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| **Religious Education** * To ensure classroom religious education and the catholic life of the school met the standards required to meet the judgement of outstanding
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| **Section A – Outcomes for Pupils*** Ensure all pupils make at least expected progress across KS2.
* Ensure high standards (exceeding National Averages) of attainment and achievement across all key stages in the school.
* Ensure that RWM combined standards continue to be above national expectations at the end of KS2

- Ensure pupils in all year groups (including Vulnerable, Disadvantaged and SEND) achieve attainment that is at least in line with national standards.* Ensure that academically more able (AMA) are adequately planned for and challenged, especially in English and mathematics and that an increased percentage of pupils achieve Greater Depth at both Key Stage 1 and 2.
* Ensure all interventions are well planned, timely and measurable in terms of progress, e.g. Language Link focused on SEN and children falling behind
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| **Section B – Quality of Teaching, Learning and Assessment*** Ensure that all teaching is consistently good or better across the school and that teachers learn from the best practice within our school and other settings.
* Ensure that reading is taught progressively - Firstly through effective phonics teaching and then through the explicit teaching of a variety of reading strategies in KS2 (daily reading lessons- DR).
* Ensure that Maths remains high priority and is consistently taught in line with NCETM guidelines (mastery curriculum).
* Ensure children are challenged/going deeper to develop fluency, reasoning and problem solving (White Rose).
* Further develop formative assessment and embed robust moderation procedures in to this process.
* Implement new effective feedback policy (marking) across the school in order to improve attainment/progress in writing.
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| **Section C – Effectiveness of Leadership and Management*** Ensure robust measures are in place to raise awareness and implement strategies related to safeguarding policies and practices
* Review the role of middle leaders and agree strategies to ensure best outcomes for pupils by providing a broad and balanced curriculum.
* Ensure frequent monitoring of learning (books, learning environment…) and timely appropriate responses.
* Further develop and embed the role of designated link governors, to enable governors to hold SLT to account.
* Continue the practice of GB utilising support from the local authority to hold SLT to account (especially via school visits and data analysis).
* Ensure new members of staff receive appropriate induction, support and monitoring.
* Review staffing structures to ensure the school remains on a secure financial footing.
* Provide regular updates to the GB on key aspects of school performance.
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| **Section D – Personal Development, Behaviour and Welfare of Pupils*** Ensure all pupils are taught appropriate skills and strategies to promote their safety, health, emotional and mental well being.
* Ensure that all members of staff consistently use the well- established and successful behaviour policy (Stay On Green / PEARL Values).
* Ensure pupils are equipped to be thoughtful, caring and active citizens in school and the wider society.
* Improve whole school attendance to reach 96%, in particular to reduce the number of persistent absentees.
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| **Section E – The Effectiveness of the Early Years Provision*** Raise standard of attainment for boys by the end of EYFS.
* Ensure that children’s progress is frequently shared with parents by embedding the use of ‘Tapestry’
* Develop learning opportunities by expanding outdoor resources and beginning to adopt principles of ‘Forest School’ provision.
* Academically more able (AMA) are identified early and provision is made to support and challenge their learning further
* To implement a range of approaches to support Communication and Language development across the EYFS, with particular focus on EAL pupils.
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**St Ignatius Primary School - School Improvement Key Priorities 2018 – 2019**