

ST VINCENT'S CATHOLIC PRIMARY SCHOOL

A guide to School Improvement 2024 - 2025



*To love, serve and learn as
Jesus shows us*

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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 focus on further development of the priorities set out by Ofsted in October 2024, the Catholic Schools Inspectorate in November 2018, plus evaluation and analysis of current provision and outcomes.

This leaflet provides a summary for Parents and Carers.

FOCUS PRIORITIES FOR 2024 – 2025:

1. RE and Catholic Life
2. Professional development
3. Retrieval practice
4. Reading
5. Early Years

FOLLOW-ON / BACKGROUND PRIORITIES FOR 2024 – 2025:

1. Sustained impact of changes made in maths and writing last year
2. SEND

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

PRIORITY	WHAT WE WILL DO	DIFFERENCE IT WILL MAKE
RE and Catholic Life: implement the new RE Directory "To know you more clearly" and Prayer and Liturgy Directory "To love you more dearly"	<ul style="list-style-type: none"> Support staff through professional development and joint working within the Warrington Catholic Cluster to implement the new directories for Religious Education and Prayer and Liturgy Update key documentation in line with the new Religious Education and Prayer and Liturgy Directories and share information with parents and carers Monitor provision for Religious Education, Prayer and Liturgy and Catholic Life to ensure that this is of consistently high quality Update procedures for assessment in line with the new curriculum and use moderation to quality assure assessments 	<ul style="list-style-type: none"> Children are engaged in high quality learning in RE and RSHE Children actively participate in a wider range of daily acts of prayer and liturgy Children are proactive in the impact that they make in the Catholic life of our school Children know our Mission Statement, what it means and how it is lived The vast majority of children achieve age-related expectations with clearer evidence that some children are working at greater depth
Embed evidence-informed systems for professional development and school improvement	<ul style="list-style-type: none"> Support staff development through a planned whole school programme of professional development, including, teacher education sessions, coaching, peer observation and engagement in professional networking Use instructional coaching to support individual staff development Use educational research and evidence to inform policy and practice within St Vincent's Review leadership roles and responsibilities within the new leadership structure and support staff in any new roles 	<ul style="list-style-type: none"> Children are taught by staff who are motivated and enthusiastic Staff will continue to evaluate and improve the school curriculum to give children the best possible learning across all subjects Children see staff collaborating, and modelling expectations Continued development of teaching and learning to further improve outcomes Leadership roles are clear, including leadership opportunities for children Outcomes across the school, both in statutory and internal assessments continue to be above outcomes nationally
Regular opportunities for retrieval practice across the curriculum to secure long term knowledge	<ul style="list-style-type: none"> Use "Do it now" tasks to revisit / review fundamental knowledge: mental arithmetic and fluency / grammar, punctuation and spelling / handwriting Use pre-learning tasks to determine what children already know and post-learning tasks to check what new knowledge they have learned Adapt learning based on assessment of prior knowledge / retention of knowledge or identified gaps in knowledge <p>Build in opportunities for longer-term recall of knowledge from previous topics in the year, or previous year groups</p>	<ul style="list-style-type: none"> Children can articulate their learning, with reference to how this has built on, or links, to previous learning Children can recall prior learning through retrieval practice and assessment activities Learning sequences for each unit of learning are progressive and focussed on core knowledge resulting in greater retention of knowledge The vast majority of children have achieved age-related expectations across the curriculum, and the number of children not at ARE is reduced
Improve outcomes in reading at the end of Key Stage 2	<ul style="list-style-type: none"> Use assessment to inform and adapt future teaching and plan interventions and support for phonics and reading Daily teaching of phonics and reading, supported by focused interventions Regular 1:1 reading for those who need to develop fluency Promote regular reading at home and provide support and guidance for parents/carers Ensure that children have dedicated time to enjoy reading as well as learning the skills of reading Monitor teaching and learning, and wider provision for reading and provide support and professional development to support staff and maintain high quality provision 	<ul style="list-style-type: none"> Children enjoy reading, read regularly and are fluent in their reading Children explore language and vocabulary with confidence and understand word morphology and etymology Children benefit from adapted teaching and interventions / support to address gaps in knowledge In lessons, children learn from teachers skilfully modelling and supporting word reading, fluency and comprehension Reading is high profile across school through wide, regular reading opportunities, dedicated time and engaging reading environments Outcomes in reading across the school are at least in line with outcomes nationally at ARE and GD
Further develop provision in EYFS	<ul style="list-style-type: none"> Engage in CPD to: <ul style="list-style-type: none"> Support new staff development Continue to maintain a high quality environment and further strengthen high quality teaching Use assessment to inform and adapt future teaching and plan interventions and support Support children's development of early executive functions so that they have regular opportunities to revisit and review their learning, can initiate tasks and remain focused on them, can regulate their emotions and develop self-monitoring skills Use Tapestry to share learning and track progress, and support parents through workshop sessions 	<ul style="list-style-type: none"> Children are independent in their learning Children can talk about what they have learned Positive relationships and feedback from parents ensures a strong partnership in supporting children's learning Children's learning is informed by accurate assessment Data Outcomes will continue to at least meet national standards