

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

LEARNING IMPROVEMENT PLAN

2022-23

EXECUTIVE HEAD.	CLARE McFLYNN	HEAD OF SCHOOL	ANGELA NORONHA	DATE	JUNE 2022
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SCHOOL CONTEXT:

St Joseph's serves the diverse Catholic community of Highgate and Archway. This diversity is reflected in our exceptionally broad intake, including children from professional families as well as those from more disadvantaged backgrounds. Whilst the large majority of our pupils are Catholic, the school fully welcomes children and families of other faiths. The school has a high proportion of pupils with EAL, currently over 40%, and one-fifth Disadvantaged/Pupil Premium. Staffing has been relatively stable within the context of London schools. In the last two years we have lost some staff through promotion and relocation. Our five ECTs have blossomed and brought to the school additional energy through their youthful exuberance, commitment, and quality and made rapid progress. The school is exceptionally well-led by the Executive Head, Head of School and senior team, who are excellently supported by a highly skilled and experienced governing body. The Executive Head is providing outreach support for an outstanding school in a different local authority. Although

SCHOOL STANDARDS:

The school achieves consistently very high standards over time – reflected in EYFS GLD, Year 1 Phonics, KS1 and KS2 reading, writing and maths which are historically and even currently for summer 2022 above/well above national at Expected and Greater Depth standard. Although our KS2 Maths at Expected 2022 was not as high as reading and writing, this cohort contained high SEND, some with dyscalculia, and Maths standards are expected to return to the traditional high standards in 2023 and this is reflected in on-going assessments. We therefore did not consider it necessary to raise Maths as a priority for improvement within the 2022-23 Learning Improvement Plan.

KEY PRIORITIES	PRIORITY	SEF REFERENCE	LEAD PERSON	Why identified as a priority
CATHOLIC LIFE	Develop and enhance the Religious Education curriculum and Catholic Life of the School	June 2022 Catholic Life	RE Lead (+SLT)	Changes to Inspection Framework and Curriculum Directory
PRIORITY 1.	Continue to ensure our reading culture within the school inspires our pupils into a love of reading high reading standards	June 2022 Curriculum Intent	SLT	Reading is central to our curriculum
PRIORITY 2	Review our middle and aspiring leadership structure	June 2022 Leadership	SLT	Developing our quality staff
PRIORITY 3.	Continue to enhance the wider curriculum	June 2022 Quality of Ed. Implementation	SLT	We continually review and improve further our curriculum provision.
PRIORITY 4	Further develop Science curriculum	June 2022 Quality of Ed. Intent	Science Lead	Desire to lift our Science provision to an all-inclusive higher level.

KEY PRIORITY: CATHOLIC LIFE

Develop and enhance the Religious Education curriculum and Catholic Life of the School

Success Criteria	Actions	Resp.	Monitoring	Resource	Evaluation
<ul style="list-style-type: none"> The school's use of 'Come and See' scheme of work is aligned with the new RECD (Religious Education Curriculum Directory) and the new Diocesan Inspection Framework. 	<ul style="list-style-type: none"> 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 ECTTs and teachers new to the school. Ensure staff are familiar with the new 'Come and See' Schemes of Work. Through pupils' work and conferencing demonstrate high levels of religious literacy across the school. 	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.	
<ul style="list-style-type: none"> Embed RSE (Relationships and Sex Education teaching (Ten Ten) across the school. 	<ul style="list-style-type: none"> Implement a rigorous monitoring programme which includes work scrutiny, lesson observations, pupil and teacher conferencing. Communicate the modifications of RSE scheme to the parent body. 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	RE Governor (Fr George)	Subject lead release time. In-house and Diocesan based CPD for staff as required.	
<ul style="list-style-type: none"> All staff buy in to the Catholic Life of the school. 	<ul style="list-style-type: none"> Ensure Collective Worship is embedded into daily life of the school. Provide training for staff on the implementation & delivery of the 'Caritas in Action' social justice programme. RE subject lead (in conjunction with SLT) to monitor collective worship across the school and provide appropriate CPD. Annual Diocesan Review (shared with governors) confirms active high quality provision and standards in Catholic Life. 	SLT and Subject Lead.	RE Governor (Fr George) RE Diocesan Adviser	Subject lead release time. Head of School termly Report to Governors.	

KEY MILESTONES

Autumn 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> 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. Timetable and monitor Assemblies, Collective Acts of Worship, class Masses and Liturgies of the Word. Autumn Term staff audit to identify those teachers who require additional support in RE, RSE and Catholic Life provision. Develop stimulating RE Prayer Corners and displays of pupils' work. 	<ul style="list-style-type: none"> Monitoring programme of RE, RSE and Collective Worship confirms high quality provision. Create a bespoke CPD programme for staff, based on Autumn audit Use pupil voice to ensure pupils can confidently articulate their understanding of their learning in RE/RSE/ Catholic Life Pupils demonstrate through their action an understanding and empathy with social justice issues. 	<ul style="list-style-type: none"> Diocesan Review completed and strengths celebrated (shared with governing body). 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 which embody St Joseph's. All classes to have participated in a social justice project at a local, national or global level.

KEY PRIORITY 1

Continue to ensure our reading culture within the school inspires our pupils into a love of reading high reading standards

Success Criteria	Actions	Resp.	Monitoring	Resources	Eval.
There is a highly positive reading culture within the school. Every child a reader, every child in love with books.	<ul style="list-style-type: none"> Reading is evident in all aspects of school life – the library as the central reading, research hub in the school, reading areas in classrooms, high quality reading resources in all classrooms, reading displays, teachers modelling a love of reading, reading celebrations (regular author visits), and events and book fairs. Pupils taught to be discriminatory, critical readers who can articulate their views of different books, authors, and genres to a variety of audiences – ensure our additional recommended readers include a diverse range of authors, genre and subject matter. Immersive reading environment in all classrooms All year groups to experience a wide variety of set texts across a range of genres. 	English Lead Class Teachers	SLT	Library resources Staff Meeting time Class Books	
Develop early reading and phonics skills so that pupils leave Key stage 1 as confident, independent, fluent readers.	<ul style="list-style-type: none"> Ensure that there is a strong Systematic Synthetic Phonics programme in EYFS and Year 1 which is robust and meets the needs of all learners. Resources and pedagogy are appropriately consistently sequenced throughout Early Years, including Year1, appropriately balanced between reading and spelling. Parental meetings to understand their partnership role and teaching methodology. Pupil reading books will reflect a pupil's phonic knowledge. All teachers and TAs to understand the process of early phonics teaching – CPD. Following Phase 5 phonics, Year 2 pupils will begin to engage with twice weekly VIPERS lessons delivered to develop comprehension skills. 	English Lead EYFS /Phonics Lead Class Teachers	SLT	Staff Meeting time Parents Meeting Phonics & Reading resources. TA Time	
Substantiate reading pedagogy in Key Stage 2 to ensure that all pupils are confident, fluent readers.	<ul style="list-style-type: none"> Provide support for all pupils, including those who require further phonic support. Rich whole class reading to be supplemented by guided reading. The lowest 20% of readers in each class to be heard read regularly. Children across KS2 continued with the recognised school scheme with choice from the designated additional readers. Twice weekly VIPERS lessons delivered to develop comprehension skills. 	English Lead SENCo TAs -Precision teaching Class teachers	SLT	TA time Staff Meeting time Guided Reading resources.	
Higher ability use their reading skills for research across the curriculum in different mediums.	<ul style="list-style-type: none"> Key Stage 2 teachers to facilitate pupils' acquisition of reading research skills using a range of mediums. Higher ability pupils to be encouraged to engage with a challenging range of texts 	English Lead Class teachers	SLT	Financing resources	
Assessment outcomes of pupils reading skills and understanding at all levels reflects the school's quality first commitment to reading.	<ul style="list-style-type: none"> Phonics Screening outcomes at Year 1 & 2 to be well supported by appropriate intervention/support for identified children, so that outcomes are above national. Ongoing formative and summative reading assessment in Key Stage 1 to ensure appropriate progress for all groups and individual learners. High reading attainment and progress at the end of Key Stage 1 and 2 in Summer 2023, to exceed national averages at both Expected and GDS – supported by appropriate stretch and challenge for more able readers. 	English Lead EYFS /Phonics Lead Class teachers TAs	SLT	SLT meeting time Pupil Progress Meetings LA training sessions.	

KEY MILESTONES

Autumn 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> Quality reading displays evident in all classrooms High profile vocabulary in classrooms TAs delivering daily precision phonics teaching. Review & monitor reading provision across the school. Ensure ALL teachers understand phonics. 	<ul style="list-style-type: none"> Phonics resources embellished Pupil Progress Meetings – Phonics focus. Mid-year review of reading assessments across the school. Performance Management reading lesson obs. Completed for all teachers. 	<ul style="list-style-type: none"> End of year reading data evaluated and actions taken Library end of year review – impact of changes English subject review and Action Plan completed. Monitoring of new phonics materials. Review classroom reading environments.

KEY PRIORITY 2

Review our middle and aspiring leadership structure

Success Criteria	Actions	Resp.	Monitoring	Resources	Evaluation
<ul style="list-style-type: none"> The senior leadership of the school is highly experienced and effective, and are excellent role models for middle and aspiring leaders. 	<ul style="list-style-type: none"> Senior leaders to review the current middle leadership structure which identifies the needs of the school and recognises the skills, expertise, and talents of the current staff. Senior leaders to provide coaching and mentoring for staff new to leadership. Senior leaders to appraise the effectiveness of current middle leaders through the Performance Management cycle. 	SLT	Executive Headteacher	Coaching and Mentoring Time Middle leaders Appraisal time	
<ul style="list-style-type: none"> The middle leadership structure recognises the identified needs of the school. 	<ul style="list-style-type: none"> The school to review current middle leadership structure for coverage of subjects and other roles e.g. SENDco. Senior leaders to respond pro-actively to ensure high quality delivery in all subjects. The 2022-23 Learning Improvement Plan to identify priority focus areas and specific responsibilities for middle leaders. 	SLT	Executive Headteacher	SLT Leadership Review time	
<ul style="list-style-type: none"> Subject Leads are fully empowered, responsible, and accountable for outcomes and standards in their subject. 	<ul style="list-style-type: none"> 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	Executive Headteacher	Subject lead release time for monitoring and collaborative working.	
<ul style="list-style-type: none"> Aspiring leaders /ECTs (Year 2) are effectively coached and mentored towards middle leadership roles. 	<ul style="list-style-type: none"> ECTs Year 2, are partnered with subject leads in preparation for future middle leadership roles. A bespoke coaching and mentoring development programme is in place for aspiring middle leaders led by SLT, to encompass all aspects of their future role – including external support. 	SLT Subject Leads	Executive Headteacher	Middle leader time Training & CPD costs Step Lab	

KEY MILESTONES

Autumn 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> SLT have undertaken full middle leadership review. Middle Leader Appraisals All Early Career Teachers partnered with existing subject leads Aspiring middle leaders bespoke development programme devised and implemented. Termly Early Career Teachers Induction Reports completed 	<ul style="list-style-type: none"> Mid-year appraisals and termly Early Career Teachers Induction Reports completed. On-going CPD and training for aspiring leaders Middle Leader Appraisals (mid-year review) Work with experienced specific staff to identify personal development needs (review mid-year, but on-going through the year) 	<ul style="list-style-type: none"> End of year Appraisals and Early Career Teachers Induction Reports completed. On-going CPD and training to support aspiring middle leaders Evaluate the success and impact of the aspiring leaders programme. Review leadership structure in the context of school needs for 2023-24.

KEY PRIORITY 3					
Continue to enhance the wider curriculum					
Success Criteria	Actions	Resp.	Monitoring	Resources	Evaluation
<ul style="list-style-type: none"> Our curriculum provides a clear schema that ensures that our pupils know more and remember more in all subjects as they progress through the school. 	<ul style="list-style-type: none"> 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	Executive Headteacher SLT	Subject lead release time. Staff Inset. Class teacher planning time (PPA).	
<ul style="list-style-type: none"> Enhance the Arts curriculum and re-establish external partnerships. 	<ul style="list-style-type: none"> Continue to emphasise and promote our arts curriculum, including re-establishing external partnerships; e.g. St. Aloysius & Highgate School, Classic Music Show. Audit Art, Design and DT following the creation of our new Art and Design room so that pupils fulfil the opportunities open to them. Widen our Dance workshops – e.g. Children's Royal Ballet. 	SLT and Subject Leads (Art & Design, DT, Music, PE Leads)	Executive Headteacher SLT	Subject lead release time. Staff Inset. Partnership costs/visits.	
<ul style="list-style-type: none"> The school grounds, local area and London provide opportunities to further enhance learning for all pupils. 	<ul style="list-style-type: none"> 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.	Executive Headteacher SLT	Environmental Tutor leading staff workshops. Cost of educational visits/visitors.	
<ul style="list-style-type: none"> The environment of the school reflects the rich, diverse coverage of our curriculum. 	<ul style="list-style-type: none"> 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	Executive Headteacher SLT	Teacher, TA and Subject lead display time and resources.	

KEY MILESTONES		
Autumn 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> All staff fully aware of expectations of their year group in the implementation of the wider curriculum. Re-establish and develop new external partnerships. 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. Overview of environmental studies – internal & external, On-going staff inset to support initiatives 	<ul style="list-style-type: none"> Mid-year wider curriculum and partnerships review Outdoor learning is used to underpin and develop the wider curriculum and is supported by sequential year group planning Evaluate school displays to ensure that they celebrate the richness of learning in the wider curriculum, including local thematic work On-going staff inset to support initiatives 	<ul style="list-style-type: none"> End of year review of the wider curriculum. Review and evaluate the impact of external partnerships Summer Art exhibition. Review of effectiveness of opportunities provided by our Art, Design and DT facility. Review our local and London centric topics to ensure that they reflect the diverse context of our school community.

KEY PRIORITY 4

Further development of Science Curriculum.

Success Criteria	Actions	Resp.	Monitoring	Cost	Evaluation
<ul style="list-style-type: none"> All staff are familiar with the Science Scheme of work and are fully knowledgeable about previous and future learning. 	<ul style="list-style-type: none"> 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 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	Executive Headteacher SLT	Science consultant costs. Staff release time.	
<ul style="list-style-type: none"> Pupils achieve highly in science and make strong progress, evidenced by pupil conferencing, monitoring of teaching and learning and the quality of outcomes in science displays. 	<ul style="list-style-type: none"> 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 end of year review (shared with governors) confirms high quality provision and standards in Science. Science displays reflect the high quality and diversity of Science teaching across the school. 	Science Lead Science consultant	Executive Headteacher SLT	Science consultant costs. Staff release time.	
<ul style="list-style-type: none"> The Primary Science Quality Mark is successfully achieved. 	<ul style="list-style-type: none"> Audit existing provision in science and agree appropriate science mark to work towards. Create and implement an action plan to encompass all aspects of teaching and learning in science. Complete a submission which demonstrates the impact of science leadership within the school. 	Science Lead Science consultant Governors	Executive Headteacher SLT	Pupil interview time.	
<ul style="list-style-type: none"> Internal and external environmental resources enhance the teaching of science. 	<ul style="list-style-type: none"> Ensure that the school external environment is fully utilised by staff to develop and enhance the curriculum. Science lead to monitor impact of school outdoor environment in enhancing the scientific experiences of pupils. Science visits, visitors and external partnerships enhance the scientific experiences for pupils. 	Class Teachers & TAs Science Lead.	SLT Governors' School Improvement Committee	Subject Lead and Governors monitoring time.	

KEY MILESTONES

Autumn 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> All staff using the Science scheme of work for their year group – are knowledgeable about prior/future learning. 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. Continuing focus on practical Science teaching – including audit of school environmental use. Completion of Science Mark audit. 	<ul style="list-style-type: none"> Mid-year monitoring review of Science confirms high quality Science teaching and learning across the school. Greater evidence of using outdoor environment and technology in practical Science teaching. Science CPD, training and support provided by Science consultant. Science Mark programme established. Explore and establish cultural and diversity links within the science curriculum. 	<ul style="list-style-type: none"> 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. Explore and establish cultural and diversity links within the science curriculum. Science Mark accreditation completed.

