



# Saint Mary's Catholic Voluntary Academy

## Parent Post OFSTED School Development Plan Summary

OFSTED AREAS	OFSTED GRADE
Effectiveness of Leadership and Management	Inadequate
Quality of Teaching, Learning and Assessment	Inadequate
Personal development, behaviour and welfare	Requires Improvement
Outcomes for pupils	Inadequate
Early Years Provision	Requires Improvement
Overall Effectiveness	Inadequate

<p><b>Key areas to improve</b></p>	<p>Improve the quality of leadership and management.</p> <p>Improve the quality of teaching, learning and assessment so that outcomes for pupils, including disadvantaged pupils.</p> <p>Improve the quality of personal development, behaviour and welfare by ensuring that the school works with families and pupils, including disadvantaged pupils, to decrease the rates of absence, including persistent absence, so they are at least in line with national averages.</p> <p>Improve the quality of the early years foundation stage.</p>
<p><b>Key performance indicators 2018-2021</b></p>	<p>Reading, writing and maths to be at least in line with national attainment and progress at the end of KS2.</p> <p>Reading, writing and maths to be at least in line with national attainment at the end of KS1.</p> <p>Phonics screening results to be above national.</p>

<b>Whole school achievement</b>	Record details of any gaps between pupil groups (e.g. groups by gender, ethnicity, SEND, disadvantaged/ non-disadvantaged). Objectives need to close these gaps
Objective one	To improve the Catholic life of the school and the provision for Collective Worship.
Objective two	To improve the quality of leadership and management at all levels (governor, SLT, subject)
Objective three	To improve the quality of teaching, learning and assessment in all core subjects (RE, maths and literacy) so that outcomes for pupils, including disadvantaged pupils improve.
Objective four	To improve the quality of personal development, behaviour and welfare by ensuring that the school works with families and pupils, including disadvantaged pupils, to decrease the rates of absence, including persistent absence.
Objective five	To improve the quality of the early years foundation stage.

	<b>Actions</b>	<b>Timescale</b>	<b>Success criteria</b>
<b>Objective one</b>	<b>To enable pupils to take a greater lead in planning and delivering a variety of Collective Worships.</b>		
1..1	Create a plan for each half term of themes to focus on each week.	January 2019	Plan adopted and distributed to all stakeholders.
1.2	Staff briefing to discuss how to enable pupil leadership in collective worship.	January 2019	Staff questionnaire demonstrates a greater confidence in collective worship.
1.3	Retreat afternoon for the Chaplaincy team about leadership.	November 2019	Pupil feedback
1.4	Retreat morning for the Chaplaincy team to consider and learn how to prepare and lead collective worship.	January 2019	Chaplaincy team demonstrate that are more confident leading and planning collective worship.
1.5	Assign roles for the Chaplaincy team to assist in the preparation of Mass and worship. A member of staff to oversee the Chaplaincy team	January 2019	Class teachers are clear about the support that the chaplaincy team can provide in delivering effective collective worships across the school.

1.6	Establish a clear evaluation process for Collective Worship to encourage improvement and share good practice.	February 2019	Evaluations show that there is an improvement in collective worship.
1.7	Organise a weekly voluntary prayer time led by the Chaplaincy team and Parish Links, reflecting the liturgical year.	July 2019	An increase in pupil participation in the weekly prayer sessions and a greater ability to engage in spontaneous prayer in whole school and class worship. The links with the parish continue to improve through good communication and joint events.

	<b>Actions</b>	<b>Timescale</b>	<b>Success criteria</b>
<b>Objective two</b>	<b>To improve the quality of leadership and management at all levels (governor, SLT, subject)</b>		
2.1	Implement and develop systems of monitoring across the school. All leaders monitor aspects of the school's work weekly and collate/discuss findings at weekly SLT meetings.	November 2018 Ongoing	The monitoring of teaching and learning (including timely and clear verbal and written feedback) is rapidly improving teaching and learning. Aspects for improvement and clear and provide a direction for each teacher.
2.2	Establish systems and structures to support senior leaders in their day-to-day work.	December 2018	A clear –'procedures document' has been produced and staff are clear of expectations.
2.3	Mentoring and coaching sessions begin for the Acting Head.	From November 2018- July 2019	Improved Acting Headteacher's skills have a clear impact on the quality of teaching and learning across the school.
2.4	External adviser to clarify senior roles and responsibilities with EY/KS1 and KS2 Leaders	December 2018	Both leaders have a clear understanding of their roles. Both leaders have action plans for their phase. Both leaders play an integral part in the monitoring and improvement of teaching.
2.5	Clarify subject leader roles and responsibilities (RE, English and Maths)	January 2019	Subject leaders have a clear understanding of their roles and the acting headteacher expectations. They understand what is required in terms of action planning.

2.6	English leader to make contact with external SLE support to guide development in writing. SLE has worked with her and run at least one PDM.	January 2019	English leader has worked with senior leaders and has a clear understanding of the process of developing writing.  Continuing professional development for staff has provided a clear process to be followed across EYFS, KS1 and KS2.
2.7	Maths leader to visit at least one other highly effective school to observe the approach to teaching maths and to see impact on pupil outcomes.	May 2019	Maths leader has worked with the senior leadership team and has a clear understanding of the approach to teaching mathematics. Continuing professional development for staff has provided a clear process to be followed across EYFS, KS1 and KS2.
2.8	To develop an evidence-based approach to the leadership of wider curriculum subjects.	May 2019	Through effective monitoring and investigation, leaders have identified three clear lines of enquiry and improvements for their subject areas.
2.9	To improve and develop communication with parents	From December 2018	Parents are attending forums/meetings. Parents respond positively through parental questionnaires.

	<b>Actions</b>	<b>Timescale</b>	<b>Success criteria</b>
<b>Objective three</b>	<b>To improve the quality of teaching, learning and assessment in all core subjects (RE, Maths and English) so that outcomes for pupils, including disadvantaged pupils, improve.</b>		
3.1	Performance management target setting meetings completed.	November 2018	Areas of strength and areas of development identified and recorded. Specific support targeted where any teaching is judged to be less than good. Support plans issued and monitored through further observations
3.3	Monitor the quality and impact of teaching in all classes as part of the monitoring schedule and provide clear and constructive feedback.	Ongoing	Feedback is clear and timely. Teachers are clear as to the strengths and aspects of their teaching requiring improvement. Pupils' work and other outcomes shows explicit improvements.
3.4	Establish a blueprint for the teaching of reading, writing and maths	January 2019-English. April 2019-Maths	Teachers understand that teaching follows a logical order There is an effective balance of teaching skills, knowledge and applying. Pupils have a range of opportunities to apply learning within English and maths and across the wider curriculum.
3.5	Put support strategies in place to provide closely targeted interventions for the current Year 6 cohort.	From December 2018	Year 6 pupils make the necessary progress in order to either: a) achieve age expected standards or b) ensure accelerated progress from KS1 outcomes.
3.6	Pupil progress meetings (PPMs) are held with each class teacher.	Ongoing	Teachers are fully prepared for PPMs and attend with detailed information on the progress of their pupils. Challenging targets set for all pupils based on end of prior attainment data and 2018 summer attainment. Children identified for accelerated progress. Disadvantaged (DA) pupils outlined as a key priority for teachers. Teachers know who the DA pupils are, what provision is in place for them and what the expected outcomes are.

3.7	Provision mapping and teaching assistant timetables are completed <i>and</i> Pupil Premium & SEND reviews with parents are planned and held.	Termly from December 2018	Teaching assistants complete intervention assessments. Progress of vulnerable groups analysed in full during target setting meetings.
3.8	All staff members to be trained in Talk for Writing.	January 15 <sup>th</sup> 2019 Review in April 2019	Continuing Professional Development for all teachers has provided a clear process to be followed across EYFS, KS1 and KS2. All teachers follow the agreed sequence of teaching for writing. English/writing lessons provide evidence of a clear progression in the teaching of skills. Books to clearly show the teaching sequence. Books to clearly show the development of skills and language
3.9	Handwriting lessons are timetabled every week in all classes.	January 2019	Writing in books in a range of subject areas is correctly formed, neat and showing progression across in EYFS, KS1 and KS2.
3.10	Review strategies and resources used to develop children's skills within the area of phonics/spelling and grammar across all year groups.	February 2019	Greater consistency between classes in the effective teaching of spelling, grammar and punctuation. Standards in Spelling grammar and punctuation increase, in turn raising standards in English.
3.11	Maths SLE to guide development in the teaching of mathematics, by working with the subject leader, running a PDM and providing follow-up support.	March 2019	Continuing Professional Development for all teachers has provided a clear development across KS1 and KS2. Maths lessons/units provide evidence of a clear progression in the teaching of skills, fluency and reasoning.

3.12	Long and medium term plans are in place for reading and writing, in every year group, ensuring full coverage of the National Curriculum	February 2019	Staff have an improved knowledge of the National curriculum All objectives are taught Delivery of objectives is logical and benefitted the learning process of pupils
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	<b>Actions</b>	<b>Timescale</b>	<b>Success criteria</b>
<b>Objective four</b>	<b>To improve the quality of personal development, behaviour and welfare by ensuring that the school works with families and pupils, including disadvantaged pupils, to decrease the rates of absence, including persistent absence.</b>		
4.1	Implement a more rigorous approach in regards to the monitoring of the school late book and the attendance of all pupils. Regular communication with parents through meetings and letters.	With immediate effect	Attendance is no longer in the bottom 10% for pupils eligible for Pupil Premium Attendance increases to over 96% for all groups of pupils.
4.2	Develop a 'Walking Bus' in the immediate school community. Identify those families that are often late or who have younger siblings and/or disadvantaged pupils.	January 2019	The amount of pupils late for school, particularly disadvantaged pupils is reduced significantly.
4.3	Create an Attendance display in the reception area of the school, highlighting the importance of punctuality and good attendance	January 2019	Parents to develop more of an awareness of the importance of good punctuality and attendance. Attendance to increase to over 96% in all classes. No pupils are persistently absent from school.

4.4	Continue to place emphasis on good attendance throughout the school through presenting the attendance award at Star Pupil Assembly and introducing half termly attendance certificates and rewards for 100% attendance.	With immediate effect	Attendance is no longer in the bottom 10% for pupils eligible for Pupil Premium. Attendance increases to over 96% for all groups of pupils.
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	<b>Actions</b>	<b>Timescale</b>	<b>Success criteria</b>
<b>Objective five</b>	<b>To improve the quality of the Early Years foundation stage. (EYFS)</b>		
5.1	Ensure the reading area is resourced appropriately and is enticing for children Children's reading is baselined on entry to the setting	By April 2019	More children will achieve a higher level of literacy through high quality teaching, learning and assessment All children to make accelerated progress through EYFS in literacy from their starting points.
5.2	1:1 reading for all children at least three times per week	December 2018	The majority of children in EYFS have reached a good level of development in reading.
5.3	Phonics intervention groups to run on a weekly basis to ensure gaps are closed	December 2018	The majority of children in EYFS achieve age appropriate levels in literacy.
5.4	Teaching assistants and support staff are deployed effectively where there is greatest need.	With immediate effect.	The effective deployment of staff has seen a significant impact in teaching and learning where all children reach their full potential.
5.5	Continue to implement the observation process and accurately record the observations in the Learning journals. Three children to be observed each day	With Immediate effect.	The learning journals include clear and accurate evidence to support the EYFS profile.

	by a member of EYFS team.		
5.6	Next steps to be identified for each child at the start of the week.	With Immediate effect.	The evidence gathered shows a true reflection of the child's progress.
5.7	SLT to complete provision/environment walks to assess the effectiveness of provision areas.	February 2019 Ongoing	The monitoring by the senior leadership team shows that the standard of provision is at least good.
5.8	Progression of skills to be developed alongside Y1 team.	February 2019 Ongoing	There is clear evidence to show that the transition of children from EYFS to year one is successful.
5.9	EYFS lead to visit other schools with outstanding practice in EYFS.	Spring term	The EYFS lead has a clear understanding of EYFS provision.
5.10	Invest in new resources for the provision of EYFS.	Spring term	Resources are purchased that enhance the learning environment.