

**LEARNING IMPROVEMENT PLAN
2019-20
ST. PAULS CE PRIMARY SCHOOL**

HEADTEACHER	Carl Thornton	DATE	September 2020
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LIP OVERVIEW 2019 – 20

CURRENT SCHOOL CONTEXT	St. Paul's is a good school and this was confirmed in the January 2018 Ofsted Inspection. The major strengths were the ambitious culture and consistent level of challenge for the most able pupils who achieve well and make strong progress. We were also given outstanding status in our recent SIAMS inspection and a Good rating at our latest Ofsted Inspection January 2018.
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KEY PRIORITIES	PRIORITY	SEF REFERENCE	LEAD PERSON	Why identified as a priority
PRIORITY 1	Implement a robust Covid 19 Catch-up Programme for all pupils	L & M	CT	Pupil progress has suffered Within the current context of Covid 19 restricted school opening
PRIORITY 2.	Raise reading standards across the school and achieve a positive reading ethos.	Quality of Education	EA supported by CT, KH	Ofsted
PRIORITY 2	Develop the wider curriculum so that it engaging, professional and tailored to pupils' needs.	Quality of Education	KH CT LG M	Preparation for changes in focus on wider curriculum
PRIORITY 3.	Make certain that teaching and learning are outstanding across the school.	Quality Of Education	CT KH GL	OFSTED
ADDITIONAL FOCUS AREAS	ADDITIONAL FOCUS AREAS	SEF REFERENCE	LEAD PERSON	Why identified as an additional focus area
FOCUS 1.	Develop pupil leadership so that they are more empowered and involved in decision making.	Personal Development	SLT	This is not a key strength of the school
FOCUS 2.	Develop the skills of middle leaders so that they are fully empowered, responsible and accountable.	Leadership And Management	SLT	Preparation for changes in focus on wider curriculum
FOCUS 3.	Preparation for SIAMS with a view to achieving an Outstanding judgement in 2021	Quality Of Education	SLT	SIAMS development
FOCUS 4.	Ensure that lower achieving and disadvantaged pupils achieve as well as their peers.	Quality Of education	SLT teachers	Ofsted 2018

KEY PRIORITY 1

IMPLEMENT A ROBUST COVID 19 CATCH-UP PROGRAMME FOR PUPILS

Success Criteria	Actions	Resp.	Monitoring	Resources	Evaluation
The school has analysed the Covid 19 provision and impact for all pupils during the period of restricted school opening and identified gaps in learning which need to be addressed	<ul style="list-style-type: none"> Evaluate and analyse the actions which the school implemented during Covid 19 period to provide pupils with continuity of learning. Use teacher and parental feedback in response to home learning provision to support whole school provision mapping from Sept. '20 Tailor autumn 2020 curriculum and timetable to support an accelerated catch-up programme with focus on reading, writing and maths for all pupils, (whilst not disadvantaging pupils those pupils who have continued to receive quality home/school provision) 	CT KL MR, EA, LG, KT ML	CT Governors	Covid 19 Provision analysis Parental survey/feedback Teacher PPA time	
There is an effective and rapid progress plan in place for Year 2, 3, 4 and 5 pupils who have received no school-based education during the Covid 19 period	<ul style="list-style-type: none"> Review missed programmes of study for these year groups in reading, writing and maths and identify how these are to be accommodated within a modified autumn 2020 timetable Identify specific learning gaps which need to be immediately addressed – supported by informal early term pupil assessments. e.g reading recovery, maths fluency skills. 	CT KL MR, EA, LG, KT ML Class Teachers	Headteacher Governors	SLT Planning time Teachers planning time Staff meetings	
There is a similar programme in place for pupils of parents in other year groups who chose not to send pupils to school during Covid 19 period.	<ul style="list-style-type: none"> Where there are significant disparities between pupils in school attendance in these year groups, provide additional catch-up support for those pupils, also aligned to early autumn assessment. Regularly review catch-up support to ensure effectiveness and impact, essentially in reading, writing and maths, whilst also not hindering the provision and progress of other pupils. 	CT KL MR, EA, LG, KT ML Class Teachers	Headteacher Governors	SLT Planning time Teachers planning time Staff meetings Pupil Progress meeting time	
There is additional focused provision in place for all vulnerable groups which fully identifies and meets their needs.	<ul style="list-style-type: none"> Prioritise support for all vulnerable pupils who are likely to have suffered the greatest learning loss during this period – to include rapid intervention provision in reading, writing and maths as identified, for SEND, Pupil Premium, Looked After, EAL and ALL disadvantaged groups. 	ML Class Teachers TAs Intervention staff	Headteacher Governors	Inclusion/SENCo planning time Pupil Progress meeting time	
Assess, support and meet the mental and emotional health needs of those pupils adversely affected by the Covid 19 shutdown	<ul style="list-style-type: none"> Utilise the schools pastoral support systems to identify those children adversely affected, some traumatised, by lockdown, possibly through home circumstances/ stimulus deprivation. Provide and monitor mental health support for these children, liaising as appropriate with parents and external agencies (CAMHS) 	ML Class Teachers.	Headteacher Governors	Inclusion/SENCo planning and support time Staff training (Staff Meetings)	

KEY MILESTONES

Autumn 2020	Spring/Summer 2021
<ul style="list-style-type: none"> Through pupil assessment identify a whole school picture of pupil attainment and gaps, fall-back in English/Maths key skills & knowledge post Covid 19 SLT to prepare and implement a rapid recovery programme with a specific focus on vulnerable groups. Identify specific needs in different year groups. 	<ul style="list-style-type: none"> Inclusion/SENCo lead to identify and organise additional support for SEND, Pupil Premium, disadvantaged and other vulnerable pupils. Emotional and mental health provision for identified pupils of concern Evaluate impact of autumn term rapid recovery programme and identify any groups/ year groups for continuing priority focus. Modify provision and support accordingly relevant to pupil progress and achievement, through accurate and focused assessment.

KEY PRIORITY 1

Raise reading standards across the school and achieve a positive reading ethos.

Success Criteria	Actions	Resp.	Monitoring	Cost	Evaluation
<ul style="list-style-type: none"> Children enjoy reading, share a love of books and happily/??? Full about their reading habits 	<ul style="list-style-type: none"> Book Bus More visits to the library Take children to Stockingford Library Inspirational guests Reading for Pleasure team meet regularly and plan reading developments 	Reading for Pleasure Team	Pupil Interviews Governors Monitoring Heads Report	£15000 Bus refurb	
<ul style="list-style-type: none"> Reading at KS2 (progress) is at O or above KS1 phonics results consistently above National are Average KS1 reading results remain above National Average (GD in line) 	<ul style="list-style-type: none"> Ensure children's targets Reading boosters Regular assessment Timely intervention using data to ensure planning for underachieving readers in robust, effective deployment of TA's RWI to improve phonics knowledge across the school. To include Year 3 and 4 catch up. 	Class Teachers And TAs	Termly results Pupil Progress meetings Book trawls and moderations regularly undertaken RWI assessments	£1500 release cover RWI resources £1500	
<ul style="list-style-type: none"> Teachers confidently teaching reading Dedicated reading areas established around school 	<ul style="list-style-type: none"> Training for teachers on how to teach reading. Team teaching in classrooms to support less confident teachers. English lead to provide resources Training on reading expectations to address deficit on high order reading skills at Year 6 	English Lead	Regularly fortnightly by English Lead. Listen to pupils read.	£500	
<ul style="list-style-type: none"> More boys reading for pleasure 	<ul style="list-style-type: none"> Encouragement Competition English lead to closely monitor the progress of boys and use this to inform SLT and teaching staff Ensure that all pupils are provided with an age appropriate book that entuses them to read 	English Lead and Class teachers	Pupil interviews. Impact measurement and PP meetings.		

KEY MILESTONES

Spring 2020	Summer 2020	Autumn 2020
<ul style="list-style-type: none"> Book bus externally decorated All teachers identified target children – impact of reading boosters monitored Displays that promote reading visible around school All children visiting the library once a week – KS2!! 60% of teaching of reading at good/outstanding (consistently) All children reading an age appropriate text most nights 	<ul style="list-style-type: none"> Book bus internally decorated Target children from Spring term have made accelerated progress All teachers confidently teaching reading RWI phonics embedded All children can name at least one book/author who they enjoyed reading recently KS1 and KS2 results at National 	<ul style="list-style-type: none"> Book bus in use by all children All TA's deployed effectively throughout English lessons and carrying out effective intervention All classrooms have dedicated, inviting reading area 50% more boys reading for pleasure 100% of teaching of reading consistently good/outstanding Children have fostered a love of reading

KEY PRIORITY 2

Develop the wider curriculum so that it engaging, professional and tailored to pupils' needs.

Success Criteria	Actions	Resp.	Monitoring	Cost	Evaluation
<ul style="list-style-type: none"> INTENT The school curriculum is planned and sequenced so that knowledge and skills build on what has been taught before and towards clearly defined end points. 	<ul style="list-style-type: none"> All staff can talk confidently about the whole school curriculum map and the justifications for its design. DHT to develop topic overviews with essential knowledge and key vocabulary. Prior and future learning to be identified Leaders to rigorously monitor their area of the curriculum. Teachers plan rigorously using the WHAT (knowledge) and the HOW (skills). Teachers use a mastery approach to plan and assess against skills progression. Children to articulate their learning (knowledge and skills). When planning, 'Our School Drivers' will be used to address social gaps which are due to local context. PSHE & SMSC is be the golden thread that hold our curriculum together. Memorable learning experiences will be delivered. Establish 'Learning Detectives' Planning support offered by DHT 	SLT ELT Subject leaders Class teachers	<ul style="list-style-type: none"> Flip monitoring Governors report Pupil voice Planning scrutiny Learning walks Lesson observations Book looks 	<ul style="list-style-type: none"> Time costs - To be determined 	
<ul style="list-style-type: none"> IMPLEMENTATION Teachers have expert knowledge of subjects they teach. 	<ul style="list-style-type: none"> Secure knowledge of 'Chris Quigley Essentials Curriculum' (Skills Progression) Subject leaders to deliver INSET Teacher are have understanding of Cognitively Load Theory Retrieval practice is embedded throughout the school day 	SLT ELT Subject leaders Teachers	<ul style="list-style-type: none"> Planning scrutiny Learning walks Lesson observations Book looks 	<ul style="list-style-type: none"> £375 curriculum cost 	
<ul style="list-style-type: none"> Equip the pupils with cultural capital they need to succeed in life 	<ul style="list-style-type: none"> Audit what we currently do to provide children with cultural capital British Values are rigorously planned into every topic throughout our curriculum English Coordinator will assign a variety of quality texts with varying text complexity to each year group (archaic language, non-linear sequences, narratively complex, symbolic text, and resistant text). Vocabulary will be carefully planned into the curriculum with particular emphasis on general academic and literary words and subject specific words. Useful knowledge is planned into the curriculum, improving reading comprehension, general knowledge and creative writing Pupils will be exposed to cultural experiences e.g. RSC & OGDEN Trust 	DHT ELT Subject leaders Class teachers	<ul style="list-style-type: none"> Planning scrutiny Learning walks Lesson observations Book looks 	<ul style="list-style-type: none"> Time costs -o be determined 	
<ul style="list-style-type: none"> Personal Development - Develop pupil's character so they have the qualities needed to flourish in our society. 	<ul style="list-style-type: none"> Skills Builders are rigorously planned into every topic throughout our curriculum. (Listening, presenting, problem solving, creativity, staying positive, aiming high, leadership, teamwork) 	SLT Class teachers	<ul style="list-style-type: none"> Planning scrutiny Learning walks Lesson observations Book looks 	<ul style="list-style-type: none"> 	

KEY MILESTONES		
Summer/Autumn 2020	Spring 2021	Autumn 2021
<p>Curriculum evaluation and rationale firmed up and agreed. DHT working with staff on MTPs.</p> <p>Knowledge and key vocabulary for all topic overviews in place</p> <p>Curriculum resources for new units audited.</p> <p>Subject leader training completed and subject leader meetings commence.</p> <p>Curriculum intent takes shape.</p> <p>Children can confidently talk about the knowledge they have acquired</p>	<p>Monitoring shows class teachers are planning for a clear learning journey.</p> <p>Consult with parents on the new curriculum.</p> <p>All adults and pupils are aware of and buy into our curriculum intent.</p> <p>Pupil feedback demonstrates an excited enjoyment of the curriculum.</p> <p>Curriculum resources for new units audited.</p> <p>British values are explicitly planned for in every topic</p> <p>PSHE & SMSC are explicitly planned for in every topic</p> <p>Skill Builders are explicitly planned for in every topic</p> <p>Our School Drivers are explicitly planned for in every topic</p> <p>Children can articulate both skills and knowledge</p> <p>Quality texts identified to be taught in English which link to the topics</p> <p>New Curriculum review completed</p>	<ul style="list-style-type: none"> Class teachers are developing secure subject knowledge through wider reading beyond the topic overview. Teachers and subject leaders have a secure knowledge of the skills used in each subject (Chris Quilgley) Curriculum newsletters/Knowledge organisers reflect our new clear vision for the curriculum. Evaluate the school's contextual impact on the new curriculum. Does it have enough presence? Monitoring shows that the curriculum is providing all pupils with cultural capital. Clear assessment framework is in place Memorable learning experiences are evident in every topic Cultural experiences enhance the curriculum

KEY PRIORITY 3					
Make certain that teaching and learning are outstanding across the school.					
Success Criteria	Actions	Resp.	Monitoring	Cost	Evaluation
Teachers use secure subject knowledge and effective questioning to challenge thinking and have a direct impact upon outcomes for pupils.	<p>Questioning is instrumental in assessing learning and is always probing, eliciting a deeper understanding.</p> <p>Questioning is targeted and involves a wide range of students and is done in a variety of ways.</p> <p>Reluctant respondents are encouraged to respond by careful scaffolding so that they are able to respond.</p> <p>Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content.</p>	Teachers Subject leaders SLT	Subject leaders SLT Planning scrutiny Learning walks Lesson observations Book looks	Time	
Challenging, well planned curriculum is delivered .	<p>Expectations of all learners are always high.</p> <p>Teachers introduce subject content progressively and constantly demand more of pupils. Chunking of groups is evident so that learners are only being taught what is challenging to them.</p> <p>Challenge is planned for and is embedded throughout the lesson and is not an add-on at the end.</p> <p>All learners find the tasks challenging at their own level and show resilience when tackling them.</p> <p>Coaching model implemented using staff best practise to improve performance across the school (using a lesson study approach).</p> <p>Staff meetings and inset days provide additional training around Active learning, questioning and feedback.</p>	Teachers Subject leaders SLT	Subject leaders SLT Planning scrutiny Learning walks Lesson observations Book looks Pupil voice	Resources Time INSET	

	<p>Lessons follow a logical sequence, are interesting, challenging and paced for all learners. There is strong evidence of learning in books and clear progression.</p> <p>Lessons are planned to give learners more opportunities to engage independently, show resilience and make good progress with a reduction in teacher talk.</p>				
Learning is moved on by effective marking and pupil feedback throughout the lesson.	<p>All pupils' books are marked in accordance to the whole school feedback policy across the curriculum.</p> <p>Teachers routinely make clear to pupils how to improve their work and pupils habitually respond to and act on the feedback</p> <p>Feedback is both verbal and written. Learners are given well – focused and timely feedback, ways to improve and support throughout the lesson.</p> <p>Learners are encouraged to assess their own learning and that of their peers using the success criteria and given time to improve within the lesson.</p>	Teachers TA Subject leaders SLT	Subject leaders SLT Teacher interview Pupil voice Learning walks Lesson observations Book looks	INSET	
Assessment for learning is consistently used enabling all children to make good progress during all lessons	<p>Teacher subject knowledge is excellent and they have a clear understanding of the next steps for all groups of learners and misconceptions are pre-empted.</p> <p>Feedback from the performance of the learners is used daily to adapt future planning and teaching.</p> <p>Modelling is scaffolded to maximize the learning for all pupils, and is removed when necessary for learners to make mistakes and for teachers to identify and address misconceptions quickly.</p>	Teachers TA Subject leaders SLT	Subject leaders SLT Planning scrutiny Learning walks Lesson observations Drop-ins Book looks	INSET	
Environments are inspiring, promote curiosity and support learning.	<p>Displays are relevant and support the learning taking place.</p> <p>Displays celebrate prior learning.</p> <p>Environments are immersive and inspire and encourage children to achieve.</p> <p>Displays show the process of learning and give good models for children to aspire to.</p> <p>The environments supports and engages children in reflection and questioning.</p>	Teachers TA Subject leaders SLT	Subject leaders SLT Learning walks Lesson observations	Resources	

KEY MILESTONES		
Summer/Autumn 2020	Spring 2021	Autumn 2021
<ul style="list-style-type: none"> Evidence in classroom environments and books show a clear learning journey. Learning Outcomes are specific and skill/knowledge based not task based. Teachers are planning targeted questions for learners (solo taxonomy). Learning is articulated by teachers and pupils. Books are marked in line with feedback policy. Pupils respond to feedback daily. 	<ul style="list-style-type: none"> The impact of the effectiveness of teacher feedback in all areas of the curriculum is evident over time through the response and progress made by pupils. Teachers' plans include active learning opportunities. A variety of methods to collect pupil feedback is evident in lessons and "hands up" is no longer prevalent. Teachers are routinely planning higher order questions in all lessons. 	<ul style="list-style-type: none"> All pupils make good or better progress in all subjects as a result of consistent and effective feedback. A varied and stimulating range of strategies are used consistently to ensure there are no passive learners. Pupils are independent and self-motivated. A range of targeted and higher order questions are embedded, which has a direct impact on learners' outcomes.

<ul style="list-style-type: none"> • Opportunities for pupil talk are planned for in all lessons. • TAs are planned for in all lessons. • 100% of teaching is judged as good or better; 15% outstanding. 	<ul style="list-style-type: none"> • Learning environments provoke curiosity and reflection, enriching the learning experience for all pupils. • Lessons are instantly adapted in responses to AFL allowing all pupils to make good progress. • Through careful planning, TAs assist teaching and learning throughout the whole lesson. • 100% of teaching is judged as good or better; 25% outstanding. 	<ul style="list-style-type: none"> • All teachers pre-empt misconceptions and have a “keep them up” not “catch them up” approach to intervention. • Pupils are actively involved in all lessons leading to outstanding learning behaviours. • Immersive learning environments enhance the effectiveness of teaching and learning. • TA s are expertly deployed to maximise pupil progress and outcomes. • 100% of teaching is judged as good or better; 40% outstanding.
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ADDITIONAL PRIORITIES

ADDITIONAL PRIORITIES	Actions	Success Criteria	Monitoring	Cost	Evaluation
1. Develop pupil leadership so that they are more empowered and involved in decision making.	<ul style="list-style-type: none"> • Audit current pupil leadership roles and the membership of. • Prepare job description for each role. • Regular meetings for each Pupil Leadership group to discuss current issues. • Provide leadership training for pupils. • Develop meeting criteria to include: <ul style="list-style-type: none"> ➢ Agendas ➢ Minutes ➢ Timetabled feedback ➢ Pupil Leaders feedback to governors 	<ul style="list-style-type: none"> • All pupils are represented on the pupil leadership team including those of disadvantaged groups. • Pupil leaders develop the skills needed for leadership. • Pupils have understanding of meeting process. • Pupils have a positive impact on the strategic development of the school. 	Pupil feedback Reports to governors SLT feedback	Time to meet and possible costs for funding projects	
2. Develop the skills of middle leaders so that they are fully empowered, responsible and accountable.	Ensure that all leaders have a clear understanding of their roles and responsibilities and the accountability is attached. Ensure that all teachers have some earmarked time to monitor their subject and through this develop: <ul style="list-style-type: none"> ➢ A good understanding of the strengths and weaknesses of their subject. ➢ The skills to effectively review and shape their curriculum area. ➢ Act on strengths and weaknesses to continually improve. 	Leadership at all levels is highly effective. Leaders talk confidently about their subject and the strengths and weaknesses. Leadership Action Plans show clearly how their subject is to be improved. Leaders have confidence monitoring their subject and the subject portfolio reflects this.	SLT half termly meetings Portfolios Work scrutiny	Time costs Resources already built in.	

3. Preparation for SIAMS with a view to achieving an Outstanding judgement in 2021	<ul style="list-style-type: none"> Audit the current SIAMS improvement Plan and update the current status on the SIAMS evaluation form. Complete work on SIAMS actions as a result of audit. Continue to develop our values statement to take into account new expectations. Train and develop the role of The ICONS Ambassadors, attend Ambassador training. Respond to feedback from collective worship observations. Develop link with Bosnia Schools through S4P and Kenyan link through DHT work with Diocese. 	<ul style="list-style-type: none"> SIAMS evaluation regularly updated and actions completed 	SLT Governors Report SIAMS SEF Evaluation	Support for RE/SIAMS lead to audit and develop action plan. Release time	
4. Ensure that disadvantaged pupils achieve as well as their peers. (to include LA)	<ul style="list-style-type: none"> Monitor regularly the progress of disadvantaged pupils. Oversee interventions where needed. Ensure quality first teaching is at least good so those children get at least good teaching. Make case studies where pupils are not achieving. Interview pupils to ensure they are getting the most out of school. 	<ul style="list-style-type: none"> All disadvantaged pupils make at least good progress from their starting points. 	Pupil Progress Meetings Data reviews Pupil talk	Time allocated to meetings Extra adults to support interventions	

KEY MILESTONES		
Summer/Autumn 2020	Spring 2021	Autumn 2021
<p>Carry out Pupil Leadership audit.</p> <p>Prepare job descriptions for each role.</p> <p>Carry out regular Pupil Leadership meetings.</p> <p>Pupil eaders are trained and have a clear understanding of roles and responsibilities.</p> <p>Time available for Subject Leadership.</p> <p>Audit of current SIAMS improvement plan and SEF.</p> <p>Regular monitoring of disadvantaged through pupil progress meetings.</p> <p>SLT to monitor interventions to ensure they are timely and effective.</p>	<p>Training for Pupils leaders.</p> <p>Develop meeting criteria through agendas and minutes.</p> <p>Pupil leader's feedback to governor through Head Boy and Girls.</p> <p>Regular Subject leader meetings with SLT.</p> <p>SIAMS, school values, vision statement in place and shared by all.</p> <p>ICON Ambassadors full trained and beginning to have an impact back at school.</p> <p>Monitoring shows QFT across school is good. Therefore children getting good provision.</p>	<p>Impacts of Leaders on subjects is clear and visible in books and classrooms and around school.</p> <p>Subject leader's portfolio reflect the impact of leaders work.</p> <p>Bosnia schools sharing of information and good practice shows strength of links developed.</p> <p>Monitoring of collective3 worship show this is part of the school's outstanding provision.</p>

