

What is a School Improvement Plan?

The School Improvement Plan outlines how we aim to improve provision for your children at St. Vincent's throughout this year. Priorities for improvement are defined by evaluations of the Senior Leadership Team, Staff and Governors and this year will be focussed on further development of the priorities set out by Ofsted in September 2019, plus evaluation and analysis of current provision and outcomes.

This leaflet provides a summary for Parents and Carers.

Improvement Priorities for 2023 – 2024 will focus on:

RE and Catholic life

Improving outcomes in maths at the end of Key Stage 2

Embedding evidence informed systems for professional development

Use of diagnostic assessment across the curriculum

The use of technology across the curriculum, including to ensure consistent teaching of computing

Parent Guide

School Improvement Plan 2023 – 2024



St Vincent's Catholic Primary School

To love, serve and learn as Jesus shows us

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What difference will it make to the children at St Vincent's Catholic Primary School?

RE and Catholic Life

How will we do this?

- Continued effective leadership
- High quality teaching
- Diagnostic and summative assessment
- Regular, high quality collective worship
- Provision for Catholic life and ethos which is central to school life

What difference will it make?

- Children are engaged in high quality learning in RE and RSHE, with the new RE directory being used to plan the RE curriculum on a phased implementation
- Moderated assessment evidence shows that children are making good progress in their learning, with the vast majority achieving age-related expectations
- Children actively participate in a range of acts of worship throughout the week
- Children are proactive in the impact that they make in the Catholic life of our school, and can explain how and why we live out our mission statement, making links to Catholic Social Teaching

Improve outcomes in maths at the end of KS2

How will we do this?

- Continued mastery training for staff
- Strengthened focus on fluency, number and arithmetic
- Increased opportunities for retrieval practice
- Diagnostic assessment to identify and address gaps and misconceptions, and inform adaptive teaching and intervention

What difference will it make?

- Additional time for maths fluency / arithmetic outside and within maths lessons
- Teaching balances fluency, problem solving and reasoning, with a strong focus on arithmetic/fluency impacting positively on these aspects in isolation, as well as application to problem solving and reasoning
- Diagnostic assessment is used to adapt teaching within lessons, inform future planning and target intervention
- Improvement in children's fluency and automaticity
- Outcomes in maths across the school are at least in line with the corresponding end of KS national data

Use of diagnostic assessment across the curriculum

How will we do this?

- Pre-teaching assessment
- Diagnostic tasks as part of a teaching sequence
- Data analysis to inform next steps
- Adaptive teaching to ensure progress for all children
- Targeted intervention based on assessment outcomes

What difference will it make?

- Teaching is adapted based on pre-learning, ongoing or end of topic assessment so that all children are supported to make strong progress
- Teacher assessment is based on a wider range of evidence
- Across all subjects, the vast majority of children have achieved age-related expectations, and the number of children not at ARE is reduced
- Children can articulate their learning, with reference to how this has built on, or links, to previous learning

Effective use of technology for across the curriculum and for computing

How will we do this?

- Staff training to maximise use of resources available
- Continued development/upgrading of the school's IT infrastructure
- Progressive curriculum for computing and online safety
- Use of technology to support wider teaching and learning and improve communication and administration

What difference will it make?

- Children use technology across the curriculum as a tool to enhance and support learning, which is adapted and personalised, and show confidence and competence in computing
- Outcomes across the school in computing show that the vast majority of children are meeting expected standards
- All information is gathered, stored, shared and analysed electronically, with minimal need for printing
- All communication is paperless

We will also be continuing to develop other aspects of school life:

SEND provision, assessment and outcomes

Further development of provision for reading and writing

Continue to embed behaviour policy, SEMH policy, RSHE and personal development provision and environmental changes implemented last year