

St Clement's Catholic Primary School

School Improvement Priorities 2024 - 2025

OFSTED (October 2019) –

The strengths seen in English and mathematics are not matched in all other subjects. Leaders have already begun to address the foundation subjects but the content of some is not yet ordered well. This is the case in art, geography, history and design and technology. Leaders need to ensure that all subjects are well planned and carefully sequenced and that teachers have the subject knowledge to deliver them effectively.

The work given to most-able pupils is not consistently demanding enough. Leaders should ensure that the curriculum content is demanding enough for the most able pupils so that they are able to learn more. Leaders should make sure that teachers use information about what pupils already know and can do when planning activities.

Priority	Priority Outcomes	Actions
<p><i>Priority 1</i> Distinctive nature – Catholic Ethos and standards in RE</p>	<p>1. Curriculum The school's RE curriculum is embedded in Reception, Year 1 and Y6 (use of RED resources) and introduced to Y2 and Y5.</p> <p>3. Spiritual Development Principles of Catholic Social Teaching are embedded.</p> <p>4. Prayer Life of the School The implementation of the new Prayer and Liturgy Directory is</p>	<ul style="list-style-type: none"> • Introduce Growing in Faith Team (GIFT) KS2 pupils to lead and promote prayer and worship life of school. Develop prayer partners to enhance prayer life of the school. • Develop greater links with Scripture enabling pupils to show increased religious literacy and Scripture knowledge. • Develop and introduce a whole school program of Catholic Social teaching so that pupils understand they can make a difference in making the world a better place for all. Ensure there is a common awareness of the elements of CST. • Introduce TenTen - Life to the Full resources to establish a more comprehensive RSHE program in line with our evolving society. • RED materials and training to be rolled out for years 2 and year 5. • Regular monitoring and evaluation of standards of RE by the RE lead.

	planned and shared with the school community.	
<i>Priority 2</i> Leadership and Management.	<p>1. Leadership Structure: SLT roles are structured to be able to facilitate the priorities of the school and impact on pupil outcomes.</p> <p>2. Assessment: Intuitive assessment systems are implemented, as well as procedures that support accuracy of judgement so that staff are able to identify gaps in learning and plan next steps.</p> <p>3. CPD Strategy: An effective program of CPD is in place that promotes an ethos of continual learning and reflection on cognitive science practice, supported by effective monitoring.</p> <p>4. Safeguarding: DSL roles and responsibilities are clearly defined so that all the areas under the safeguarding duty umbrella remain prominent across the school.</p>	<ul style="list-style-type: none"> • To strengthen the effectiveness of Senior (SLT) and Subject (MLT) leadership and management so that they can carry out their roles effectively and impact teaching, learning, achievement, and attainment across the school. • To develop subject leadership to improve standards in their subjects, by securing and sustaining curriculum improvement to provide effective learning outcomes for pupils, ensuring children know more, remember more and do more. • SENDCo to further establish and implement ISP, review and monitor paperwork to ensure CTs fully understand their responsibilities in relation to SEND children's access to curriculum. • To ensure teachers are ambitious for children's academic and personal progress by ensuring greater attainment across combined reading, writing and maths in all year groups. • Leaders to ensure pupil voice becomes a regular part of the monitoring schedule to impact on children's progress and personal development.
<i>Priority 3</i> Quality of education	1. Progress and attainment - Reading: Development of reading skills across	<ul style="list-style-type: none"> • To raise standards (both attainment and progress) in reading and writing across the curriculum. To ensure high quality implementation and that the impact of strategies are regularly measured.

	<p>the school with a strong sense of love of reading.</p> <p>2. Subject leaders - wider curriculum Subject leads ensure that the curriculum plans are clearly demonstrable in classroom practice and that there is good subject discipline evident. Children can articulate learning and what they know (knowing more understanding more and doing more)</p> <p>3. Progress and attainment -Writing: The percentage of children achieving EXS and GD is improved, to strengthen combined achievement.</p> <p>4. Progress and attainment - Maths: The planning, teaching and assessment cycle informs accurate identification of gaps as well as planning for next steps.</p> <p>5. Pedagogy Staff develop their understanding of adaptive teaching and cognitive science to implement curriculum. Broaden strategies used to facilitate</p>	<ul style="list-style-type: none"> • To build upon our current curriculum model to ensure consistent high challenge and demanding curriculum based on acquisition and retention of knowledge and skills. • Progress of children working at Greater Depth (GDS) to be sustained and improved • Ensure children are reaching ARE in Reading, Writing and Maths to improve the combined % of children achieving the expected standard across the school. • To develop the schools' provision for SEND pupils and for the lowest 20% of pupils across reading, writing and mathematics. • Ensure all teachers show consistent high expectations of what pupils can achieve, by providing challenging work to pupils of all abilities • To develop a more structured approach to teaching KS2 reading, developing vocabulary and comprehension. • Implement a consistent approach to the teaching of maths to ensure opportunities for retrieval and recall as well as stretch and challenge. Evidence of flash back 4 and maths challenges in books. • Organise staff meetings and training for staff on adaptive teaching and principles of cognitive science to equip staff to tailor instruction to meet diverse learning needs and styles. • Ensure regular monitoring on effectiveness of teaching strategies through learning walks and pupil outcomes to adjust approaches for progression for each child.
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	access to the curriculum as well as stretch and challenge so that outcomes are improved for all children.	
<p><i>Priority 4</i> Behaviour and attitudes</p> <p>Personal development</p>	<p>1. Policy: The school's Behaviour and Relationships Policy is fully embedded in order to build positive relationships across the school community.</p> <p>2. Personal Development: We provide opportunities for children to equip themselves with the knowledge, skills and cultural capital they need to succeed in life. There is a holistic approach to the development and management of mental health and wellbeing.</p>	<ul style="list-style-type: none"> • Implement revised behaviour policy with a focus on relational and restorative practice. • School values are referenced and reflected throughout the school. • Zones of Regulation to be implemented as a tool to help regulate children's emotions and improve their emotional literacy. • The mental health lead to implement strategies to develop and embed strategies to support the mental health and wellbeing of staff and children. • Curriculum design reflects opportunities to broaden pupils' knowledge, develop critical thinking and cultivate life skills to prepare for life in modern Britain. • Catholic Social Teaching programme to enhance pupils' cultural capital by developing empathy, global awareness and the ability to engage respectfully with people from different backgrounds. • Invest in a more diverse range of reading books to promote an understanding of diverse cultures and foster an inclusive environment.
<p><i>Priority 5</i> Early Years</p>	<p>1. Curriculum: The new Mastering Number Maths for EYFS curriculum is planned and implemented in EYFS.</p> <p>2. Personal Development: The EYFS curriculum is planned to ensure access for all children; PSED and Social and Communication are target areas.</p>	<ul style="list-style-type: none"> • Analyse GLD data for Reception to identify areas for development • To improve oracy through the use of the WellComm programme. • Research and introduce Forest School provision • To embed the use of Drawing Club to improve fine motor skills and independent writing • Target the writing and phonic skills of lowest 20%. • Foundational learning and links with KS1 curriculum are developed through curriculum planning. • Evaluation of improved outcomes to look at what is working well, alongside emerging needs of the new cohort leading to next steps planning.