in their end of year induction reports or appraisals. | SLT | Governors’ School Improvement Committee | Additional Staff Meeting time. |  |

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| **KEY MILESTONES** | | |
| **Autumn 2021** | **Spring 2022** | **Summer 2022** |
| * All Early Career Teachers signed up for LA Induction training and allocated a mentor. * Recently appointed staff have begun their appraisal cycle with an assigned appraiser. * Lesson observations and work monitoring continues to support on-going training of recent and newly appointed teachers, alongside existing staff. * Termly Early Career Teachers Induction Reports completed | * Mid-year appraisals and termly Early Career Teachers Induction Reports completed. * On-going CPD and training to support staff. * Lesson observations and work monitoring continues to support on-going training of recent and newly appointed teachers, alongside existing staff. | * End of year Appraisals and Early Career Teachers Induction Reports completed. * On-going CPD and training to support staff. * Evaluate the success of the school-based Induction programme. |

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| KEY PRIORITY 3  **Substantiate our revised wider curriculum.** | | | | | |
| **Success Criteria** | **Actions** | **Resp.** | **Monitoring** | **Resources** | **Evaluation** |
| * **Ensure that our wider curriculum is inspiring for all our children, and provides a continuous learning journey from EYFS to Year 6, and pupil assessment confirms this.** | * The wider curriculum is continually reviewed to ensure that it provides an inter-related schema for the progression of children’s skills and knowledge from EYFS to Year 6. * Teachers’ planning of the wider curriculum ensures that children are taught with appropriate subject depth, knowledge and age-expected progression of skills in all subjects. * As a lead school for Computing in Islington, be at the forefront of digital learning to support further advances in curriculum access and challenge for all pupils. | SLT and Subject Leads | Governors’ School Improvement Committee  SLT | Subject lead release time.  Staff Inset.  Class teacher planning time (PPA). |  |
| * **Subject Leads are fully empowered, responsible and accountable for outcomes and standards in their subject.** | * Subject Leads to work independently and collaboratively with other Subject Leads to ensure that individual subjects provide a continuous inter-related learning journey through the school. * Subject Lead monitoring and assessment confirms that standards in all year groups are being met and that teaching is well matched to all pupils needs, talents and abilities, including SEND, vulnerable and disadvantaged, as well as providing sufficient challenge for more able pupils. * The expectation and impact of our curriculum is evident in all outcomes - standards of pupils’ work, pupil voice, classroom and corridor display - fully captured in the Subject Leads portfolio. | SLT and Subject Leads | Governors’ School Improvement Committee  SLT | Subject lead release time for monitoring and collaborative working. |  |
| * **The school grounds, local area and London provide opportunities to further enhance learning for all pupils.** | * The school grounds are fully utilised to enhance learning, supported by the work of the Environmental Tutor. * The rich resources of the local area are fully exploited to bring context/extend learning across the curriculum-Highgate Cemetery. * Wider London resources to be fully accessed through our educational visits to extend and enrich learning, e.g. theatre trips. | SLT and Subject Leads  Environmental Tutor. | Governors’ School Improvement Committee  SLT | Environmental Tutor leading staff workshops.  Cost of educational visits/visitors. |  |
| * **The environment of the school reflects the rich, diverse coverage of our curriculum.** | * The school environment, inside and outside, reflects and represents the full breadth and depth of our curriculum – through subject and cross-curricular displays, exhibitions, extra-curricular activities (sports, clubs, and visits) & pupil achievements. | Class teachers  TAs  Extended School Lead | Governors’ School Improvement Committee  SLT | Teacher, TA and Subject lead display time and resources. |  |

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| **KEY MILESTONES** | | |
| **Autumn 2021** | **Spring 2022** | **Summer 2022** |
| * All staff fully aware of expectations of their year group in the implementation of the wider curriculum. * School trips/visits taken place & future visits planned. * Outdoor learning is accessed by all classes and this is evident in weekly planning & curriculum overviews. * School displays provide evidence of high-quality teaching & learning in the wider curriculum. * Subject Leader half-termly monitoring programme. | * Mid-year wider curriculum overview. * Outdoor learning is accessed by all classes and this is evident in weekly planning & curriculum overviews. * School displays provide evidence of high-quality teaching & learning in the wider curriculum. * Subject Leader half-termly monitoring programme. * On-going staff Inset. | * End of year review of the wider curriculum. * Subject Leader half-termly monitoring programme. * Outdoor learning is accessed by all classes and this is evident in weekly planning & curriculum overviews. * School displays provide evidence of high-quality teaching & learning in the wider curriculum. |

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| **KEY PRIORITY 4**  **Further development of Science Curriculum.** | | | | | |
| **Success Criteria** | **Actions** | **Resp.** | **Monitoring** | **Cost** | **Evaluation** |
| * **All newly and recently appointed staff are familiar with the new Science Scheme of work.** | * Communicate the revised Science scheme of work to staff. * Deliver whole school training on the implementation of the Science curriculum in terms of both knowledge and understanding and also working scientifically. * Provide targeted CPD for those staff who require additional support, such as NQTs and teachers new to the school. * All staff are aware and utilise the wider resources beyond the classroom to support the teaching of Science – school environmental area, trips, visits and visitors. | Science Lead  Science consultant | SLT  Governors’ School Improvement Committee | Science consultant costs.  Staff release time. |  |
| * **Expectations for the teaching of Science, disrupted during Covid, return to high quality standards of pre lockdown levels.** | * Implement a rigorous Science monitoring programme, including work scrutiny, lesson observations, pupil and teacher conferencing. * Teaching of Science ensures appropriate differentiation/match of work, particularly SEND, disadvantaged pupils and more able. * Analyse and moderate monitoring outcomes to establish strengths and best practice, as well as areas for development. * Subject Leads/ Science consultant to provide additional support and training for teachers and TAs where needed. | Science Lead  Science consultant | SLT  Governors’ School Improvement Committee | Science consultant costs.  Staff release time. |  |
| * **Conferencing & pupils work demonstrates their high levels of achievement in Science & working scientifically.** | * Science Subject Lead (in conjunction with Science consultant) to conduct half-termly pupil conferencing & work scrutiny to establish pupils age-appropriate understanding of the Science curriculum. * Science end of year review (shared with governors) confirms high quality provision and standards in Science. | Science Lead  Science consultant  Governors | SLT  Governors’ School Improvement Committee | Pupil interview time. |  |
| * **High Science standards are explicit in children’s work, outcomes and displays around the school.** | * Science monitoring by the Subject Lead to identify consistency of high Science standards in all year groups. * Key Science vocabulary is displayed in classrooms, evidenced in pupil’s books and confidently articulated by pupils. * Science displays reflect the high quality and diversity of Science teaching across the school. | Class Teachers & TAs  Science Lead. | SLT  Governors’ School Improvement Committee | Subject Lead and Governors monitoring time. |  |

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| **KEY MILESTONES** | | |
| **Autumn 2021** | **Spring 2022** | **Summer 2022** |
| * All staff are using the Science scheme of work for their year group. * All staff are utilising available resources both within the school and the immediate environment to support the delivery of the Science curriculum and accessing wider opportunities where appropriate. * Greater evidence of practical Science teaching. * Governors’ Morning focused on Science | * Monitoring programme of Science confirms high quality Science teaching and learning across the school. * Greater evidence of using technology in practical Science teaching. * Science CPD, training and support provided by Science consultant. | * Science Review completed by Science consultant and strengths celebrated (shared with governing body). * All monitoring – work scrutiny, lesson observations and pupil discussions confirms high quality standards in Science. * Governors’ Morning focused to revisit Science. |