

School Improvement Plan 2023 – 2024



Faith Primary Academy

'Loving and Learning in the Light of the Lord'



Compassion



Inclusion



Respect



Faith Primary Academy is proud to be part of All Saints Multi Academy Trust

Introduction

This school improvement plan outlines the main priorities for the work of our school during the coming school year. It also indicates possible areas for improvement in the subsequent two years. These future priorities are not outlined in detail as they may change.

All recommendations / outcomes of pupil, parents, staff and Governors self-evaluation have been included in this plan.

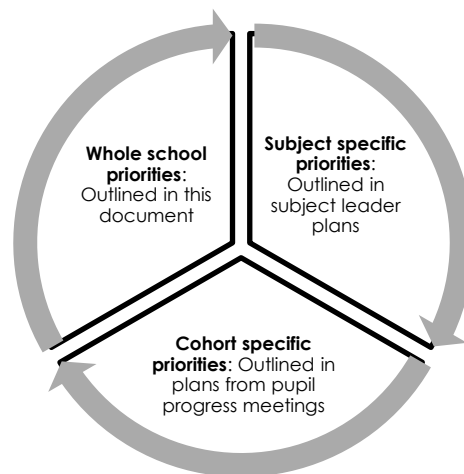
Related Documentation

In addition to this plan, the following documents provide supplementary information:

- Self-evaluation summary
- IDSR report
- School budget
- Most recent inspection report – December 2018

School Improvement Planning

School improvement planning takes place in a number of ways. The chart below shows the different levels of planning which should be seen as connected.



Additional Areas of Interest

- Inclusion Charter Mark and Flagship Status
- Attendance Quality Mark
- Reading Quality Mark
- Maths Quality Mark
- Writing Quality Mark
- Speech and Language Quality Mark
- School of Sactuary

Focused Priorities For Improvement

These are the important whole-school priorities, which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	<p><u>Raise standards and attainment of GLD in EYFS</u></p> <p>1.1 To narrow the gap between school and national for GLD</p> <p>1.2 Continue monitoring cycle of triangulating evidence to ensure the quality teaching and learning throughout school is judged good or better in all year groups.</p> <p>1.3 Track pupil progress termly and plan appropriate interventions and support accordingly.</p> <p>1.4 To continue to engage with training and support from SIL as well as funded projects.</p> <p>1.5 Enable EYFS lead to engage and collaborate with schools within the trust.</p> <p>1.6 Enable EYFS lead to monitor, evaluate and report to governors.</p>
Focused priority 2	<p><u>Improve the quality and consistency of Teaching and Learning by:-</u></p> <p>2.1 Reducing the amount of teacher talk during lessons and encourage independent learning.</p> <p>2.2 Continue monitoring cycle of triangulating evidence to ensure the quality teaching and learning throughout school is judged good or better in all year groups.</p> <p>2.3 Track pupil progress termly and plan appropriate interventions and support accordingly</p> <p>2.4 SEND children are challenged appropriately</p> <p>2.5 Teachers will be given opportunities to watch colleagues and share good practice</p>
Focused priority 3	<p><u>To ensure consistency and quality of extra-curricular provision across the school</u></p> <p>3.1 Plan and deliver a quality after school provision offer for all children.</p> <p>3.2 Utilise outside agencies to deliver extra-curricular sessions.</p> <p>3.3 To use current support staff to engage children in lunch time activities.</p>
Focused priority 4	<p><u>To develop the Christian Life of the school by:</u></p> <p>4.1 Continue developing collective worship across the school and evidence children's reflections</p> <p>4.2 Continue to have the mission at the center of every policy and document in school</p> <p>4.3 Continue to strengthen the partnerships with both parish churches and the new incumbents</p> <p>4.4 To work collaboratively with All Saints Trust to continue to promote the Christian values of the school and trust</p>

Plan for focused priority 1

Raise standards and attainment of GLD in EYFS

Targets

- 1.1 To narrow the gap between school and national for GLD
- 1.2 Continue monitoring cycle of triangulating evidence to ensure the quality teaching and learning throughout school is judged good or better in all year groups.
- 1.3 Track pupil progress termly and plan appropriate interventions and support accordingly.
- 1.4 To continue to engage with training and support from SIL as well as funded projects.
- 1.5 Enable EYFS lead to engage and collaborate with schools within the trust.
- 1.6 Enable EYFS lead to monitor, evaluate and report to governors.

Ref	Target	Action	Success Criteria	Who	Cost	When	Progress Review
1.1	To narrow the gap between school and national for GLD	<ul style="list-style-type: none"> • To track children’s progress and attainment through new Arbor assessment tracking system. • Termly pupil progress meetings to determine interventions and additional support for individual children. • Use of interventions to target children and close gaps. 	<ul style="list-style-type: none"> • A larger percentage of children will achieve the expected standard at GLD. • Evidence of accelerated progress for individuals of targeted support 	SLT Rhianna Thomas	NA	Ongoing – end of year assessments in July	
1.2	Continue monitoring cycle of triangulating evidence to ensure the quality teaching and learning throughout school is judged good or better in EYFS.	<ul style="list-style-type: none"> • Embed use of self-assessment sheets for monitoring. • Teachers self-assessment is compared to subject lead and SLT RAG ratings • Fortnightly subject leader / EYFS Lead monitoring including feedback to teachers • Regular SLT monitoring including feedback to teachers • Bespoke support for teachers according to their individual need • 	<ul style="list-style-type: none"> • Consistency of good quality teaching is evident • Teacher’s self-assessments match SLT monitoring 	SLT Rhianna Thomas EYFS teachers	Release time	Ongoing	

1.3	Track pupil progress termly and plan appropriate interventions and support accordingly.	<ul style="list-style-type: none"> • Prediction set for each child in autumn term when baseline is completed. • Performance Management completed by October for EYFS and teaching staff. • Termly pupil progress meetings. • Children at risk of underperforming given appropriate interventions and support. 	<ul style="list-style-type: none"> • Assessments inform planning • PIVATs to be used to identify next steps for SEND children • Children identified 'at risk' to make rapid progress to meet age related expectations. 	SLT Rhianna Thomas EYFS Teachers	Release time	Ongoing	
1.4	To continue to engage with training and support from SIL as well as funded projects.	<ul style="list-style-type: none"> • Plan and deliver SIL Development Days • Create action plan alongside officers on a termly basis • Implement actions and monitor impact 	<ul style="list-style-type: none"> • All SIL Development Days are planned alongside officers • An action plan is created for the following term and actions are implemented 	Rhianna Thomas	Release time	Termly	
1.5	Enable EYFS lead to engage and collaborate with schools within the trust.	<ul style="list-style-type: none"> • To engage in the EYFS Lead trust network • To visit schools in the trust and share good practice and ideas 	<ul style="list-style-type: none"> • EYFS Lead to have an understanding of different approaches and possible good practice to implement in school 	Rhianna Thomas	Release time	Termly	
1.6	Enable EYFS lead to monitor, evaluate and report to governors.	<ul style="list-style-type: none"> • Subject leads to plan and prepare a presentation to governors annually in line with the rolling programme • Governors given the opportunity to ask questions and challenge 	<ul style="list-style-type: none"> • Governors gain insight into the curriculum, assessment and data for EYFS • Governors are aware of areas of strength and in need of development • Governors understand action plans for EYFS 	Rhianna Thomas	Release time	Termly	

Plan for focused priority 2

Improve the quality and consistency of Teaching and Learning by :-

Targets

- 2.1 Reducing the amount of teacher talk during lessons and encourage independent learning.
- 2.2 Continue monitoring cycle of triangulating evidence to ensure the quality teaching and learning throughout school is judged good or better in all year groups.
- 2.3 Track pupil progress termly and plan appropriate interventions and support accordingly
- 2.4 SEND children are challenged appropriately.
- 2.5 Teachers will be given opportunities to watch colleagues and share good practice

Ref	Target	Action	Success Criteria	Who	Cost	When	Progress Review
2.1	To reduce the amount of teacher talk during lessons and encourage independent learning.	<ul style="list-style-type: none"> • Focus when undertaking lesson observations and learning walks • Staff training on different learning styles • Staff training on high quality teaching, differentiation and pace • Fortnightly subject leader monitoring including feedback to all teachers • Bespoke support for teachers according to their individual need 	<ul style="list-style-type: none"> • Lesson observations will demonstrate all children making progress by having the time to extend learning. • Monitoring demonstrates consistency across the school 	SLT Subject leaders	Release time	Subject leader monitoring fortnightly and SLT monitoring weekly	
2.2	Continue monitoring cycle of triangulating evidence to ensure the quality teaching and learning throughout school is judged good or better in all year groups.	<ul style="list-style-type: none"> • Introduction of self-assessment sheets for monitoring. • Teachers self-assessment is compared to subject lead and SLT RAG ratings • Fortnightly subject leader monitoring including feedback to all teachers • Regular SLT monitoring including feedback to all teachers • Bespoke support for teachers according to their individual need 	<ul style="list-style-type: none"> • Consistency of good quality teaching is evident • Teacher's self-assessments match to subject leader and SLT monitoring 	SLT Subject leaders	Release time for subject leaders	Subject leader monitoring fortnightly and SLT monitoring weekly	

2.3	Track pupil progress termly and link to performance management systems within school.	<ul style="list-style-type: none"> • Prediction set for each child in autumn term • Performance Management completed by October • Termly pupil progress meetings • Children at risk of underperforming given appropriate interventions and support 	<ul style="list-style-type: none"> • Assessments inform planning • PIVATs to be used to identify next steps for SEND children • Children identified 'at risk' to make rapid progress to meet age related expectations. • 	SLT Subject leaders	Release time for teachers	Termly	
2.4	SEND children are challenged appropriately.	<ul style="list-style-type: none"> • Clear differentiation in all lessons • Use of assessments (including PIVATS) and marking and feedback to inform level of challenge • Learning plans are reviewed and new targets set on a termly basis • Strategies outlined in EHCPs and Educational Psychologist reports are implemented and adhered to 	<ul style="list-style-type: none"> • Work is tailored to individual needs • Small group intervention has shown significant impact. • Pupil voice, book monitoring and data analysis to reflect challenge for all pupil groups • Marking policy allows for self and peer-assessment. 	SLT Subject leaders	Release time for subject leaders	Subject leader monitoring fortnightly and SLT monitoring weekly	
2.5	Teachers will be given opportunities to watch colleagues and share good practice	<ul style="list-style-type: none"> • Teachers are released to observe colleagues throughout the year • Opportunities are given for staff to observe cross key stage 	<ul style="list-style-type: none"> • Teachers share good practice • The overall quality of teaching and learning across the school is at least good 	All teaching staff	Release time for teachers	Termly as a minimum As frequently as required – bespoke according to individual need	

Plan for focused priority 3

To ensure consistency and quality of extra-curricular provision across the school

Targets

- 3.1 Plan and deliver a quality after school provision offer for all children.
 3.2 Utilise outside agencies to deliver extra-curricular sessions.
 3.3 To use current support staff to engage children in lunch time activities.

Ref	Target	Action	Success Criteria	Who	Cost	When	Progress Review
3.1	Plan and deliver a quality after school provision offer for all school aged children.	<ul style="list-style-type: none"> SLT to design a minimum extra-curricular offer for children in years 1 to 6 Teachers to deliver one quality after school session per week for their own class 	<ul style="list-style-type: none"> Children will receive an extra-curricular offer that is engaging and enriching. A larger percentage of children attend after school sessions 	SLT All teachers	Any resources required	Panning in Autumn Term and delivery ongoing	
3.2	Utilise outside agencies to deliver extra-curricular sessions.	<ul style="list-style-type: none"> Engage with In Harmony and Commando Joe to plan and deliver after school sessions for children 	<ul style="list-style-type: none"> Children will have the opportunity to engage in a range of activities after school 	In Harmony Commando Joe SLT	Cost built into the SLA for both In Harmony and Commando Joe	Panning in Autumn Term and delivery ongoing	
3.3	To use current support staff to engage children in lunch time activities.	<ul style="list-style-type: none"> To enable sports activities to run on a rolling programme for children in years 1 to 6 To offer a nurture club for those children who prefer alternative activities e.g. gardening and looking after the rabbits 	<ul style="list-style-type: none"> Children to participate in sports activities at lunch time Children have the opportunity to engage in alternative activities 	SLT Support staff	Any resources required	Panning in Autumn Term and delivery ongoing	

Plan for focused priority 4

To develop the Christian Life of the school by:

Targets

- 4.1 Continue developing collective worship across the school and evidence children's reflections
- 4.2 Continue to have the mission at the center of every policy and document in school
- 4.3 Continue to strengthen the partnerships with both parish churches and the new incumbents
- 4.4 To work collaboratively with All Saints Trust to continue to promote the Christian values of the school and trust

Ref	Target	Action	Success Criteria	Who	Cost	When	Progress Review
4.1	Continue developing collective worship across the school and evidence children's reflections.	<ul style="list-style-type: none"> • Collective worship training to all staff delivered by the co-ordinator. • SLT to purchase recommended resources and distribute to staff. • Provide opportunity for staff to share good practice. • Monitor collective worship and offer feedback and support to staff 	<ul style="list-style-type: none"> • Collective worship established throughout the school. • Collective Worship timetabled and monitored by RE Lead • Staff learn from each other and support each other to ensure collective worship is outstanding across the school 	SLT	Cost of training	September	
4.2	Continue to have the mission at the centre of every policy and document in school.	<ul style="list-style-type: none"> • SLT and governors to refine policies to be centred around the mission statement and the Christian ethos of the school. • Devise a format to enable consistency for each and every policy 	<ul style="list-style-type: none"> • The mission statement to be permeated throughout all procedures, policies and documentation 	SLT and governors	NA	September	

4.3	Continue to strengthen the partnerships with both parish churches and the new incumbents.	<ul style="list-style-type: none"> Continue to work with the church wardens of both St Peters and SFX in the absence of clergy. When the new incumbents arrive, introduce them to the staff and children and develop a close working relationship inviting them to attend / deliver collective worship 	<ul style="list-style-type: none"> Parish partnerships continue and new incumbents are welcomed. New incumbents are given an opportunity to lead collective worship. Children continue to visit St Peters and SFX churches 	All staff	NA	From January onwards	
4.4	To work collaboratively with All Saints Trust to continue to promote the Christian values of the school and trust	<ul style="list-style-type: none"> To work in collaboration with All Saints Trust to ensure that Christian values of both school and trust are taught and referenced. SLT to take part in the NPQ+ Flourish with the trust. Opportunities for children from St Nicholas and St Francis to work with school on childcare work experience placements 	<ul style="list-style-type: none"> Christian values of both school and trust are at the forefront of everything we do. Children are aware that we are part of All Saints Trust and understand that we are now part of a larger family of schools. Any opportunities for the school to work with the trust are fully engaged with 	All staff	NA	Ongoing	