

### 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. This leaflet provides a summary for Parents and Carers.

### Improvement Priorities for 2022 – 2023 will focus on:

Responding to contextual changes through further development of provision for inclusion and personal development and wellbeing

Strengthening teaching and learning of spelling and grammar for reading and writing

Embedding strategies for mastery in maths to improve mathematical talk and recall, and to ensure effective use of manipulatives across the school

Implementing a curriculum which fits structural changes to class organisation

**You will receive regular updates about progress towards these improvement priorities. Where appropriate you will also be consulted about proposed changes in order to gain the views of all members of our school community.**

# Parent Guide

## School Improvement Plan 2022 - 2023



## 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?

## Provision for inclusion, personal development and wellbeing

### How will we do this?

- Professional development at all levels in response to changes of leadership and staffing
- High quality, evidence-informed teaching as outlined in our teaching and learning policy and the Warrington Graduated Response, complemented by targeted intervention and support
- Effective use of teaching assistants to delivery systematic interventions
- Reduce over-stimulation within the classroom environment
- Further develop whole-school provision for social, emotional, mental health

### What difference will it make?

- High quality teaching supports all children to progress in their learning, including those with Special Educational Needs, disabilities, English as an additional language, or social / emotional / mental health needs
- Where needed, children know and are making progress towards personalised targets through targeted intervention and support
- Children are happy in school and know that they are making progress in their learning

## Strengthening of teaching and learning of spelling and grammar

### How will we do this?

- Use assessment of spelling and grammar to inform teaching and identify next steps in learning
- Systematic teaching of spelling and grammatical concepts and rules which build on prior learning
- Explore spelling and grammar in reading and embed into writing
- Use ongoing assessment, intervention and support to secure mastery of spelling and grammar, complemented by structured intervention as required

### What difference will it make?

- Strong phonics outcomes will progress into strong spelling across the school
- Children will have regular opportunities to revisit, review and practice spelling and grammatical concepts
- Children will confidently apply spelling and grammar into their writing and reading
- Standards in writing will continue to improve

## Embedding mathematical talk and review, and effective use of manipulatives

### How will we do this?

- Use assessment to inform teaching and identify next steps in learning
- Effective modelling by teachers to support learning
- Use of manipulatives (practical resources) and representations (visuals) to support children's mathematical understanding
- Use stem sentences and core vocabulary to support children's mathematical talk and explanation
- Provide regular opportunities for review, recall and practice to ensure that children are building strong mathematical knowledge on which to build new learning

### What difference will it make?

- Children will use maths journals to record new learning as worked examples, models and definitions for reference and review
- Children will use core mathematical vocabulary and stem sentences to support their mathematical discussion and explanation
- Children will confidently use manipulatives appropriately to support their learning and understanding

## Curriculum implementation to fit structural changes

### How will we do this?

- Implement updated curriculum plans and subject knowledge progressions
- Monitoring of provision across all curriculum areas by subject leaders and senior leaders to ensure high quality and consistency
- Continue to develop strong assessment across the curriculum which ensures acquisition of factual knowledge as well as development of subject-specific skills
- Ensure that post-COVID, children have opportunities for fieldwork and learning outside the classroom

### What difference will it make?

- Children will continue to have access to a broad and balanced curriculum across all year groups
- Children will be able to articulate their learning and how it links to, and builds upon prior learning or learning in other areas of the curriculum
- Assessment will check children's acquisition of knowledge and subject-specific skills
- Children's learning will be enhanced by fieldwork opportunities, visits and visitors

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

*Provision for Religious Education and Collective Worship in line with the new curriculum directory and inspection schedule*

*Embedding evidence-informed practice across all aspects of school life*

*Use of technology to support teaching and learning and to further improve school efficiency*