

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 the priorities set out by Ofsted in September 2019. This leaflet provides a summary for Parents and Carers.

Improvement Priorities for 2019 - 2020

- Further improve standards in reading by the end of Year 6
- Further develop curriculum plans which help children to acquire new knowledge and skills
- Further develop teaching and learning which supports children to embed new knowledge in long term memory so that they can recall it and build upon it in future learning
- Continue to develop sustained shared thinking, communication, literacy and language in Early Year

You will receive regular updates about progress towards these improvement priorities and changes occurring as a result. 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 2019 - 2020



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?

Further improve standards in reading by the end of Year 6

How will we do this?

- Consistent, evidence-informed approach to whole class teaching of reading across KS2
- Benchmarking to evidence children's progress in reading, supported by evidence in books and outcomes of standardised tests (February)
- Reading has a high profile around school
- Intervention for those who are not on track for age-related expectations:
 - Inference programme: Y5 (and Y6 as appropriate)
 - CODE: Y3 / 4

What difference will it make?

- Children will show increased engagement and confidence in reading
- Regular evidence of engagement with high-quality texts
- Wider comprehension skills are taught and evident in children's books
- Improved oral language including vocabulary
- End of year outcomes in reading are improved to at least consistent with national measures and show sustained progress from end of Key Stage 1

Curriculum plans which help children to acquire new knowledge and skills

How will we do this?

- Clear expectation about evidence in books to ensure consistent progressions of learning in History/Geography/Science which demonstrate appropriate knowledge and skills
- Whole school display to demonstrate progression and continuity
- Subject leaders can demonstrate how their subject is fulfilling the curriculum intent, that there is clear progression and continuity across the school and that children are progressing well in their knowledge and skills development
- Opportunities for children to learn about a diverse range of inspirational people linked to all areas of the curriculum

What difference will it make?

- Children have much greater clarity about subject areas, knowledge and skills
- Children are able to explore and use technical subject-specific vocabulary
- Children are beginning to understand how what they are learning has an impact on them, their locality, their world and their future
- The vast majority of children demonstrate age-appropriate knowledge and skills

Teaching and learning which supports children to embed new knowledge in long term memory so that they can recall it and build upon it in future learning

How will we do this?

- Programme of professional development for all teachers: Transforming Teaching (Ambition Institute) to develop evidence-informed practice which is consistently applied across school
- Training in instruction coaching for 2 teachers to ensure that support and development is sustainable
- Assessment of all areas of the curriculum which is rooted in strong evidence
- Clear whole-school systematic approach to implementation – teacher education – teaching and learning – assessment – monitoring – evaluation

What difference will it make?

- Children are being given greater opportunities to recall and retrieve prior knowledge
- Children are engaging in more active thinking to better secure learning
- Progress in children learning and evidence in books is clear

Sustained shared thinking, communication, literacy and language in Early Year

How will we do this?

- EYFS is a language rich environment
- Reading, writing, communication and language development are core within EYFS provision
- Baseline identifies those children with a starting point below expectation and intervention (Chatty Bats) to accelerated progress in Communication and Language, and Literacy
- Guided reading is used to develop Literacy, Communication and Language
- Communication and language is high profile within EYFS through high quality interactions and teacher- child initiated play/ small group learning
- Reading programme in place with special friends – shared reading with Year 6 once per week

What difference will it make?

- Percentage of children on track for Early Learning Goals in Communication and Language and Literacy has increased from Baseline and is in line with outcomes nationally
- Children have developed Communication and language skills through guided reading

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

Provision for SEND and impact on progress

Tracking and assessing progress to maximise the impact of information gathered

A clear map of provision for personal development, including, equality and diversity teaching, RSE

Development of middle leaders