

# School Improvement Plan – 2023/24

## Overview of Objectives



### Objective 1 – Quality of Education

Ensure that the curriculum is being implemented consistently and that it is having a positive impact on students

### Objective 2 – Behaviour and Attitudes and Personal Development

Increase sense of belonging and community

### Objective 3 – Leadership and Management

Implement strategies that will enable the school respond to the challenging financial climate

### Objective 4 – Leadership and Management

Improve accuracy of monitoring and tracking

### Objective 5 – CSI (Section 48) Focus

Implementation of Lasallian Awards across Key Stage 3 and introduce Core RE

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Objective 1 - Ensure that the curriculum is being implemented consistently and that it is having a positive impact on students

Area of focus (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Progress
<p>Considerable time and effort has been afforded to developing our understanding of our intended curriculum.</p> <p>The next stage is to ensure the curriculum is being implemented as intended and that the impact on students is secure.</p>	<p>The curriculum implementation needs to be monitored to ensure that it is being delivered as intended.</p> <p>Alongside this, the impact needs to be measured on all students including those groups which the school has identified as vulnerable.</p> <p>High quality Teaching and Learning, including precise tracking and intervention to ensure the impact is measurable. (Especially in the key areas of English and Maths at KS4 and Maths at KS2)</p>	<p>Implement the latest iteration of the line management structure to ensure the intended curriculum is fully progressive long term and adaptations are made as necessary.</p> <p>Work with middle leaders to ensure that robust tracking and intervention are in place to ensure all children are accessing the curriculum.</p> <p>Measure the wider impact of the curriculum through a regular cycle of lesson observation, work scrutiny, pupil voice. Ensuring children are able to recall key knowledge over previous years (focus on DP – including SEN).</p> <p>Pay close attention to whether the needs of children with SEND are being met to enable appropriate access to the curriculum and carry this out through regular and additional monitoring.</p> <p>Focus on improving the quality of teaching and learning through CPD</p> <p>Primary subject leads and secondary subject leaders working together to ensure a coherent curriculum from KS2-KS3. Focus on History and Geography at primary</p>	<p><b>Short term</b></p> <p>Subject leads taking a more active role in monitoring</p> <p>Subject/phase leads supportive of more focused interventions.</p> <p>Staff more aware of children with SEND in their classes and implement given strategies</p> <p><b>Medium term</b></p> <p>Subject leads act upon findings of LM observations</p> <p>Interventions in place and having impact</p> <p>5+E&amp;M in range of 52 – 60%</p> <p>A Level – A*-A 20%, A*-B 55%</p> <p>KS2 – Every indicator to be average or above national. Including times tables in Y4.</p> <p>Observations and pupil voice indicate</p> <p><b>Long term</b></p> <p>Improved outcomes for all</p> <p>6<sup>th</sup> Form retention improves</p>	

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## Objective 2 - Increase sense of belonging

Area of focus (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Progress
<p>After a challenging year where the longer-term impact of the pandemic has become more apparent. Work needs to be carried out to ensure even more students feel a stronger bond with our community.</p>	<p>Student and staff voice will play an important role in establishing our core values and expectations.</p> <p>Consistent application of our behaviour management strategies and to add in support for the very small number of students who struggle to engage</p> <p>Encourage more engagement in extra-curricular activities and look for more community interaction</p> <p>Review antibullying policy in light of young peoples' increased exposure to social media</p>	<p>Survey students and work with them on reviewing our behaviour curriculum</p> <p>Use SIMS to avoid duplication for staff to ensure an efficient system for teachers and leaders</p> <p>Monitor the data that is generated from SIMS and use it to identify students who may need extra support from KS3 mentors improving positive recognition of most improved</p> <p>Earlier intervention from tutors/ teachers in terms of students who may be struggling with attendance or behaviour</p> <p>Implement support for staff who are finding it difficult to implement the school policy on behaviour</p> <p>Work with a focus group of parents on updating our antibullying policy</p> <p>Devote extra KS3 curriculum time to strengthen work on personal development.</p> <p>Return to F2F parents' evenings at secondary</p> <p>Opportunities for KS to mix more at primary.</p>	<p><b>Short term</b></p> <p>Agree a set of revised behaviour principles</p> <p>Clear interventions in place for students who are struggling</p> <p>Identify staff who may need additional support</p> <p>Create a list of extra-curricular opportunities</p> <p>Work with a focus group of parents on antibullying policy</p> <p><b>Medium term</b></p> <p>Analysis highlights a year on year reduction of behaviour incidents and improvement in attendance</p> <p>Feedback from students highlights benefit of extra curriculum time being devoted to personal development</p> <p>New antibullying policy adopted</p> <p><b>Long term</b></p> <p>Standards fully embodied and data reflects the confidence by staff and students in the systems</p> <p>Student voice highlights a greater sense of belonging</p>	

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## Objective 3 - Implement strategies that will enable the school respond to the challenging financial climate



Area of focus (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Progress
<p>Despite prudent financial management over the past few years, a number of unforeseen pressures are causing stresses to the budget. These include:</p> <ul style="list-style-type: none"> <li>• High energy prices</li> <li>• Partially funded pay rises</li> <li>• High inflation</li> </ul>	<p>Implement cost saving strategies to mitigate against using all of the schools reserves to meet increased costs.</p>	<p>Evaluate the benefits of the new timetable cycle</p> <p>In-line with SRMA report:</p> <ul style="list-style-type: none"> <li>• Use benchmarking tools to re-evaluate staffing</li> <li>• Review PPA and Leadership time</li> <li>• Review TLR structure</li> </ul> <p>Post 16 recruitment strategy to be reviewed to ensure more students enrol at St Peter's.</p>	<p><b>Short term</b></p> <p>Successful open evenings and other marketing events</p> <p>Produce a plan to be approved by governors at the end of the Autumn Term</p> <p><b>Medium term</b></p> <p>Implement the agreed plan to ensure that any changes that need to take place for the new year have an adequate lead time</p> <p>Continue to engage with the ESFA</p> <p>Increase number of students joining 6<sup>th</sup> form</p> <p><b>Long term</b></p> <p>School restores financial stability over time.</p>	

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## Objective 4 - Improve accuracy of monitoring and tracking

Area of focus (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Progress
<p>The recent Ofsted inspection highlighted that the monitoring and tracking systems could be sharper in a number of areas.</p>	<p>Review and implement new systems to ensure clearer lines of accountability and monitoring are in place.</p>	<p>Single Central Record</p> <ul style="list-style-type: none"><li>• Ensure regular spot checks are carried out on SCR</li><li>• Findings reported back to safeguarding governor</li></ul> <p>KS 2, 4 and 5 Attainment and Progress</p> <ul style="list-style-type: none"><li>• More precise tracking of key students and interventions</li><li>• Effectiveness monitored by TLA</li></ul> <p>Attendance and Behaviour</p> <ul style="list-style-type: none"><li>• Students tracked closer using PowerBI to ensure earlier interventions take place</li><li>• Graduated response consistently applied</li><li>• Groups of students more closely tracked</li><li>• Higher level data monitored by SWC</li></ul>	<p>Short term</p> <p>Systems audited and metrics decided</p> <p>Key staff trained</p> <p>Medium term</p> <p>Implementation cycle begins</p> <p>Early data used to establish benchmarks</p> <p>Long term</p> <p>Evidence of improvement in areas identified</p>	

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## Objective 5 - Implementation of Lasallian Awards across Key Stage 3 and introduce Core RE

Area of focus (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Progress
<p>The De La Salle order is keen to preserve the charism in light of decreasing numbers living in community. Schools have been charged with developing an ethos strategy.</p> <p>The action point from our last S48 inspection was to introduce core RE at 6<sup>th</sup> Form</p>	<p>Continue with the implementation of our own De La Salle Ethos Strategy document</p> <p>Develop the Core RE curriculum for Post 16 students</p>	<p>Roll out Lasallian awards to KS3 and work with a group of students at KS 1&amp;2 to enable them to take place at the primary phase – with focus on Catholic Social Teaching</p> <p>Refine the ethos day for students and develop a staff day.</p> <p>Develop a curriculum for Core RE at 6<sup>th</sup> Form</p> <p>Preparing for CSI (S48) – staff to attend training and produce an implementation plan for 24/25</p>	<p><b>Short term</b></p> <p>Successful rollout of lasallian awards to secondary phase</p> <p>Plan in place for roll out of Core RE at 6<sup>th</sup> forms</p> <p>Investigate how Lasallian awards could be implemented at KS2</p> <p><b>Medium term</b></p> <p>A number of students complete the awards and this is celebrated</p> <p>Pilot the Lasallian awards at primary</p> <p>Core RE provision in place</p> <p><b>Long term</b></p> <p>CSI highlights strong lasallian ethos</p>	