**ST JOSEPH’S CATHOLIC PRIMARY SCHOOL**

**LEARNING IMPROVEMENT PLAN**

**2023-24**

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| **EXECUTIVE HEAD.** | **CLARE McFLYNN** | **HEAD OF SCHOOL** | **ANGELA NORONHA** | **DATE** | **JULY 2023** |

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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 ECT 2s have blossomed and brought to the school additional energy through their youthful exuberance, commitment, and quality and made rapid progress – however four out of five of this excellent this group of staff have left the school in summer 2023 to travel or work abroad. The school has been fortunate to appoint high quality experienced staff for September 2023.The school is 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 Headteacher is an Ofsted Inspector. |

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| **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-gong assessments. We therefore did not consider it necessary to raise Maths as a priority for improvement within the 2022-23 Learning Improvement Plan. |

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| **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** | **July 2023 Catholic Life** | **RE Team (+SLT)** | **Changes to Inspection Framework and Curriculum Directory** |
| **PRIORITY 1.** | **Establish and develop our high quality newly appointed teachers** | **July 2023**  **Curriculum**  **Intent** | **SLT** | **Developing our quality staff** |
| **PRIORITY 2** | **Continue to ensure our reading culture within the school inspires our pupils into a love of reading high reading standards** | **July 2023**  **Leadership** | **SLT** | **Reading is central to our curriculum** |
| **PRIORITY 3.** | **Continue to enhance the wider curriculum** | **July 2023**  **Quality of Ed.**  **Implementation** | **SLT** | **We continually review and improve further our curriculum provision.** |
| **PRIORITY 4** | **Further develop Science curriculum** | **July 2023**  **Quality of Ed.**  **Intent** | **Science Lead** | **Desire to lift our Science provision to an all-inclusive higher level.** |

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| **KEY PRIORITY: CATHOLIC LIFE**  **Develop and enhance the Religious Education curriculum and Catholic Life of the School** | | | | | |
| **Success Criteria** | **Actions** | **Resp.** | **Monitoring** | **Resource** | **Evaluation** |
| * **The school’s RE curriculum to be developed to align with the new RECD (Religious Education Curriculum Directory) and the new Diocesan Inspection Framework.** | * Deliver whole school training on the new RECD * Map objectives for each unit of work from the new RECD for each year group * Provide targeted CPD for those staff who require additional support. * Through pupils’ work and conferencing demonstrate high levels of religious literacy across the school. | SLT and RE Team | RE Governor  (Fr George)  SLT | Induction pack for all staff.  Website updating in line with scheme of work.  In-house and Diocesan based CPD for staff as required. |  |
| * **Embed RSE (Relationships and Sex Education teaching (Ten Ten) across the school.** | * 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  RE Team | RE Governor  (Fr George) | Subject lead release time.  In-house and Diocesan based CPD for staff as required. |  |
| * **Embed and enhance the Catholic Life of the school in line with the new Catholic Schools Inspection Framework.** | * Ensure Collective Worship is embedded into daily life of the school. * Timetable, class Masses, prayer services and class liturgy along with whole school opportunities for Worship. * RE team (in conjunction with SLT) to monitor collective worship across the school and provide appropriate CPD. * Continue to develop and enhance the Chaplaincy team | SLT and  RE Team | RE Governor  (Fr George)  RE Diocesan Adviser | Subject lead release time.  Head of School termly Report to Governors. |  |
| * **Further enhance the Catholic Social Teaching curriculum in line with the new Catholic Schools Inspection Framework.** | * Provide training for staff on the implementation and delivery of the ‘Caritas in Action’ social justice programme. * Deliver training on Diocesan Catholic Social Teaching resources. * Develop opportunities for pupil led fundraising and awareness outreach/action. | SLT and  RE Team | RE Governor  (Fr George)  RE Diocesan Adviser | Diocesan Catholic Social teaching resources.  Staff CPD time. |  |

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| **KEY MILESTONES** | | |
| **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| * All staff familiar with the structure and content of the RECD curriculum 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. | * 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. | * Diocesan and School 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. |

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| **KEY PRIORITY 1**  **Establish and develop our high quality newly appointed teachers** | | | | | |
| **Success Criteria** | **Actions** | **Resp.** | **Monitoring** | **Resources** | **Evaluation** |
| * **Induction of new and recently appointed teachers ensures that they are familiar with school ethos, policy, procedures and expectations** | * Induction programme for newly appointed teachers: * 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 teachers 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.  School Inset Day (04.09.2024)  Additional Staff Meeting time. |  |
| * **Effective, bespoke school-based induction and training programme to run alongside LA induction to support new teachers** | * Following the evaluation of our successful school-based induction and training programme implement any revisions necessary. * All ECT s to have a teacher coach with allocated SLT mentors. * Evaluate the success of the school-based Induction Programme termly and summatively in Summer term 2024 | SLT  Teacher coaches: DF; MD; LC; PD, KS; JN | SLT  External SIP: TD  Governors School Improvement Committee. | Additional Staff coach meeting time. |  |
| * **Developing a strong culture of coaching and mentoring for our newly appointed teachers.** | * Teacher coaches and mentors identified for newly appointed staff. * Coaching programme to include approaches to: - phonics and reading, behaviour, behaviour for learning, pedagogy, SEND/ vulnerable groups, quality of pupils’ work, classroom environment and overall standards. * SLT/ External SIP half-termly conferencing on outcomes with teachers. | SLT  External SIP TD. | Governors School Improvement Committee  SLT | Teacher conferencing time  Half-termly progress meeting. |  |
| * **The quality of teaching of newly appointed teachers is strong**. | * Ensure that our comprehensive Induction programme, covering all aspects of their development, provides our newly appointed teachers with the qualities to be strong practitioners * The strengths in the practice of our newly appointed teachers is reflected in successful outcomes in their termly reviews. | SLT | Governors School Improvement Committee | Additional Staff Meeting time. |  |

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| **KEY MILESTONES** | | |
| **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| * All ECTs signed up for induction training and allocated a teacher coach and SLT mentor. * Lesson drop ins/observations and work monitoring continues to support on-going training of newly appointed teachers, alongside existing staff. * Autumn 1 (informal) and Autumn 2 termly teacher progress reviews. | * 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. * Spring 1 (informal) and Spring 2 termly teacher progress reviews. | * On-going CPD and training to support staff * Evaluate the success of the school-based Induction Programme * Summer1 (informal) and End of Year Report completed. |

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| **KEY PRIORITY 2**  **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.** | * Reading is evident in all aspects of school life – the library as the central reading, research hub in the school, communal reading areas, 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 |  |
| **The consolidation of early reading and phonics skills ensures pupils leave Key stage 1 as confident, independent, fluent readers.** | * Sustain our strong Systematic Synthetic Phonics programme in EYFS and Year 1 which is robust and meets the needs of all learners – effectively induct new teachers * 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 |  |
| **Strong reading pedagogy in Key Stage 2 ensures that all pupils are confident, fluent readers.** | * 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 a continuing focus. * 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. |  |
| **Pupils use their reading skills for research across the curriculum in different mediums.** | * Key Stage 2 teachers to facilitate pupils’ acquisition of reading research skills using a range of mediums. * Upper KS2 pupils are actively encouraged to engage with a challenging range of texts, including KS3 material (with parental permission) | 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.** | * Phonics Screening outcomes at Year 1 to be well supported by appropriate intervention/support for identified pupils, so outcomes remain well 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 2024, 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. |  |

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| **KEY MILESTONES** | | |
| **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| * Quality reading displays evident in all communal reading areas. * High profile vocabulary in classrooms * TAs delivering daily precision phonics teaching. * Review & monitor reading provision across the school. * Ensure ALL teachers understand phonics. | * 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. | * 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. |

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| **KEY PRIORITY 3**  **Continue to enhance the wider curriculum** | | | | | |
| **Success Criteria** | **Actions** | **Resp.** | **Monitoring** | **Resources** | **Evaluation** |
| * **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.** | * 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). |  |
| * **Enhance the Arts curriculum and develop further external partnerships.** | * Continue to emphasise and promote our arts curriculum, including external partnerships; e.g. St. Aloysius & Highgate School, Classic Music Show. * Audit Art, Design and DT to ensure pupils fulfil their potential. * Widen our Choir performance opportunities. e.g, Young Voices. | SLT and Subject Leads  (Art & Design, DT, Music, PE Leads) | Executive Headteacher  SLT | Subject lead release time.  Staff Inset.  Partnership costs/visits. |  |
| * **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 and the Whittington Hospital. * 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. |  |
| * **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 | Executive Headteacher  SLT | Teacher, TA and Subject lead display time and resources. |  |

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| **KEY MILESTONES** | | |
| **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| * All staff fully aware of expectations of their year group in the implementation of the wider curriculum. * Further develop and extend 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 | * 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 | * 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. |

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| **KEY PRIORITY 4**  **Further development of Science Curriculum.** | | | | | |
| **Success Criteria** | **Actions** | **Resp.** | **Monitoring** | **Cost** | **Evaluation** |
| * **All staff are familiar with the Science Scheme of work and are fully knowledgeable about previous and future learning.** | * Communicate the Science scheme of work to new teaching 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 ECTs 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. |  |
| * **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.** | * 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. |  |
| * **The Primary Science Quality Mark is successfully achieved.** | * 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. |  |
| * **Internal and external environmental resources enhance the teaching of science.** | * 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. |  |

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| **KEY MILESTONES** | | |
| **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| * 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. | * 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. | * 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. |