

# St Swithun's Catholic Primary School

## School Improvement Plan 2023-2025



Our Mission Statement is **'Love one another as I have loved you'** John 13:34

Our mission statement is 'Love one another as I have loved you' and is modelled by the whole school community and demonstrated through our mutual respect and love for each other, God's creation and our drive to do our best in all we do.

This is underpinned by our vision; all children are happy, resilient and independent learners with a strong motivational drive to fulfil their potential. We believe that every child has the entitlement to an aspirational curriculum which sets high expectations for all. Our programmes of learning provide rich experiences, build a depth of knowledge and equip children with the skills to be lifelong learners.

At St Swithun's Catholic Primary School, we model excellence in everything we do. This begins with positive and respectful relationships where every member of our school family is valued. We develop the whole child giving the skills to positively contribute to their community. We have a highly skilled and knowledgeable team who collaborate effectively with children, parents, governors, diocese, church and other stakeholders to give our children the very best start in their learning journey.

We believe this can be achieved by working closely with our families who are the first and most important educators of their children. The staff and governors of St Swithun's School, therefore, foster and encourage an open and supportive partnership between home, school and parish so that together we can help each child to develop in a happy, secure, and caring atmosphere.

**School Context (as of 10/7/23)**

Number on roll		Child Premium		SEN		Number of children with EAL		Average Attendance		Suspensions/Exclusions	
Total	355	Total	88 / 25%	Total	511 / 14%	Total	173 / 49%	Total	95.4%	Total	0
Main	314	Main	86 / 27%	SEND Main	36 / 11%	Main	160 / 51%	Main	95.3%	Main	0
Pre-school	41	Pre-school	2 / 5%	SEND Pre-school	4 / 0%	Pre-school	13 / 32%	Pre-school	96.9%	Pre-school	0
				EHCP Main	11 / 4%						
				EHCP Pre-school	0 / 0%						

**End of school year outcomes - 2023**

	Pre-School 2-3yrs	Pre-School 3-4yrs	YrR		Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<b>Prime Areas</b>	84%	84%	93%	<b>Reading</b>	69% (GD 20%)	75% (GD 30%)	66% (GD 11%)	82% (GD 14%)	65% (GD 7%)	71% (GD 33%)
<b>Literacy</b>	84%	88%	82%	<b>Maths</b>	69% (GD 9%)	77% (GD 25%)	48% (GD 2%)	68% (GD 11%)	69% (GD 16%)	87% (GD 33%)
<b>Numeracy</b>	84%	80%	82%	<b>Writing</b>	76% (GD 7%)	64% (GD 11%)	46% (GD 2%)	71% (GD 2%)	69% (GD 2%)	73% (GD 2%)
<b>All of above</b>	84%	80%	82%	<b>Science</b>		82%				89%

National Tests	2021-2022 School Outcomes	2021-2022 National Outcomes	2021-2022 Portsmouth Outcomes	2022-2023 School Outcomes	2022-2023 National Outcomes	2022-2023 Portsmouth Outcomes
EYFS	<b>84%</b>	65%	62%	<b>82%</b>	67%	65%
Yr 1 Phonics	<b>71%</b>	75%	67%	<b>85%</b>	79%	75%
Yr2 Phonics Retakes	<b>43% (14ch)</b>	44%		<b>64% (14ch)</b>	89%	
KS1 SATs Reading	<b>51% (GD 0%)</b>	67% (GD 18%)	63% (GD 16%)	<b>75% (GD 30%)</b>	68% (GD 19%)	64% (GD 16%)
KS1 SATs Maths	<b>67% (GD 0%)</b>	68% (GD 15%)	63% (GD 11%)	<b>77% (GD 25%)</b>	70% (GD 16%)	65% (GD 12%)
KS1 TA Writing	<b>33% (GD 0%)</b>	58% (GD 8%)	50% (GD 4%)	<b>64% (GD 11%)</b>	60% (GD 8%)	54% (GD 3%)
KS1 TA Science	<b>78%</b>	77%	77%	<b>82%</b>	79%	77%
KS1 Combined	<b>33% (GD 0%)</b>	53% (GD 6%)	46% (GD 3%)	<b>64% (GD 7%)</b>	56% (GD 6%)	51% (GD 3%)
MTC 25/25	<b>85%</b>	57%		<b>89%</b>	59%	
KS2 SATs Reading	<b>95% (GD 47%)</b>	74% (GD 28%)	70% (GD 22%)	<b>71% (GD 33%)</b>	73% (GD 29%)	64% (GD 21%)
KS2 SATs Maths	<b>91% (GD 24%)</b>	71% (GD 22%)	64% (GD 14%)	<b>87% (GD 33%)</b>	73% (GD 24%)	65% (GD 16%)
KS2 TA Writing	<b>76% (GD 4%)</b>	69% (GD 13%)	60% (GD 4%)	<b>73% (GD 2%)</b>	71% (GD 13%)	62% (GD 5%)
KS2 TA Science	<b>87%</b>	79%		<b>89%</b>	80%	
KS2 Combined	<b>73% (GD 4%)</b>	59% (GD 7%)	49% (GD 2%)	<b>64% (GD 0%)</b>	59% (GD 8%)	49% (GD 3%)
KS2 SPAG	<b>91% (GD 53%)</b>	73% (GD 28%)	69% (GD 22%)	<b>87% (GD 64%)</b>	72% (GD 30%)	64% (GD 23%)

**Priorities for 2023-2025**

<p><b>Achievement Gaps</b></p>	<ul style="list-style-type: none"> <li>• 2019 &amp; 2017 cohort – continue to invest catch up premium</li> <li>• Writing and reading across the school</li> <li>• Greater depth in all year groups, with a special focus on writing</li> <li>• Close the gap between disadvantaged and non- disadvantaged pupils</li> </ul>
<p><b>Priority 1 Developing the Catholic life of the school</b></p>	<ul style="list-style-type: none"> <li>• Promoting and enhancing children’s spirituality, moral, social and cultural development</li> <li>• Introduce and implement curriculum changes from the diocese</li> <li>• Implement updated assessment criteria and moderate across phases</li> <li>• Support staff subject knowledge and questioning</li> <li>• Develop the Catholic environment</li> <li>• Redevelop collective worship, including child-led worship</li> </ul>
<p><b>Priority 2 Quality of Education</b></p>	<ul style="list-style-type: none"> <li>• Raise combined attainment and progress for all pupils across all phases so outcomes are at least 75% ARE and 15% GD</li> <li>• Develop the use of monitoring to ensure high quality teaching so that children develop knowledge and skills to achieve best possible outcomes in RWM</li> <li>• The school’s curriculum intent and implementation are embedded across the school so that work is of a consistently high quality and learning experiences help the children remember what they have been taught so that they learn important aspects, such as historical chronology, more deeply</li> <li>• The curriculum is effectively sequenced to build upon children prior learning and enable children to widen their knowledge and understanding</li> <li>• Further develop subject leaders' knowledge and expertise to continue developing the school’s curriculum and embed best practice across subjects</li> <li>• Ensure groups of children who are most vulnerable to not achieving their potential make good progress by focusing on the classroom environment and adapting the curriculum</li> <li>• Embed the Feedback and Assessment Policy so it moves children’ learning forward, provides helpful formative and summative data for teachers and is cognisant of teacher workload</li> <li>• Ensure expectations for each year are moderated internally with core subjects moderated with other schools in YR, Y2, Y4 and Y6</li> <li>• Continue to improve curriculum and standards in all subjects – see action plans</li> <li>• Digital strategy provides all members of the school community with skills to use a range of technology safely and effectively, so they develop the skills and knowledge for lifelong learning.</li> </ul>
<p><b>Priority 3 Behaviour and Attitudes</b></p>	<ul style="list-style-type: none"> <li>• Introduce and embed relational practice throughout the school to build relationships, improve behaviour and create a strong school community where everyone feels they belong, are safe, cared for and valued</li> <li>• Enable children to grow leadership within the school, ensuring child voices and opinions are heard in improving both our school and the local community</li> <li>• Ensure all our children are staying safe online both at home and school</li> <li>• To continue to improve whole school attendance and punctuality and ensure number of children at risk of persistent absentees is reduced</li> </ul>
<p><b>Priority 4 Personal Development</b></p>	<ul style="list-style-type: none"> <li>• To ensure the mental health of children is a high priority for all and that children know how and where to seek support</li> <li>• To ensure the mental health of staff is a high priority for all and staff feel able to openly seek support if needed</li> <li>• Ensure children understand how to be responsible, respectful citizens of the world understanding, respecting and celebrating difference while developing their spiritual, moral, social and cultural development</li> <li>• To develop British values of democracy, rule of law, individual liberty, respect and tolerance</li> <li>• To ensure that we offer a range of opportunities to nurture, develop and stretch all children’s talents and interests to broaden their development</li> <li>• Establish a PSHE curriculum that will support learners’ broader development and implements the relationships and health education of all children</li> </ul>
<p><b>Priority 5</b></p>	<ul style="list-style-type: none"> <li>• To promote a clear and ambitious vision for the school, which relentlessly focuses on improving the quality of education – through the quality of our curriculum, teaching and learning and outcomes (progress and attainment) and extending collaboration opportunities for leaders at all levels</li> <li>• To ensure an effective program of support for ECTs is in place and meets their needs allowing them to thrive</li> </ul>

<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Leaders continue to develop opportunities to engage with children, families and community to make a positive difference</li> <li>• To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement</li> <li>• To ensure school continue to build on their strong safeguarding culture</li> </ul>
<b>Priority 6 Early Years</b>	<ul style="list-style-type: none"> <li>• Construct an ambitious curriculum that supports the development of each child</li> <li>• To ensure there is a systematic approach to teaching early reading and synthetic phonics</li> <li>• All staff are knowledgeable about the teaching of early mathematics</li> <li>• To ensure the outside area supports children’s development across all areas of the EYFS</li> <li>• To build positive relationship with parents and carers</li> </ul>
OFSTED - GOOD (Sept. 2019) School priorities	<ul style="list-style-type: none"> <li>• Leaders need to continue their work to improve some parts of the curriculum, such as in geography and history. In these subjects, leaders should develop how learning builds on what children already know and understand, so that they learn important aspects, such as historical chronology, more deeply.</li> </ul>
Section 48 - GOOD (Nov. 2019) School priorities	<ul style="list-style-type: none"> <li>• Ensure the improvements in teaching and learning in RE are embedded across the school.</li> <li>• Develop opportunities for children to study and apply the principles of Catholic Social Teaching (CST) throughout the curriculum and life of the school.</li> <li>• Embed in upper Key Stage 2 and then extend to all year groups the recent move to children planning and leading aspects of their own worship, ensuring expectations are appropriate for the age of the children involved.</li> </ul>

Priority 1: Developing the Catholic life of the school		
Intent	Monitoring	Impact
<ul style="list-style-type: none"> <li>Promoting and enhancing children's spirituality, moral, social and cultural development</li> <li>Introduce and implement curriculum changes from the diocese</li> <li>Implement updated assessment criteria and moderate across phase</li> <li>Support staff subject knowledge and questioning</li> <li>Develop the Catholic environment</li> <li>Redevelop collective worship, including child-led worship</li> <li>Re-establish links with the parish</li> </ul>	SEE THE RE ACTION PLAN FOR DETAILS	For every child to be happy and enthusiastic learners of RE, and to be eager to achieve their very best in order to fulfil their God-given talents. This will be achieved through high quality teaching in RE, which is embedded throughout school life and provides a strong ethos to take forward after primary school.

Priority 2: Quality of Education					
Intent	Implementation	Lead	Monitoring	Impact	Date
Raise combined attainment and progress for all pupils across all phases so outcomes are at least 75% ARE and 15% GD	Ensure a forensic approach to the analysis of data to improve outcomes for all children. Ensure that pupils are carefully tracked and targeted so they maintain (or improve) their levels of attainment.	MD	SLT and phase leaders will provide feedback in SLT and reports to governors.	Gaps identified and planning adjusted to meet the needs of children and ensure they keep up.	Ongoing
	Previous year's data and Baseline teacher assessments undertaken to establish children's 'starting' points upon return and end of year targets are set.	MD	Targets to be set by previous teacher. MD to input into Sonar and share with governors.	Targets established and published, considering prior attainment, knowledge of the children and national benchmarks.	September 2023
	Plans & Interventions (inc PP & Catch-up plans implemented and carefully monitored to demonstrate impact of evidence	MD	English and maths leads to scrutinise plans for catch up to ensure it meets needs of children.	Catch up programme planned and implemented in Year 4 to support progress.	September 2023
	High quality AfL strategies are used by all classroom staff.	MD	SLT during learning walks and lesson observations.	AfL strategies are used effectively in all lessons to support and challenge children.	Ongoing
	Sonar is embedded in the school and teachers are using it to input and analyse both summative and formative data	MD	Phases to dedicate PPA time each week to update – phase leaders to monitor. MD to provide feedback to JV on updates. Termly data reports to governors.	Teachers fully understand PITA system and can accurately benchmark children. Data is analysed by teachers, phase groups and subject leads to inform planning and ensure children keep up.	May 24
Develop the use of monitoring to ensure high quality teaching so that children	Strengthen the use of T&L development materials (learning walks, book scrutiny etc) to ensure a consistently high standard of quality	JV/MD	Phase and subject leaders to complete monitoring forms and provide clear feedback to staff and SLT.	Quality of work demonstrates effective targeting of support as well as progression in skills and knowledge and outcomes.	Ongoing

develop knowledge and skills to achieve best possible outcomes in RWM.	first teaching with new and existing staff.			Data indicates good progress towards EOY targeted outcomes.		
	Teachers plan learning opportunities which meet the needs of ALL children.	JV/MD	Subject leaders and SLT to scrutinise lesson planning.		Ongoing	
The school's curriculum intent and implementation are embedded across the school so that work is of a consistently high quality and learning experiences help the children remember what they have been taught.	Refine curriculum planning approaches to strengthen the evidence of mastery and challenge within all wider curriculum subject areas. Teachers will use assessment data to adapt the curriculum in order for all pupils to successfully access learning	Sub leads + SENCo	Phase teams to evaluate planning and provide feedback to subject leaders. Subject leaders to undertake book looks and child conferencing to establish standards and next steps. Report to SLT	Medium term plans for all subjects refined so that there is effective sequencing of learning across all non-core areas incorporating any changes due to new frameworks and/or gaps in learning.	Sept. 2023	
	Continue to develop the wider curriculum provision to develop evidence of good practice and showcase pupils' learning with a creative approach promoting inclusive practice			Lessons demonstrate consideration of challenge for all pupils and planning clearly demonstrates effective sequencing and progression in learning. Pupils' display a detailed knowledge of aspects of the curriculum.	Ongoing	
	Ensure consistency in the quality of learning through regular and rigorous moderation of books and other learning evidence.			Books/evidence in all wider curriculum subjects demonstrate good progress.	Half termly as per monitoring schedule	
	Embed enrichment opportunities (e.g. Visits /Visitors & focus week) into wider curriculum plans and ensure quality learning by linking carefully to knowledge and skills progression overviews			All trips and visits add value and enrich the curriculum. MD to follow up with phases on all trips.	Pupils can talk about enrichment activities, and these add value to the curriculum offered.	Ongoing
	Strengthen the use of evidence-based/research within policy, practice and pedagogy and promote individual reflection/study via the use of CPD journals.			PDM and TA meetings	Staff are up to date on current practice and use relevant research to inform their own teaching (where applicable)	September 2024
The curriculum is effectively sequenced to build upon children prior learning and enable children to widen their knowledge and understanding	Embed retrieval practice in teaching across all year groups so that children remember more and that learning builds on prior knowledge.	MD	Discussions with children, scrutiny of planning slides to see retrieval practice, subject leads ensure key knowledge is being retrieved.	Children' learning demonstrates that they know more and are remembering more leading to improved outcomes across all non-core subjects.	October 2023	
	Phase teams make effective use of knowledge organisers to ensure consistent coverage of key	Sub Leads	Sub leads to review knowledge organisers and provide feedback to phases on quality.	Quality of work, in all non-core subjects, demonstrates that the children are learning the right things in the right order, prior knowledge is built upon and good progress is made.	Ongoing each half term	

	vocabulary and that knowledge builds on prior understanding.				
Further develop subject leaders' knowledge and expertise to continue developing the school's curriculum and embed best practice across subjects	Subject leaders demonstrate secure subject knowledge including pedagogy. Keeping to date with developments in their curriculum area (E.g. Ofsted subject reviews)	MD	Relevant training undertaken and then updates given to MD.	Monitoring demonstrates the development of pedagogy and effective teaching & learning across all subject areas with implementation clearly aligned to intent	Ongoing
	Subject Leaders will ensure the implementation of the curriculum is closely aligned to the intent and there is strong evidence of skills and knowledge progression across all subjects.	MD	Sub Leads to deliver PDM sessions as required to ensure fidelity to the intended curriculum. Sub leads to provide governor updates.	Moderation of outcomes demonstrates accuracy of assessment. Quality of work supports reported outcomes	Ongoing – see PDM timetable
	Ensure that all staff regularly complete ongoing formative assessment using Sonar and this is impacting on planning and next steps	Sub Leads	Sub Leads to check Sonar half termly and report back to SLT on current attainment and areas of development.	Outcomes in all year groups, for all areas, is in line with targets.	Half termly
	Support colleagues' professional development of subject pedagogy and the use of new technology (via coaching, training) through, signposting effective practice, providing advice and feedback, resources and staff training.	CPD leader	Discussions with staff, time in PDM to share practise.	Teachers are able to demonstrate and discuss research undertaken and the positive impact it has on learning. Teachers have access to high quality training provided both internally and externally.	Ongoing
	Subject leaders will understand the complexity of needs across the school and provide support for teachers to deliver lessons accessible for all learners	SENCo	Learning walks show adaptation. Subject leaders are able to support or signpost to additional resources. Discussions with staff, time in PDM to share practise.	Staff are confident in addressing needs and putting correct provision in place e.g. pre-learning, interventions, presenting information correctly in order for children to access	September 2024
Ensure groups of children who are most vulnerable to not achieving their potential make good progress by focusing on the classroom environment and adapting the curriculum (SEE SEND ACTION PLAN)	Pupil progress meetings with SLT and SENCo to identify all children who are most vulnerable to not making good progress	SENCo SLT Teachers TAs	Pupil progress meetings Learning walks – SENCo and SLT Observations Book scrutinies Regular reviews of ILPs Where appropriate external agencies are used to support provision Regular staff development meetings with teachers and TAs to discuss provision	Children are identified quickly so support can be put in place to ensure all children do make good progress	Sept. 2023 and termly
	Ensure the correct support is in place dependant on individual need and according to their ILP or EHCP if applicable			ILP/EHCP targets, progress and outcomes are used to continually reviewed and updated to reflect progress, gaps and needs in order to provide effective support	Sept. 2023 and half termly
	Provide teachers and TAs with relevant training to support our most vulnerable children to make progress			Staff are confident in addressing needs and putting correct provision in place e.g. pre-learning, interventions, presenting information correctly in order for children to access	Ongoing

	Ensure the classroom environment supports learning			Relevant displays to support learning are clearly visible in and children are using them independently to support their work	Ongoing
	Ensure resources are available for children to use to support their own learning			Children are encouraged to independently access resources e.g. sound mat, topic word bank, number square	Ongoing
Embed the Feedback and Assessment Policy so it moves children' learning forward, provides helpful formative and summative data for teachers and is cognisant of teacher workload	Review current feedback policy and update to include summative assessment systems and timeline.	MD	SLT through discussion and book scrutiny	Feedback and assessment systems are effective in moving learning forward and are consistently applied within phases.	Oct. 2023
	Ensure all adults and children fully understand different feedback approaches and how to use them to maximise learning.	MD			Oct. 2023
	Develop child conferencing for at risk children so they are receiving targeted feedback and support.	MD			Jan. 2024
Ensure expectations for each year are moderated internally with core subjects moderated with other schools in YR, Y2, Y4 and Y6	Develop internal moderation schedule to include specific times and protocol for moderation.	MD	SLT through feedback from sessions and notes taken on children.	Greater clarity of end of year expectations. Clear, well-defined and effective system in place for moderation and collation of evidence. Children' attainment is accurately measured throughout the school.	Oct. 2023 Ongoing
	Liaise with cluster schools to set up external moderation sessions.	MD			
	Set up procedures for collation of moderation evidence	MD			
Continue to improve the curriculum and standards in reading and writing – SEE ENGLISH PLAN FOR DETAIL:	<p>Improve quality of phonics, reading and writing in EYFS and KS1 through the implementation of Read Write Inc.</p> <p>Improve reading outcomes for all KS2 through implementation of Destination Reader and for KS1/EYFS through RWI</p> <p>Develop writing journeys so children have good models of writing, know the expectations and have opportunities to develop GD skills</p>	JH/ MD	<p>As detailed in plan with SLT monitoring progress of plan each term</p> <p>Governors curriculum committee term</p>	<p>Children will be able to read easily, fluently and with good understanding at the appropriate level. They will develop the habit of reading widely and often, for both pleasure and information. They will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences at the appropriate level.</p>	Ongoing
Continue to improve the curriculum and standards in maths –	Ensure new Long term plan and 'What a good series of maths lessons looks like' are embedded	RH	As detailed in plan with SLT monitoring the progress of plan each term		Ongoing



SEE MATHS PLAN FOR DETAIL:	Ensure teacher subject knowledge is developed so they can plan coherent progressive units		Governors curriculum committee term	
Continue to improve curriculum and standards in all subjects – see action plans	SEE SUBJECT ACTION PLANS			
Digital Strategy <ul style="list-style-type: none"> <li>• Computing Lead to complete Digital Champion course</li> <li>• Leadership and governance – understanding the organisation</li> <li>• Auditing the current state – making the most of the technology we have</li> <li>• Classroom and device refresh – using technology to enhance teaching and learning, reduce workload and support accessibility and inclusion for children, adults and the wider community</li> <li>• Financial planning – budgeting and planning for refresh</li> <li>• Digital strategy, visioning and planning – creating a sustainable vision for your school</li> </ul>		SEE THE DIGITAL STRATEGY ACTION PLAN FOR DETAILS	All members of our community are provided with the skills to use a range of technology safely and effectively. Technology is used to support all members of our community with developing the skills and knowledge for lifelong learning.	

Priority 3: Behaviour and Attitudes					
Intent	Implementation	Lead	Monitoring	Impact	Date
Introduce and embed relational practice throughout the school to build relationships, improve behaviour and create a strong school community where everyone feels they belong, are safe, cared for and valued			SEE RELATIONAL PRACTICE ACTION PLAN FOR DETAILS	Each person in our school community to feel they belong, are safe, cared for and valued through the way they are treated and the way they treat others Positive behaviour and relationships increase across the school while negative behaviour decreases	
Enable children to grow leadership within the school, ensuring child voices and opinions are heard in improving both our school and the local community	School council develop child leadership roles in school so that they make a tangible contribution to the life of the school	MD/ RH	MD to record who takes up roles around the school so all children can be encouraged to contribute to school life	Children have the opportunity to take on extra responsibilities to support school and their fellow children's, increasing their independences	Oct. 2023
	School council provide opportunities for all the main school to discuss ideas about changes and improvements to the school through the class representative	RH	RH to support school council with their discussions and plans	School council representatives provide a voice for all children to identify priorities and improvements that they would want in school this is then discussed with staff and actioned (if appropriate)	Sept. 2023
	Increase in child voice by carrying out surveys within school to gather children' opinions	JV	JV to assess answers and share with SLT and all staff alongside an action plan	Surveys undertaken with year groups to identify priorities and improvements that children would want in school this is then discussed with staff and actioned (if appropriate)	Jan. 2024

	Ensure children with SEND have a voice and contribute to their plan whenever possible via Edukey and ILPs	SENCo	SHy to assess if it is appropriate and to provide opportunity for children contribution JV to monitor this action	Children are heard and shape their own development and learning journey	Jan. 2024
	Fund raising events and volunteering projects that involve the whole school community	JV/ MD/ RH/ FK	Fund raising events to be planned out for the year with school council & Mini Vinnies JV monitoring frequency, cost and activity (so not expecting too much from families and supporting those families in need so their children can still be part of all aspects of school life)	School and Community projects planned and developed with support of school leaders. Projects completed successfully and impact shared with community. Profile of school raised across wider community Vital funds raised for school and charities Children are part of raising awareness and giving to those less fortunate Children benefit from additional school activities and experiences	Oct. 2023
	Work with FOSSS to organise, run and support events to enhance school life and raise funds for the school and charities	MD	MD to monitor plans of events and share with SLT MD monitoring frequency, cost and activity (so not expecting too much from families and supporting those families in need so their children can still be part of all aspects of school life)		Sept. 2023
Ensure all our children are staying safe online both at home and school	Reinforce online safety both as core parts of all computing units of work and within the PSHE curriculum	MD/ TH	MD to monitor the teaching and learning of computing TH to monitor the teaching and learning of PSHE	Children understand how to keep safe online and know what to do if cyber bullying occurs Staff are clear about responsibilities to report and act upon reports of cyber bullying Children awareness is increased	Sept. 2023
	Increase family engagement and partnership in promoting child's safety when interacting online through additional resources from online safety organisations and drop-in clinics /advice session for parents	MD	MD to organise family sessions and information for newsletter and follow up on parental feed back	Families know how to keep their children safe online and where to go for support Families are kept informed of current online risks Children and family's awareness is increased	Nov. 2023
	Where online safety concerns are identified within phases or with groups or individual children appropriate action undertaken and recorded	MD	JV/MD/SHw to monitor online safety concerns, record and provide appropriate action	Children understand how to keep safe online and know what to do if cyber bullying occurs Staff are clear about responsibilities to report and act upon reports of cyber bullying. Specific interventions with children and meetings held with parents to address risks	Ongoing

To continue to improve whole school attendance and punctuality and ensure number of children at risk of persistent absentees is reduced	Utilise arbor to track attendance and lateness	JV/ SHw/ JM	Monitor lateness weekly and attendance four weekly taking appropriate action	Regular communication of attendance and punctuality expectations sees these figures fall Specific groups /families are identified and supported resulting in improved attendance for children School leaders can more accurately track attendance and punctuality patterns against other schools nationally for whole cohorts and specifics groups - Implementing appropriate strategies and interventions as necessary	Sept. 2023
	Continue with weekly meetings to assess lateness and four weekly meeting to assess absences	JV/ SHw	Monitor and record lateness, taking appropriate action to ensure children receive their education		Sept. 2023
	Provide support via a range of strategies to ensure compliance with attendance and punctuality expectations including targeted support meetings, family support plans, early helps and if necessary, use of Penalty Notices via PCC	JV/ SHw/ JM	Monitor children and families, ensuring appropriate interventions are in place as soon as possible to ensure all children receive their education		Sept.2023

Priority 4: Personal Development					
Intent	Implementation	Lead	Monitoring	Impact	Date
To ensure the mental health of children is a high priority for all and that children know how and where to seek support	Ensure My Happy Mind is embedded across the school by: ensuring all staff understand the language ensuring all sessions are taught and learning environment reflects the learning	TH/ LB	Regular reviews in PDM/TA meetings Monitor of teaching Talking to children and teachers PSHE action plan	Curriculum is embedded through: Appropriate CPD identified and undertaken, for individuals / groups of staff All staff are aware of and confident in their roles in terms of children's mental well-being Children know techniques to help them e.g.happy breathing and who they can to talk too Monitoring of lessons	Oct. 2024
	Concerns for children' mental health are raised and discussed using safeguarding systems and discussed at weekly vulnerable children's meetings	JV / SHw +DSLs	Weekly discussions in vulnerable children's meetings Meetings with families where appropriate Discussion with external agencies when appropriate	Children know who to turn to for support with mental well-being Children know some ways to stay mentally healthy Vulnerable children identified promptly In-school / external support is in place for identified children Information is shared with relevant staff	Sept. 2023
	Pastoral support, Family Support Plans, ELSA or referrals for MHST made in discussion with families	SHw/ SEnCo	Support and/or interventions in place	Working with families and providing support internally and externally where needed Meetings provide an element of supervision for staff dealing with sensitive issues	Sept. 2023
To ensure the mental health of staff is a high priority for all and staff feel able to openly seek support if needed	SLT to ensure that expectations of all staff are clear, reasonable (work-life balance taken into account) and effectively communicated	SLT / TH	Staff surveys Staff discussions Appraisals Supervision meetings Staff meetings	Staff are aware of their on mental health and strategies they can use to help themselves Work-life balance is protected Staff know what is expected of them, how and when to meet expectations Staff are enabled and motivated to fulfil roles effectively	Sept. 2023

	Staff are aware that if they do not want in school support, they know how to access support via My Happy Mind, PCC Employee Assistance Programme, Health Care Portsmouth and other relevant schemes	SLT / TH	Display in staffroom Staff wellbeing survey Various initiatives (with staff input) e.g. walking Wednesday, staff shout out Mental health champion and SLT check in with staff	Staff feel confident to ask for help if needed SLT are aware of how individual staff are feeling as well as staff as a collective Surveys show an upward trend in scores Staff receive the support they need to keep themselves mentally healthy Staff feel safe and secure in their pace of work	Sept. 2023
	Supervision takes place each half term with all DSLs and 1:1 staff supporting behaviour, termly for nursery practitioners and as and when individual staff request it	JV / SHw/ SENCo/ DH	Timetable General feedback from trained staff if appropriate Display in staffroom Regular reminders in briefin	Staff have regular sessions to debrief and discuss potentially difficult situations, feelings and emotions with trained colleagues	Oct. 2023
Ensure children understand how to be responsible, respectful citizens of the world understanding, respecting and celebrating difference while developing their spiritual, moral, social and cultural development	Through our RE curriculum children continue to understand more about both Catholicism and a growing number of other religions and beliefs allowing them to develop spiritually, morally and socially	FK	Visitors from different religions inc. members of our school community, visits and resources Other faith weeks RE lessons and books Assemblies Mini Vinnies	Children are prepared for modern Britain and have a developed understanding and respect for all people	Sept. 2023
	Our school's rich and diverse cultural background is celebrated. Language ambassadors support younger children with EAL socially International day continues to promote other cultures, with our school community invited in to support Language ambassadors continue to expand on the events they hold throughout the year to celebrate different cultures, religions, ethnicity, language and festivals	SA VP	Theme days and weeks Events to promote our diversity Assemblies EMAS meetings	All children and families feel proud of their culture Children learn about and celebrate a variety of cultures Children are prepared for modern Britain and have a developed understanding and respect for all people	Oct. 2023
	Catholic Social Justice is taught through the Catholic Keys to ensure children understand the wider world and how they can make a difference to society Children know how to discuss and debate world issues and ideas respectfully	FK	RE lessons and books Assemblies, liturgical prayer, Mass Charity events organised by both our Mini Vinnies and School council	Children show that they are responsible, respectful, active citizens though their words, work and actions at school Children take part (and organise) a range of events to help the most vulnerable in our society	Sept. 2023

To develop British values of democracy, rule of law, individual liberty, respect and tolerance	Children are taught about British values in PSHE and these are embedded across the curriculum Children model these values in class, school council and Mini Vinnies and in the extra responsibilities they take on	JV / TH	PSHE lessons and books School Council meetings Mini Vinnie meetings Assemblies and guest speakers RE lessons and books Extra responsibilities inc. librarians, office, assembly, playground and hall monitors	Children understand the British values and talk about what they mean Children model these values in school Children take these values into their next step when they leave St Swithun's	Sept. 2023
To ensure that we offer a range of opportunities to nurture, develop and stretch all children's talents and interests to broaden their development	Organise and facilitate a range of before and after school clubs that are accessible for all children especially our most vulnerable	JV/ MD	Working with a range of afterschool providers as well as school staff to provide a range of clubs Offering funding for those in need via emails and newsletter	All children, especially our most vulnerable, have access to and are encouraged to attend a club to broaden their development and encourage their talent and interests	Sept. 2023
	Celebrate children's successes both in and out of school	JV	Celebration assembly Newsletter Talent shows	Children's talents and interests are celebrated and encouraged	Sept. 2023 Ongoing
	Reintroduce opportunities for children to nurture and showcase talents eg performance skills (via assemblies and shows), sporting and academic skills (via competitions and events)	JV / MD / PO	Class assemblies Liturgical prayer and Mass Sports events and competitions Other events inc. Singing, religious celebrations, dance	All children experience a range of opportunities to broaden their development All children's talents and interests are celebrated and encouraged including our most vulnerable	Sept. 2023 Ongoing
Establish a PSHE curriculum that will support learners' broader development and implements the relationships and health education of all children	Ensure all elements of the PSHE curriculum are taught alongside My Happy Mind including RSE providing training for staff as well as support for parental understanding	TH	PSHE lessons and books with a focus on how healthy lifestyles impact on their physical and mental well-being PDMs Family meetings	PDM for staff on PSHE Parents meeting both as a cohort and individually if requested Planning and PHSE records show evidence of children learning about and being able to adopt healthy lifestyles, relationship	Sept. 2023

Priority 5: Leadership and Management					
Intent	Implementation	Lead	Monitoring	Impact	Date
To promote a clear and ambitious vision	Continue to develop consistency in the quality of education across the school			A clear and consistent approach to quality first teaching is evidenced across the school	Sept. 2023

<p>for the school, which relentlessly focuses on improving the quality of education – through:</p> <ul style="list-style-type: none"> <li>the quality of our curriculum,</li> <li>teaching and learning and outcomes (progress and attainment)</li> <li>extending collaboration opportunities for leaders at all levels</li> </ul>	<p>by strategically planning, monitoring, evaluating and reviewing</p>	<p>Sub. leads&amp; SLT</p>	<p>Subject leaders to regularly update SLT on their subject and governors' yearly            Planning moderation            Lesson observations/walk through with SLT, colleagues, governors            Coaching, team teaching and peer work            Assessment internal, external            Child progress meetings with DHT/SENCO            Book looks show that feedback is impacting on learning positively and non-negotiables for each phase are upheld</p>	<p>High expectations of all, lead to high outcomes of learning for all (progress and attainment)            There is a clear culture of inclusion, led by SLT and evident across the school            Feedback is accurate and developmental in terms of better practice and outcome            Subject leaders are confident with the learning journey for their subject /expectations for different phases and provide advice and support based on latest developments leading to improvements in T&amp;L and outcomes Expertise of staff utilized to support CPD and develop practice of colleagues</p>	
	<p>Teachers take ownership of their data, analysing with support and using this information to constantly improve T&amp;L for all</p>				
	<p>INSET, PDM and CPD training to be led by subject leaders (supported), SLT and external agencies</p>				
	<p>Ensure effective CPD (internal/external)/coaching for leaders so that they become familiar with areas beyond their immediate expertise and continue to develop their own knowledge</p>				
<p>To ensure an effective program of support for ECTs is in place and meets their needs allowing them to thrive</p>	<p>Requirements of ECT framework mapped out in partnership with Teaching Hub and the ECT framework considers implications of introduction as part of a wider professional development programme/plan</p>	<p>MD/ RH/ FK/ JV</p>	<p>Weekly mentor meetings            Observation and meetings with induction tutor            Monitoring online platform            Discussions</p>	<p>All ECTs are thriving, meeting their targets and on track to successful complete their ECT years</p>	<p>Sept 2023</p>
<p>Leaders continue to develop opportunities to engage with children, families and community to make a positive difference</p>	<p>A range of clearly focused coffee mornings are organised across the year including input from CAMHS, school nurse, SEN team, EMAS...</p>	<p>JV/ MD/ SHw/ SENCo</p>	<p>Parent forums            Parent surveys            Coffee morning discussions            Informal discussions</p>	<p>Strong links are forged between school and the community            Parents are an active part of school life, are well-informed and have a voice            Families feel well supported in both supporting their children and their own needs</p>	<p>Oct. 2023 Ongoing</p>
	<p>Half termly parents' forum where parents can attend in person or email in topics for discussion to focus on continually improving school procedures</p>				<p>Oct. 2023 Ongoing</p>
	<p>Newsletter to have dedicated sections to engage and support families</p>				<p>Sept. 2023</p>
	<p>Family support officer role to continue to engage and support both children and their families</p>				<p>Sept. 2023</p>
	<p>A range of before and after school clubs provided, with funded places, to give opportunities for all children. Out</p>				<p>Children and families have an opportunity to try new experiences and develop wider skills, with no worries of cost concerns</p>

	of school clubs/family clubs are signposted				
	FOSSS to continue to grow with new members and increased events organised with families and school staff			Increase in events and experiences for children and wider community Funds provide school with the capital to enhance learning experiences	Ongoing
To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement	Strengthen governance within school by increasing opportunities for governors to engage in school community	JV/ SB	Governor minutes Governor visits and visit reports Invites to events Advertise for new governors in newsletter and parish Headteacher report	Governors are more actively engaged in the monitoring and review process and are better placed to drive and challenge the implementation and impact of this plan.	Sept. 2023
	Strengthen and build the expertise of existing and new governors, so that they confidently fulfil their strategic duties.			Governing body has the necessary skills to fulfil strategic function	Sept- Dec 2023
	Support school leaders in managing budgetary position at the school to ensure that financial positions are carefully managed in the short, medium and long term and that the quality of provision is maintained.			Governors support the SLT in addressing challenging financial pressures – making best use of available funding whilst ensuring quality of provision is maintained	Sept. 2023
	Governors continue to strengthen understanding of safeguarding arrangements through monthly safeguarding meetings, share school data reports with governors to support them in fulfilling statutory duties			Governors have stronger evidence to support them in fulfilling safeguarding duties	Sept 2023
	Develop governors' profile in the school community through communication with wider stakeholders, through Annual report and greater visibility on school website and other school communications			Newsletter article Website improvements	Website has improved governance section making the function of the governing body more accessible to parents and for parents to know who the governors are.
To ensure school continue to build on their strong safeguarding culture	Continue with staff training to ensure everyone has a strong understanding of safeguarding and procedure	JV	Safeguarding survey 1:1 training where needed INSET training internal and external PDM/ TA meeting training and reviews Posters throughout school both for adults and children Worry boxes are used	All staff are able to keep children safe as they know signs of abuse, procedures and are confident to report and discuss concerns immediately All staff are aware and trained in updates to safeguarding e.g. filtering and monitoring Children are tracked effectively to ensure they receive the support and help needed Children feel safe and know how to ask for help	Sept 2023
	Ensure all safeguarding is reported effectively and timely onto arbor so appropriate action can be taken swiftly				
	Continue with regular training for all DSLs				
	Weekly meetings to discuss vulnerable				

<p>children on the excel document</p> <p>Four weekly extended vulnerable meetings to share training and learning from case studies</p> <p>Supervision in place for all DSLs and staff who request it</p> <p>PSCP updated with stakeholders and shared with LA along with action plan</p> <p>Continue to work effectively with external agencies being dogmatic and relentless if needed</p> <p>Four weekly meetings with the safeguarding governor and half termly reports for governors on safeguarding</p> <p>Ensure all requirements of filtering and monitoring, a new priority in KCSiE 2023, are in place and governors are assured that the standards are met</p>		<p>Training updates in the toilets based on staff requests/needs</p> <p>Arbor</p> <p>Vulnerable children on excel</p> <p>Training overview</p> <p>Supervision timetable and confidential recording</p> <p>Headteacher reports to governors in minutes</p> <p>Four weekly meeting with safeguarding governor report</p>	<p>Communication both within school and with external agencies is outstanding and ensure children get the help and support they need</p>	
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Priority 6: Early Years		
Intent	Monitoring	Impact
<ul style="list-style-type: none"> <li>Construct an ambitious curriculum that supports the development of each child</li> <li>To ensure there is a systematic approach to teaching early reading and synthetic phonics</li> <li>All staff are knowledgeable about the teaching of early mathematics</li> <li>To ensure the outside area supports children's development across all areas of the EYFS</li> <li>To build positive relationship with parents and carers</li> </ul>	<p>SEE THE EYFS ACTION PLAN FOR DETAILS</p>	<p>At St. Swithun's Catholic Primary School we are passionate about children being happy, confident, independent, well-rounded individuals with a love for learning. We believe that the Early Years Foundation Stage is crucial in securing solid foundations that children continue to build upon throughout their school life. It is our aim that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and a love of learning. We do this by ensuring that all children feel safe and happy at school in an engaging and stimulating environment both indoors and outdoors that's builds on each individual child's needs and interests. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential.</p>