

# St Francis RC Primary School Improvement Plan



**2024-2025**

## OUR VISION

*Providing every child with the tools to choose their path to success.*

## OUR MISSION

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

## GOSPEL VALUES

*Love  
Honesty  
Courage  
Tolerance  
Justice*

**Jeremiah 29:11**

“I alone know the plans I have for you, plans to bring you prosperity and not disaster, plans to bring about the future you hope for”

## PRIORITIES IDENTIFIED BY THE SCHOOL

<b>Priority 1</b>	<i>To ensure that there is a wide-reaching and comprehensive mental health and physical health strategy for the school community; children, families and staff.</i>
<b>Priority 2</b>	<i>To continue to embed school practices in the teaching and progression of Early Reading and Phonics to improve the progress of disadvantaged and SEND pupils.</i>
<b>Priority 3</b>	<i>To further develop children's accuracy in mathematical factual knowledge to aid reasoning and secure mathematical understanding.</i>
<b>Priority 4</b>	<i>To further embed our process approach to writing, developing writing fluency and accuracy in transcription, sentence construction and revising and editing skills.</i>
<b>Priority 5</b>	<i>To further develop our provision so pupils with SEND are consistently successful within the classroom and school environment, as a result of meeting the identified needs of the pupil.</i>

## THE PLAN

The school was inspected by Ofsted in June 2023 and judged as 'Good' with the following next steps: 'To ensure that teachers check what pupils know and remember and identify and address any misconceptions before introducing new learning' and 'To ensure that all staff follow a consistent approach to supporting pupils who are learning to read'. The current objectives aim to build on the great learning and ensure that the quality of education continues to improve. This school improvement plan (SIP) has a SMART goal setting process. The school will pursue the actions contained in this plan to achieve its mission and attain the vision. The actions will be reviewed periodically and an extensive review will take place in Spring 2025 to ensure its effectiveness as part of the school self-evaluation process. All staff members (teachers, governors and TAs) will be involved in the monitoring of the plan. The evaluation will be carried out by the school leadership team. This SIP will inform the individual subject Action Plans, to ensure that all the priorities are achieved.

## SCHOOL CONTEXT – 2024/25

<b>Number of pupils on roll</b>	266	<b>Number of pupils eligible for pupil premium/ FSM</b>	38% (FSM)	<b>Number of pupils with an education, health and care (EHC) plan</b>	16
<b>Percentage of pupils who met expected standard/attainment targets (KS2)</b>	R- 84% W- 80% M- 70%	<b>Percentage of pupils who exceeded expected standard/attainment targets (KS2)</b>	R- 32% W- 18% M- 27%	<b>Number of pupils who met expected standard R/W/M combined (KS2)</b>	61%
<b>Percentage of pupils with English as an additional language (EAL)</b>	42%	<b>Most recent Ofsted grade</b>	Good- June 2023	<b>Staff turnover over for 2024/25</b>	See separate restructure document
<b>Overall attendance</b>  97%	<b>Persistent absence</b>  10%	<b>Key staffing areas of issue</b>	We have six agency staff working as SEN TAs Roll keeps dropping, therefore possibility of further restructure needed in the near future unless natural wastage happens		
<b>Key Ofsted actions from last report</b>	<ul style="list-style-type: none"> <li>✓ To ensure that teachers check what pupils know and remember and identify and address any misconceptions before introducing new learning</li> <li>✓ To ensure that all staff follow a consistent approach to supporting pupils who are learning to read</li> </ul>				
<b>Key areas to improve from own SEF</b>	<ul style="list-style-type: none"> <li>○ Narrow Disadvantage gap</li> <li>○ Improve attainment in Writing across the school</li> <li>○ Improve attainment in Maths across the school</li> </ul>				
<b>LA END OF YEAR REVIEW</b>	Green				

**To ensure that there is a wide-reaching and comprehensive mental health and physical health strategy for the school community; children, families and staff.**

INTENDED OUTCOME	PLANNED ACTIONS	KPIs	IMPACT	WHO IS RESPONSIBLE
<p>Foster a greater understanding of mental and physical health issues among students, families, and staff</p>	<ul style="list-style-type: none"> <li>-Organize regular workshops led by The Nest, School Food Matters etc for parents, staff and children</li> <li>-Launch awareness campaigns during key days/weeks , such as Mental Health Awareness Week and Healthy Living Week, Anti-Bullying Week, Wake up Wednesday etc -use posters, newsletters, and social media to share information and resources related to mental and physical health.</li> <li>-Incorporate mental and physical health education into the school curriculum- financial literacy lessons for pupils and staff, workshops with The Nest, lessons during PSHE, School Food Matters workshops, intergenerational cookery lessons etc</li> <li>- Embed the use of the Food Ambassadors and the Play Leaders, as well as the other pupils groups</li> <li>-Liz Harris (HT) training as Senior Mental Health First Aider</li> <li>-Retrain our Mental Health First Aider and possibly train someone else</li> </ul>	<p>We will be a more informed and supportive school community that prioritizes mental and physical health for everyone involved.</p>		<p>HT DHT PSHE Lead PE Lead</p> <p>All members of staff will be responsible for accessing and making the most of the resources and training made available for them</p>
<p>Ensure that mental health and physical health resources are easily accessible to all members of the school community.</p>	<ul style="list-style-type: none"> <li>-Create a dedicated section on the school’s website that houses all mental and physical health resources - counseling services, hotlines, educational materials, and community health organizations.</li> <li>-Further develop the wellbeing display area in the staffroom- where staff can access information, brochures, and support services.</li> <li>-Use newsletters, emails, and announcements to regularly share information about available resources.</li> <li>-Partner with local mental health and health organizations to provide additional resources and services- The Nest, Bacons, Millwall Trust, School Food Matters etc</li> <li>-Offer resources and programs that cater to diverse needs, including language support, cultural sensitivity, and varying levels of mental health awareness.</li> <li>-Emphasize the confidentiality of mental health services to encourage individuals to seek help without fear of stigma. Clear communication about privacy can help build trust in the resources available.</li> </ul>	<p>We will create an environment where mental and physical health resources are readily accessible, helping to support the well-being of all students, families, and staff in your school community</p>		<p>HT DHT PSHE Lead PE Lead</p> <p>All members of staff will be responsible for accessing and making the most of the resources and training made available for them</p>

<p>Strengthen partnerships with local health organizations and community resources to provide additional support and services.</p>	<ul style="list-style-type: none"> <li>-Research and identify local health organizations, mental health clinics, non-profits, and community resources that align with your school's needs.</li> <li>-Define the specific goals you want to achieve through these partnerships.</li> <li>-Reach out to potential partners through emails, phone calls, or in-person meetings.</li> <li>-Organize joint events, such as workshops or informational sessions, where community organizations can showcase their services.</li> <li>-Work with local organizations to share resources, such as educational materials, training programs, and referral systems.</li> <li>-Explore grant opportunities that support partnerships between schools and health organizations.</li> <li>-Use school newsletters, social media, and community bulletins to promote the services offered by partner organizations.</li> <li>-Highlight success stories and testimonials to encourage participation.</li> </ul>	<p>We will create strong, mutually beneficial partnerships with local health organizations and community resources, ultimately enhancing the support and services available to your school community</p>		<p>HT DHT PSHE Lead PE Lead</p> <p>All members of staff will be responsible for accessing and making the most of the resources and training made available for them</p>
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**To continue to embed school practices in the teaching and progression of Early Reading and Phonics to improve the progress of disadvantaged and SEND pupils.**

INTENDED OUTCOME	PLANNED ACTIONS	KPIs	IMPACT	WHO IS RESPONSIBLE
<p>Achieve measurable improvements in reading levels for disadvantaged and SEND pupils, as evidenced by standardized assessments and progress tracking.</p>	<ul style="list-style-type: none"> <li>-Conduct thorough baseline assessments to determine the current reading levels of disadvantaged and SEND pupils</li> <li>-Identify specific areas of need and set realistic goals for improvement.</li> <li>-Implement targeted RWInc interventions; monitor and review frequently and make necessary adjustments</li> <li>-Provide small group or/and one-on-one instruction in the afternoon, following the 'Keep up' approach</li> <li>-Implement flexible grouping strategies that allow pupils to work with peers who have similar needs or strengths.</li> <li>-Continue to test children every 6 weeks, monitor progress and adjust/review groups accordingly</li> <li>-Encourage parental involvement -workshops, RWInc links emailed weekly for revision etc</li> <li>-Offer ongoing and regular professional development for staff leading phonics</li> <li>-Foster a collaborative learning environment where teachers, special education staff, and reading specialists work together to share strategies and resources.</li> <li>- Continuously monitor the progress of disadvantaged and SEND pupils through formative assessments and observations.</li> <li>-Recognize and celebrate the achievements of pupils, no matter how small.</li> </ul>	<p>We will see measurable improvements in reading and PSC levels for disadvantaged and SEND pupils.</p>		<p>HT Assessment Lead Early Reading and Phonics Lead EYFS &amp; KS1 Lead</p>

<p>Provide ongoing professional development for teachers in effective phonics instruction and differentiation strategies, equipping them with the skills to support all learners effectively.</p>	<ul style="list-style-type: none"> <li>-Observe classrooms/groups to assess current practices and identify areas for improvement.</li> <li>-Create pathways for phonics teachers to complete according to the needs identified</li> <li>-Have Phonics Lead model effective phonics lessons in classrooms and provide feedback.</li> <li>-Establish a peer coaching system where experienced phonics teachers support others in implementing phonics and differentiation techniques.</li> <li>-Provide kits with RWInc materials and tools that support phonics instruction</li> <li>- Schedule follow-up training sessions/observations to reinforce learning and address new challenges.</li> </ul>	<p>We will see measurable improvements in reading and PSC levels for disadvantaged and SEND pupils.</p>		<p>HT Assessment Lead Early Reading and Phonics Lead EYFS &amp; KS1 Lead</p>
<p>Increase parental engagement in their children's reading development by providing resources, workshops, and strategies for supporting reading at home, particularly for disadvantaged families.</p>	<ul style="list-style-type: none"> <li>-Gather information from parents about their needs, barriers to engagement, and current reading practices at home.</li> <li>-Provide resources in multiple languages to cater to diverse families.</li> <li>-Host workshops and include sessions where parents can bring their children to participate in reading activities together.</li> <li>-Offer online workshops for parents who may have difficulty attending in person, ensuring wider participation.</li> <li>- Partner with organizations that focus on literacy and family support to expand outreach.</li> <li>- Organize regular events at schools or community centers that focus on family reading, including storytelling sessions and author visits.</li> <li>- Use social media to share reading resources, success stories, and upcoming events, fostering a sense of community.</li> </ul>	<p>We will see measurable improvements in reading and PSC levels for disadvantaged and SEND pupils.</p>		<p>HT Assessment Lead Early Reading and Phonics Lead EYFS &amp; KS1 Lead</p>



**To further develop children's accuracy in mathematical factual knowledge to aid reasoning and secure mathematical understanding.**

INTENDED OUTCOME	PLANNED ACTIONS	KPIs	IMPACT	WHO IS RESPONSIBLE
Children will demonstrate quick and accurate recall of basic mathematical facts (addition, subtraction, multiplication, and division).	<ul style="list-style-type: none"> <li>- Incorporate short, daily practice sessions that focus on basic facts. Use timed exercises to build speed.</li> <li>- Encourage and monitor the use of Mathletics and TTRS to reinforce basic facts in a fun and engaging way.</li> <li>- Celebrate successes and improvements to build confidence. Use positive reinforcement to motivate students.</li> <li>- Foster a culture where mistakes are viewed as learning opportunities, encouraging students to persevere.</li> </ul>	We will see measurable improvements Maths scores/attainment		HT Assessment Lead Maths Lead
Students will apply mathematical facts accurately in solving real-world problems, demonstrating the ability to reason through mathematical situations.	<ul style="list-style-type: none"> <li>- Present problems based on real-life situations, such as budgeting, shopping, or cooking, to make math relevant and relatable.</li> <li>- Provide frameworks for solving problems, such as identifying the problem, breaking it down into smaller steps, and checking work-RUCSAC</li> <li>- Encourage students to estimate answers before calculating, helping them develop number sense and verify the reasonableness of their solutions.</li> <li>- Create simulations that mimic real-world scenarios requiring mathematical reasoning, such as running a business or managing a budget (e.g. Let's talk education workshops)</li> </ul>	We will see measurable improvements Maths scores/attainment		HT Assessment Lead Maths Lead
Students will employ various strategies (e.g., visualization, mnemonics, and practice routines) to retain mathematical facts more effectively.	<ul style="list-style-type: none"> <li>- Conduct sessions that introduce different retention strategies, demonstrating how each can be used with specific mathematical facts.</li> <li>- Develop classroom mnemonics together for commonly used mathematical rules or sequences, reinforcing collective learning.</li> <li>- Integrate short, consistent practice sessions into daily routines, focusing on different facts each day.</li> <li>- Organize competitions (e.g. TTRS battles) that motivate students to practice their facts regularly.</li> <li>- Utilize apps and online resources (e.g. Mathletics, TTRS etc) that provide interactive practice with mathematical facts, allowing for personalized learning experiences.</li> </ul>	We will see measurable improvements Maths scores/attainment		HT Assessment Lead Maths Lead

**To further embed our process approach to writing, developing writing fluency and accuracy in transcription, sentence construction and revising and editing skills.**

INTENDED OUTCOME	PLANNED ACTIONS	KPIs	IMPACT	WHO IS RESPONSIBLE
<p>Children will produce a variety of writing genres throughout the year, demonstrating the ability to identify and correct errors in their writing and using a variety of sentence types with accuracy in transcription.</p>	<ul style="list-style-type: none"> <li>-Set specific learning objectives for each genre, focusing on characteristics, structures, and purposes.</li> <li>-Model the writing process for each genre, including brainstorming, drafting, revising, and editing.</li> <li>-Use activities that require students to identify and correct errors in sample texts, building their skills in error recognition.</li> <li>-Create opportunities for students to publish their work, whether through class newsletters, blogs, or displays, to motivate them and showcase their achievements.</li> <li>- Offer specific feedback that highlights strengths and provides clear suggestions for improvement- conferencing</li> </ul>	<p>We will see measurable improvements in Writing samples with more consistency across the school</p>		<p>HT Assessment Lead Literacy Lead</p>
<p>Teachers will demonstrate a deeper understanding of the writing process, including planning, drafting, revising, editing, and publishing, leading to better scaffolding of these stages for students.</p>	<ul style="list-style-type: none"> <li>-Organize staff meetings that specifically address the writing process, exploring each stage in detail with practical examples.</li> <li>-Facilitate regular planning meetings where teachers can collaborate to design writing units that incorporate all stages of the writing process.</li> <li>-Implement a system where teachers can observe each other's writing instruction and provide constructive feedback focused on the writing process.</li> <li>-Provide ongoing support through coaches who can offer guidance on effectively teaching each stage of the writing process.</li> </ul>	<p>We will see measurable improvements in Writing samples with more consistency across the school</p>		<p>HT Assessment Lead Literacy Lead</p>
<p>A culture of writing will be fostered within the school, leading to increased emphasis on writing across the curriculum and collaborative initiatives that celebrate writing achievements.</p>	<ul style="list-style-type: none"> <li>-Encourage teachers to incorporate writing in other subjects.</li> <li>- Establish clear expectations for writing in all subjects, including specific goals for writing fluency, structure, and content.</li> <li>- Organize writing contests or awards to recognize and celebrate students' writing efforts and achievements.</li> <li>- Partner with local authors, libraries, or writing organizations to provide resources, workshops, and guest speakers for students.</li> <li>- Create opportunities to display student writing throughout the school, such as bulletin boards, newsletters, or online platforms.</li> </ul>	<p>We will see measurable improvements in Writing samples with more consistency across the school</p>		<p>HT Assessment Lead Literacy Lead</p>

**To further develop our provision so pupils with SEND are consistently successful within the classroom and school environment, as a result of meeting the identified needs of the pupil.**

INTENDED OUTCOME	PLANNED ACTIONS	KPIs	IMPACT	WHO IS RESPONSIBLE
<p>Teachers consistently implement individualized support strategies tailored to meet the needs of pupils with SEND.</p>	<ul style="list-style-type: none"> <li>-Provide continuous professional development opportunities to keep teachers updated on new strategies, resources, and legislation regarding SEND.</li> <li>-Ensure that SEN TAs are included in planning discussions to align support strategies effectively.</li> <li>-Ensure that all teachers have access to and understand the IEPs and EHCPs for their students, emphasizing specific strategies and accommodations.</li> <li>-Allow time within the school schedule for teachers to prepare and implement individualized strategies.</li> <li>-Promote flexible grouping strategies that allow students with SEND to work in diverse groups, fostering peer support and collaboration.</li> <li>-Encourage teachers to regularly reflect on the effectiveness of their strategies</li> </ul>	<p>We will have a robust system that supports staff in effectively meeting the needs of pupils with SEND, fostering an inclusive and successful learning environment.</p>		<p>HT DHT SENDCO</p> <p>All members of staff working with SEN children are responsible for their progress and wellbeing</p>
<p>Teachers and support staff work collaboratively to implement support strategies effectively, ensuring continuity and coherence in provision.</p>	<ul style="list-style-type: none"> <li>-Schedule regular team meetings where teachers and support staff can discuss strategies, share updates, and address any concerns regarding student progress.</li> <li>- Clearly outline the roles and responsibilities of both teachers and support staff, ensuring everyone understands their contributions to implementing support strategies.</li> <li>- Provide professional development opportunities that involve both teachers and support staff, focusing on best practices for supporting students with diverse needs.</li> <li>- Build a culture of trust and respect where all staff feel valued and empowered to share insights, feedback, and suggestions.</li> <li>- Facilitate opportunities for staff to observe each other's practices and provide constructive feedback focused on collaboration and support strategies.</li> </ul>	<p>We will have a robust system that supports staff in effectively meeting the needs of pupils with SEND, fostering an inclusive and successful learning environment.</p>		<p>HT DHT SENDCO</p> <p>All members of staff working with SEN children are responsible for their progress and wellbeing</p>

<p>Pupils with SEND experience smoother transitions between year groups, classes, or schools, reducing anxiety and promoting continuity in learning.</p>	<ul style="list-style-type: none"> <li>-Begin transition planning well in advance, ideally at the end of the previous school year, to prepare students and families for upcoming changes.</li> <li>- Develop personalized transition plans for each pupil with SEND, outlining specific needs, support strategies, and goals.</li> <li>- Arrange meetings with new teachers, support staff, and classmates to build relationships and reduce anxiety.</li> <li>- Facilitate small group activities that allow students to connect and build friendships before the transition.</li> <li>- Consider phased transitions, where students spend partial days in their new environment before fully transitioning, allowing for gradual adjustment.</li> <li>- Provide teachers with information about each pupil’s strengths, needs, and support strategies to ensure continuity in instruction.</li> </ul>	<p>We will have a robust system that supports staff in effectively meeting the needs of pupils with SEND, fostering an inclusive and successful learning environment.</p>		<p>HT DHT SENDCO</p> <p>All members of staff working with SEN children are responsible for their progress and wellbeing</p>
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