



## School Improvement Plan 2016-17



### GOVERNORS ACTION PLAN

### Excellence • Enrichment • Enjoyment

#### Excellence

*'Jesus said to him, 'Love the Lord your God with all your heart, with all your soul, and with all your mind. This is the first and greatest commandment' (Matthew 22:37-38).*

Every person is made in the image of God so our school is an inclusive, caring community offering equality of opportunity for all. We work in partnership with parents to support and enhance every child's personal development and their spiritual, emotional and physical growth. We provide excellent teaching and a broad and balanced school curriculum that both engages and challenges our pupils so they achieve excellence and become enthusiastic, independent, lifelong learners.

Action	Responsibility	Timescale	Success Criteria	Mid-Year Evaluation January 2017	End of year Evaluation Nov. 2017
To continue to enhance the school's success in raising achievement of all pupils so that it meets its challenging attainment targets	Full Governing Body	Whole Year	Through the analysis of achievement data, learning walks, book looks & the HT report, the FGB is confident that the achievement of all pupils and identified groups of pupils (disadvantaged, SEN, EAL and Most Able) is outstanding.	The end of Year data for 2016 has been shared with FGB in Summer 2016 and Autumn 2017 HT report, including the Inspection Dashboard & Raise Online. Key strengths and areas for development have been identified in the SEF and are the focus for school improvement. These include the most able pupils, the disadvantaged pupils (especially the most able disadvantaged) and SEN pupils. The Spring HT report will provide an update of mid-year attainment and progress across the school.	Pupil achievement across the school is outstanding. This is summarised in the SEF. The most able pupils, the disadvantaged pupils (especially the most able disadvantaged) remain a key focus group this year. SEN pupils were a key focus and all groups achievement met or exceeded expectations. (Nov 17) OFSTED Inspection Data Summary Report (IDSR) shows school is not below floor standard, not coasting and lists 3 key strengths and no negatives in the 'Areas to investigate' cover page.  Assessing School Performance (ASP) has replaced Raise Online. It shows that in the EYFS, Phonics Check, KS1 SATS and KS2 SATS, the attainment of the pupils was higher than national and Surrey Averages in all subjects. Progress over KS2 is

					<p>above average in Writing and in line with the national average in Maths and Writing. Achieving 'Above average' progress will be a key focus for 2017-18.</p> <p>The achievement of the 9 disadvantaged pupils in year 6 last year did not meet national expectations and this is a key focus for 2017-18. This is NOT shown as an area to investigate on the the IDSR because the cohort is not statistically significant.</p>
<p>To continue to embed the new national curriculum and a new assessment framework effectively to raise standards further</p>	<p>Full Governing Body Curriculum Committee Spirituality Committee</p>	<p>Whole Year</p>	<p>Through the analysis of achievement data, learning walks, book looks &amp; the HT report, the Curriculum Committee and FGB are confident that the School Curriculum is broad, balanced, relevant, engaging and challenging and continues to meet the National Curriculum requirements</p>	<p>The Curriculum Committee will meet on the 28<sup>th</sup> Feb to analyse the mid-year attainment and progress of pupils ready to feedback to governors in the Spring FGB meeting. Half-termly learning walks have been completed with governors in attendance. This will continue and each governors will complete a visit report to share via GVO. A selection of books from Year 1 were shared with governors at the Autumn FGB meeting.</p>	<p>The new curriculum is now fully embedded. School monitoring shows that it is well understood and well taught. Subject leaders are engaged in a number of research-led initiatives to develop their subjects further so that the subjects taught meet statutory requirements and ensure the school curriculum is broad, balanced, relevant, engaging and challenging. Initiatives include the implementation of a calculation policy, more creativity in art, a new PSHCE programme of study and reciprocal reading. The vast majority of governors have attended a learning walk and completed a report. The aim remains for all governors to do this next year.</p>
<p>To provide outstanding teaching in all key stages and in all subjects so that all pupils, including disadvantaged, SEN and the most able, make sustained progress that leads to outstanding achievement</p>	<p>Full Governing Body Pay &amp; Appraisal Committee Curriculum Committee</p>	<p>Whole Year</p>	<p>Through the analysis of achievement data, learning walks, book looks &amp; the HT report and especially the appraisal cycle, the FGB is confident that teaching across the school is outstanding. Specific groups of pupils including disadvantaged pupils are diminishing the difference between their peers.</p>	<p>The Curriculum Committee will meet on the 28<sup>th</sup> Feb to analyse the mid-year attainment and progress of targeted groups of pupils ready to feedback to governors in the Spring FGB meeting.</p>	<p>The attainment of all pupils and significant groups of pupils is summarised in the SEF. This shows a positive picture of attainment and progress across the school.</p> <p>The Curriculum Committee met in February to analyse the attainment and progress of pupils across the school and all governors were involved in the School Improvement Evening in May 2017, when they had an opportunity to scrutinise the Subject Leaders about the attainment and progress of pupils in each subject area.</p> <p>The 'Agreed Expectations' document has been updated to link more directly with the OFSTED framework and the outstanding criteria for each. It is well understood by staff and used as the basis for monitoring the effectiveness of teaching and</p>

					learning. Currently (Nov 17), 71% of teachers are outstanding, 29% are good
To ensure that pupils, staff and parents believe that the school is striving and achieving excellence.	Full Governing Body	Bi-annually	Parent, staff and pupil surveys provide evidence to governors that the school is achieving excellence in the key aspects of school life. This is confirmed through face to face conversations with parents, staff and pupils.	Parent surveys were completed in November with 145 responses. The feedback was overwhelmingly positive. 97% either strongly agree or agree that the school is well led and managed. Governors offered the opportunity to meet parents following a curriculum workshops on the 11 <sup>th</sup> October. The feedback was, again, positive.	Parent surveys were completed in March 2017 with 193 responses. The feedback was overwhelmingly positive. 100% either strongly agree or agree that the school is well led and managed and 100% would recommend this school to another parent. Pupil surveys and staff surveys were similarly positive. Any concerning responses are followed up by the Headteacher. Surveys will be repeated in Nov 17.
To ensure the FGB understand and are prepared to evidence Outstanding Leadership and Management in an Ofsted inspection.	Full Governing Body	Whole Year	Governors have relevant training and are able to demonstrate their positive impact on the schools Leadership & Management.	Ruth Murton led a training session 'Short Inspections – what governors need to know' on 11th January 2017. All but 2 governors were in attendance. The training was extremely helpful for governors in preparing for inspection.	Governors continue to receive training throughout the year and feedback to the FGB. Training this year has included: Channel Prevent Awareness; Governor Induction; Performance Related Pay; Raise Online; Safer Recruitment; WRAP; Short Ofsted Inspection; Chair Of Governors training and network meetings; Financial Efficiency
To continue to develop strong school to school support to drive school improvement and be informed and ready to decide whether to become an Academy in the future.	Full Governing Body	Whole Year	The school Leadership fully understand the process of Academisation and are prepared to convert when ready.	The Headteacher continues to meet each half-term with the other local Catholic Headteachers and a variety of projects are underway. This year, for example, we will develop a 'teacher exchange' so that our upper key stage 2 teachers can support pupils struggling in Year 7 at St Paul's and the St Paul's KS3 teachers can support us in challenging the most able in upper Key stage 2. The Diocese have now officially launched their academy strategy, which will be considered by governors in the Spring term.	Headteacher meetings continue each half-term. The joint projects have begun but need further development next year so there is a meaningful impact. Conversations among local headteachers continue. There is more clarity from the Diocese on their Academy strategy but still not enough detail for local schools to commit to change.
To ensure the school curriculum is broad, balanced and relevant and that it promotes	Full Governing Body	Whole Year	Pupils achievement remains Outstanding, Pupils continue to enjoy school life and become responsible citizens.	Pupil and parent surveys show pupils are happy and enjoy school. The spiritual, moral, social and cultural strength is evident through governor visits also. British Values compliment the schools Gospel values. Again, this is evident in visits, through	The new national curriculum is well embedded and research-led initiatives led by enthusiastic and well informed subject leaders continue. Particular examples this year include the introduction of a calculation policy to ensure consistency in teaching strategies across the

SMSC and British Values.				the conduct of pupils and in the curriculum where other faiths and cultures are explicitly taught, celebrated and respected. Curriculum maps for SMSC and British Values are shared on the school website.	school; the introduction of a reciprocal reading approach led by the expertise of Dr Wayne Tennent; the Opal Play project; the Art curriculum becoming more creative and a new PSHCE curriculum including a Sex Relationships and Education programme.
To continue to use the Pupil Premium Grant to improve the achievement of Disadvantaged Pupils	Full Governing Body	Whole Year	Disadvantaged Pupils have diminished the difference between Other Pupils in school between their peers in the core subjects.	This group continue to be a key focus for the school. The pupils are identified their progress and attainment is key for all teachers. Each half-term their progress is discussed with SLT. A wide range of interventions are in place to help 'diminish the difference'. The most able disadvantaged are a key sub group as our analysis of data shows this group, in particular, do not always meet the high attainment of their peers at the school, especially in Reading and Maths. The groups are identified in teacher appraisals as a key group.	The group achieve well across the school, as shown in the SEF, especially the lower attainers or those with SEN. The Most Able disadvantaged pupils, do not always achieve the high scores at the end of Year 6 so they remain a focus next year, even though they are a statistically small group.
To continue to ensure attendance remains above the National Average of 96.1%.	Full Governing Body	Whole Year	Attendance meets or exceeds our school target of 97%. Pupils value education and rarely miss a day of school. No groups are disadvantaged by low attendance.	The November version of the Inspection Dashboard showed overall attendance last year was 96.3%. This was above the national average of 96.1% but slightly below the ambitious school target of 97%. One group was flagged as a weakness (SEN with EHC/Statement). This was mainly due to one pupil who became a 'school refuser' for months before joining a specialist school. The persistent absence rate for FSM was also above national averages due to 3 families of disadvantaged pupils with 7 pupils between them. Currently, attendance is 96.4%.	Attendance at the end of the 2017/18 year was 96.9%, which is above the national average and an improvement on last year.
The proportion of pupils reaching a high standard of attainment by the end KS2 increases from above to significantly above the national	Curriculum Committee	Whole Year	The most able pupils have made substantial progress to exceed expectations in core subjects.	This group of pupils have been identified by teachers and SLT through the appraisal cycle. They will continue to be tracked each half-term so that we aim to meet this ambitious target. Interventions are in place to help the most able pupils reach higher attainment levels in reading and maths. These include: A weekly reading intervention led by the reading leader	The proportion of pupils reaching a high standard of attainment by the end KS2 was 28% in Reading, which was a 3% increase on last year and 3% above the national average. This remains a focus for 2017 18. The proportion of pupils reaching a high standard of attainment by the end KS2 was 32% in Maths, which was a 12% increase on last year and is 9%

average of 19% in reading and 17% in mathematics in 2017.				& a weekly math club led by the KS2 maths leader. Extra classroom resources have been purchased to help challenge the most able in maths. A new approach to reading, the new calculation policy and the development of a growth mindset will all enhance first wave teaching.	above the national average. This is an excellent improvement but still remains a focus for 2017 18.
To ensure that the Nursery provides Outstanding Early Years Provision for 2-4 year olds.	Curriculum Committee	Whole Year	Evidence from school monitoring systems, parent surveys and external consultants show that the Nursery is Outstanding.	The nursery opened part time in February 2016 and full time from September 2016. 11 children transferred from nursery to reception in September. We are currently full and meeting our PAN. The nursery has been extremely successful as judged by external consultants, parent feedback and the progress of the children. This is a huge success for the school and the governors who had a long held ambition to open a nursery.	Our internal monitoring and judgement is that the nursery is outstanding. Since September 2017, Rachel Tillotson has moved from part-time nursery teacher to become Assistant Headteacher and leads the whole of the Early Years. The other part-time teacher in nursery now teaches the nursery full-time the whole week so we can be confident the outstanding provision remains consistent.
Continue to challenge all pupils to enable them to achieve their full potential in Religious Education.	Curriculum Committee	Whole Year	Through the analysis of achievement data, learning walks, book looks & the HT report, the FGB is confident that the achievement of all pupils and identified groups of pupils (disadvantaged, SEN, EAL and Most Able) is outstanding in Religious Education.	R.E. is seen as a core subject by the school. Over 10% of curriculum time is spent teaching R.E. It is tracked and monitored in the same way as Reading, Writing and Maths and valued in the same way. Other faiths (Hinduism, Judaism and Islam) are also taught throughout the school.	Teacher Assessment, which is moderated within school and across the deanery confirms the achievement is outstanding. Internal monitoring is evidence that teaching and learning is outstanding in RE.
Continue to support parents in developing their subject knowledge of Religious Education to enable them to support their children.	Curriculum Committee	Whole Year	The improved subject knowledge of parents has improved subject knowledge of pupils.	For each new topic an information pack is sent home to parents to help explain the subject knowledge that the children will need to know as they progress throughout the topic. A parent workshop was also given to all parents on R.E. and how to support pupil's learning at home.	The information packs continue to be sent to parents. An RSE curriculum parent workshop will be held later in the year and parent will be given feedback on their child's progress in RE at future parents evenings.

To further develop partnerships with local Catholic schools.	Full Governing Body	Whole Year	Teaching and Learning has improved. Self-Assessment of the school is secure and verified by others.	The governor approved 'loose collaboration' of schools (St Paul's, St Ignatius, Our Lady of the Rosary and St Lawrence) have focussed on maths and writing but will develop further this year to include R.E. for example, updating our Relationship and Sex Education policy and curriculum.	The loose collaboration is well established and meetings between headteachers will continue. We will explore the possibility of opening up more partnerships within the four RE leaders in the Surrey/Westminster schools.
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## Enrichment

*Jesus said, "Let the little children come to me and do not hinder them, for to such belongs the kingdom of heaven." (Matthew 19:14).*

A close relationship with God enriches our lives. Therefore, we offer our children and their families opportunities for spiritual nourishment including prayer, song, reflection and collective worship. Religious Education is a central part of our school curriculum. We teach our children to know and understand the teachings of Christ and the Catholic Church so that they may know God and themselves better. A wide range of sporting, creative and academic enrichment opportunities is offered so that every child is valued and can develop their God-given talents. We foster strong links with our Parish, our Diocese, members of our local and international community to enrich the lives of our children. Our children understand that they are stewards of the earth, respecting our school environment, our planet and all those who share it.

Action	Responsibility	Timescale	Success Criteria	Mid-Year Evaluation January 2017	End of year Evaluation Nov. 2017
To continue to use the Sports Premium to improve the teaching and learning of PE and the CPD of the staff.	Full Governing Body	Whole Year	Effective CPD and monitoring ensures the quality of teaching in PE continues to be Outstanding. 100% of pupils take part in an extracurricular sports club.	This year, all PE is taught by teachers. Staff training is ongoing and a summer inset will focus on the teaching of outdoor summer sports. Expert coaches also aid teaching eg FA skills. The curriculum continues to evolve to offer a wider range of sports eg dodgeball. An ever increasing range of extra-curricular PE clubs are offered to pupils this year. Many of these are funded or partially funded using the Sport Premium. These include: street dance, boys football (Years 1-6 – Arsenal coaches for Yr 1-4), girls football Year 5&6 – Arsenal coaches), capoeira, futsal, athletics, multi-skills, netball, judo, lacrosse etc.	In October 2017 we were nominated and won the Schools Category at the Spelthorne Sports Awards for the improvements to Sports and PE over the last 2 years. We won our division of District Sports in the Summer term and have been promoted. We continue to use the Sports Premium to invest in expert coaching and sports. New initiatives this year include cricket coaching in Year 3 in Spring, London Irish Rugby coaching in Year 4 in Autumn and more inter-school competitions. Our Sports Crew run school training and competitions during lunch times and send out a termly newsletter. We have a detailed 3 year strategy and 1 year strategy to continue improvements shared on the school website.

To continue to enhance the opportunities for pupils at play time though the Opal Play Project.	Chair	Whole Year	Pupils have an improved play offer. Play is valued by all staff, Parents and Pupils. The Opal Play project awards us the Gold Standard.	The Opal Play Project was introduced in April 2016. The aim is to increase the range of opportunities for play to develop physical, social and emotional skills in the pupils. The feedback from parents, pupils and staff has been extremely positive and there are very few incidents of bad behaviour.	We were given the Platinum Award by Opal in June 2017 due to the high standard of play offered to the children. Our video is used by Opal as an exemplar to other schools and was used at the International Play Association's World Conference in Calgary, Canada in September. 5 other local schools have visited and a school from France will be visiting in February. We have received two grants from Tesco (£4000 and £2000) and are currently planning to install a new 'Talking Tree Tops' play equipment in the new year. Our 'Break Bus' project is a long term aim.
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## Enjoyment

*'This is the day that the Lord has made; let us rejoice and be glad in it.'* (Psalm 118:24)

Having faith in Jesus brings joy to our lives. We can find true happiness if we live by the Gospel values so that we receive the gift of eternal life. The Gospel values and Christian virtues of friendship, responsibility, respect, self-respect, honesty, forgiveness, tolerance, justice, compassion, patience, generosity, empathy and tolerance are the golden threads that run through all of our teaching and all of our relationships. They form the basis of our expectations of behaviour and ensure that our children are respectful, tolerant, courteous and have a strong moral code. Our school community is committed to helping others in need. Serving the common good brings us closer to God and brings joy to those that receive help and to those that give it. Children have the right to be safe and to be happy. Our school is a welcoming, loving and nurturing environment where children thrive. We take every measure to keep our children safe and provide the pastoral care needed to deal with any problems they may encounter.

Action	Responsibility	Timescale	Success Criteria	Mid-Year Evaluation January 2017	End of year Evaluation Nov. 2017
To ensure safeguarding continues to be highly effective including the prevention of radicalisation and extremism.	Full Governing Body	Whole Year	Governors are confident that pupils are listened to and are safe. Pupils at risk of harm, including radicalisation and extremism are supported by the safeguarded by the school and external partners.	Simon Jay is the Safeguarding Lead for the Governors. He also leads Safeguarding as Assistant Headteacher in a secondary school. He will spend time in school to complete the Surrey Safeguarding Audit with the Deputy Headteacher and School Bursar. All governors are trained in WRAP and Channel. All governors have read and understood the September 2016 version of	The Safeguarding Self-Audit was successfully completed and this years version is due in February 2018. Simon Jay remains as Safeguarding Lead for the Governors in 2017 18. Governors understand and have approved a new Safeguarding Policy and Staff Code of Conduct. They have read and understand the latest Keeping Children Safe in Education document.

				Keeping Children Safe in Education, our Staff Conduct Policy, our school Safeguarding & Child Protection Policy. We have received DBS checks for all governors. Safeguarding is a standing agenda item in FGB meetings and form part of the HT report.	
To ensure the school's Behaviour Policy & Procedures prevents bullying including cyber bullying and racism and exclusions.	Full Governing Body	Whole Year	Pupil conduct is impeccable. Pupils are self-disciplined and incidents of low level disruption is rare. Bullying is prevented from happening.	The behaviour, welfare and safeguarding of pupils is reported each term through the HT report. There are very few incidents of bad behaviour and exclusions are extremely rare.	The behaviour, welfare and safeguarding of pupils is reported each term through the HT report. There are very few incidents of bad behaviour and exclusions are extremely rare.
Continue to build the partnership with parents and further involve them in the life of the school.	Spirituality Committee	Whole Year	Parents feel more involved in the Catholic life of the school.	Parents are surveyed about the Religious Education and Spiritual life of the school twice a year. 95% of the 128 respondents in the November 2016 survey results were either strongly agreed or agreed that the school keeps them informed of what is taught in the RE curriculum.	The March 2017 survey for RE was overwhelmingly positive about Religious Education and the Catholic Life of the School. 98% of the 182 respondents in the March 2017 survey results either strongly agreed or agreed that the school keeps them informed of what is taught in the RE curriculum.