

St Martin de Porres Catholic Primary School



School Plan 2021 - 2022



St Martin de Porres School Plan 2020/2021: Action Plan for Priority 1									
Priority 1:		To address the gaps in pupil learning as a result of COVID 19. (Particular focus on Disadvantaged pupils and at risk groups)							
Main SEF Link:		1,2,3,4,&5							
Ofsted Link:		Ensuring that the impact of catch up funding is clearly measured and that those responsible for checking this are confident to do so.							
Expected Outcome(s):		Revised curriculum meets the needs of our pupils to ensure the 70% of pupils meet age expected standards at the end of the year. (Disadvantaged pupils and at risk groups achieving a 5% increase working at the expected standard in core subjects compared to baseline)							
Led by:		SLT							
	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	Identification of gaps in learning.	<ul style="list-style-type: none"> i. Staff to identify areas using formal assessments. ii. Yr6, Yr3, Yr2 to use SATs papers. iii. Yr5, Yr4 to use Rising stars iv. Yr1 to use Foundation stage profile. v. YrR & YrN to use baseline. 	Assessment Team	Advent 1			Pupils continue to make good or better progress.		Middle leaders to monitor and feedback to SLT Half termly for Core subjects and termly for foundation subjects.
2.	To re-plan curriculum.	<ul style="list-style-type: none"> i. Staff to plan appropriate curriculum to address the gaps in pupil learning. ii. Yr1 to follow the EYS curriculum for the first term with gradual phasing in of Yr1 curriculum. 	Class Teachers	Advent 1			Recovery Curriculum established for Years R-6		SLT monitoring and evaluation of planning and implementation of catch up schemes – half termly.
3.	Use of catch-up funding	<ul style="list-style-type: none"> i. Allocate resources to utilise catch-up funding. ii. Appointment of staff to deliver interventions. 	SLT	Advent 2			Catch up funding is used effectively to reduce gaps in progress and attainment for PPG		Report to LAC termly.
4.	Continue to develop capacity for remote learning	<ul style="list-style-type: none"> i. TEAMS – training for all staff to support implementation of use of TEAMS across the school by the end of the year. 	SLT	On-going	TEAMS Class Dojo Oak Academy BBC		Robust plans developed in readiness for local lockdown and provision in place for those pupils		

		ii. Class teachers to continue use Class Dojo to set work and as a means of communication for those children working from home. iii. Class teachers to record introductions to lessons and post on CD. iv. Homework to be set using Class Dojo/TEAMS					shielding (including live teaching)		
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St Martin de Porres School Plan 2021/2022: Action Plan for Priority 2

Priority 2:	To improve the attainment and progress in writing across the school, including HPA.
Main SEF Link:	1,2,4
Ofsted Link:	Ensuring that the most able pupils receive learning opportunities that enable them to make the progress of which they are capable.
Expected Outcome(s):	Increase the percentage of children reaching expected and greater depth in each year group. More opportunities for extended writing in cross-curricular subjects.
Led by:	TLE & English Team

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	Planning.	i. To ensure daily grammar input (either starter or standalone lesson.) ii. YrR-Yr3 To ensure that ‘Talk for writing’ is incorporated into all writing lessons. iii. Yr4 –Yr6 Read to writing scheme to be used for all English planning. iv. All Yr groups to use Rising Stars digital comprehension	English Team	Advent Term	Thesaurus, dictionaries and spelling lists to be regularly used by pupils in all writing. Spelling workbooks		(Writing has been identified as an area for development across the school as a result of COVID shutdowns.) More evidence of extended writing and a higher		By English Team to LAC March 21 & July 21. English team to report to SLT half termly.

		<ul style="list-style-type: none"> v. lessons fortnightly and Let's think in English. vi. Mastery in writing to be evident in extended writing across the curriculum base on curriculum overviews. vii. Use gap analysis of Autumn assessments to plan afternoon interventions for any missed learning due to Covid-19 viii. Edit first drafts and re-draft writing. ix. Half termly informal monitoring to support use of thesaurus and dictionary work. 			<p>Let's think in English scheme</p> <p>Read in to writing scheme</p> <p>Talk for writing teacher books.</p> <p>Digital comprehension resources.</p>		<p>percentage of pupils reaching expected and greater depth.</p> <p>Teaching of writing is at least good and much is outstanding.</p>	
2.	Quality of teaching	<ul style="list-style-type: none"> i. English team to identify where Team teaching will have biggest impact. ii. Modelling of how to teach comprehension and writing by English team. iii. Ensure teachers understand what elements in writing are required to show mastery in writing across the curriculum. iv. Observation of Let's think English in use. 	TLE/English Team	Advent Term				
3.	Moderation	<ul style="list-style-type: none"> i. Moderate these exemplars at Trust level and through No More Marking ii. Each year group to moderate at the end of each unit of writing. iii. Termly moderation in school, between YrR-Yr3 for Talk for writing. 	TLE English Team	Advent 2 Lent 2 Pentecost 1			Consistency in moderation of work for TA	

		iv. Termly moderation between Yr4 –Yr6 for Read into writing.							
4.	Attainment of Higher Prior Attainers (HPA) and PP in writing at the end of KS1&2.	i. Identify relevant pupils, including those achieving 2S+/exceeding ELG. ii. Make clear expectations of greater depth so those pupils understand the elements required for writing at greater depth.	Class Teacher English Team (Advent – Yrs 2&3; Lent – Yrs 4&5; Pentecost – Yr6.	September 2021			More evidence of extended writing and a higher percentage of HPA pupils reaching greater depth.		

St Martin de Porres School Plan 2021/2022: Action Plan for Priority 3

Priority 3:	Implementation of New Early Years Curriculum
Main SEF Link:	1,2,3,4,5
Ofsted Link:	Developing the activities available through the day in the early years to make better use of children’s time in the school.
Expected Outcome(s):	The activities available through the day in the early years to make better use of children’s time in the school.
Led by:	EYS Lead

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	Planning	i. Three Is to be created. ii. Evaluating current plans and restructure. iii. Talk for writing implemented. iv. Embed the new Early Years adaptor curriculum using the Development Matter guidance.	Early Years Leader	Advent Term	EYFS Lead		Long term planning for all curriculum areas ensures progression for all children Developing the activities available through the day in the early years to make		Early Years Leader/SLT: LGB & Trust: March 21 & July 21.

		v. Planning to ensure children have opportunities for children to demonstrate the ELG by the summer term.					better use of children's time in the school. Improved outcomes at the end of early Years. EYFS data shows reduced gaps in progress and attainment for PPG pupils	
		vi. NELI to be introduced to support early language development.		Lent Term	NELI training in Advent Term			
2.	Outside Learning Area	vii. Assessment - observations recorded on TT.	Early Years Team	Advent Term	Purchase additional outdoor equipment. Install covered area.			Early Years Leader/SLT: LGB & Trust: March 21 & July 21.
		i. EYs outside area has been zoned to create specific learning areas.						
		ii. Develop outside phonic area to support learning.						
		iii. Staff are being time-tabled to lead adult-led directed learning opportunities.						

St Martin de Porres School Plan 2021/2022: Action Plan for Priority 4

Priority 4: SACAT Action Plan	To further develop and nurture the Catholic life of school ensuring that we bring our children closer to God by developing provision for the spiritual and emotional well-being through PSHE curriculum
Main SEF Link:	1,2,3,4,&5
Expected Outcome(s):	Pupils and staff grow in faith and their mental health is supported
Led by:	TLE/RE Team

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	To further develop and nurture the Catholic life of school.	1. HG to lead staff training on 'What it means to work in a Catholic school.' 2. RE Leads can share resources linked to Come and See topics	HG RE Team		Teachers are trained to deliver high quality RE lessons		Pupils and staff grow in faith and their mental health is supported		Reporting to LGB & Trust

		3. Prayer life of schools to be enhanced: Devise a schedule of collective worship and resources to be shared centrally and delivered programme through Chaplaincy team, including schools wide prayer chain 4. Assessment focus and moderation scheduled 5. Each subject team to link their subject to SMSE document.			and assess accurately against standards.				Anne-Marie (RE Primary Advisor).
2.	To bring our children closer to God by developing provision for the spiritual and emotional well-being through PSHE curriculum	1. Produce draft statement for each core theme: 'Physical Health and Wellbeing', 'Relationships' and 'Living in the wider world' 2. Explore Knowledge Organiser content for Physical Health and Wellbeing			Tara Lewis from Luton Borough Council to produce a training CPD for RSE, based on Christoher Winter units.				

St Martin de Porres School Plan 2021/2022: Action Plan for Priority 5

Priority 5:	Developing the profile of middle leaders.
Main SEF Link:	Developing leaders' new roles and clarifying responsibilities.
Expected Outcome(s):	Middle leaders will be able to confidently lead their subject and develop overall leadership skills.
Led by:	SLT

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	To develop middle leaders to ensure succession planning for the future.	1. Identify middle leaders on UPR scales. 2. Coach middle leaders in how to lead a subject effectively for whole school development.	SLT	Advent Term On-going			Middle leaders to be accountable for their subject. To keep a log of actions		SLT Report to LAC Dec21/March 22/June 22

		3. Half termly coaching sessions with SLT to look at gap analysis, monitoring, development of subject and development of teaching and learning across the school. 4. Monitoring of curriculum in books to ensure progress across the school.					undertaken during UPR time which needs to be fed back to SLT half termly.		
2.	To source appropriate middle leadership training	1 Staff and SLT mentor to identify appropriate training. 2 To access support from Trust SLE's/Primary School Improvement Advisor.	SLT	On-going					

*SEF Link: 1. Quality of Education 2. Behaviour and Attitudes 3. Personal Development
4. Leadership and Management 5. Quality of Education in Early Years

OFSTED Report

What does the school need to do to improve further?

Improve the quality of leadership and management by:

Developing leaders' new roles and clarifying responsibilities. (Priority 3)	Meeting with all leaders who are new to role to clarify expectations
Ensuring that the impact of additional funding is more clearly measured and that those responsible for checking this are confident to do so. (Priority 1)	Disadvantaged/PE/SEND Leaders have met with CFO to look at funding and how it needs to be measured. Are working on their plans currently.

Improve the quality of teaching and learning by:

Ensuring that the most able pupils receive learning opportunities that enable them to make the progress of which they are capable. (Priority 2)	Ensuring consistency in this area across the school. Many classes were already providing challenge, so are sharing good practice. Peer observations have taken place to support this.
Developing the activities available through the day in the early years to make better use of children's time in the school. (Priority 4)	EYS staff are re-planning activities, particularly the outside activities to ensure children are fully involved in their learning at all times.

	<p>EYS staff are following the Early Adaptor curriculum and changing the plans focus on key texts. Staff are checking the involvement of each area in their classroom and adapting the activities to challenge the children in their play. Each activity planned in the classroom has an objective of what we would like the children to achieve.</p>
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