



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

School Improvement Plan Key Priorities

Academic Year 2020/21

Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

We exist to provide and promote excellence in learning and achievement in a Christ-centred family environment.

Our Curriculum Vision

Our curriculum develops our children's curiosity for learning; preparing them as citizens within our ever-changing world. Through creating RICH (Resourceful, Independent, Creative and Happy) learners we are encouraging our children to be collaborators, innovators, leaders and above all kind and loving children of God.



Key Priority Indicators 2020/21

| SIP Key Areas | Strategic Objective | Committee Responsible | Governor Responsible |
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| Quality of Education | To ensure our curriculum is adapted to provide an effective 'recovery curriculum' following partial school closure due to COVID 19. To ensure that all members of the school community are aware of its intent, implementation and impact. | Curriculum | John Byrne |
| Quality of Education | To improve progress for all children, including the effective use of 'Catch-Up' Premium. In particular, support children to catch up for lost learning so schools can meet the curriculum expectations for the next academic year. | Curriculum | Matthew Micallef |
| Quality of Education | To continue to improve provision for SEND and Disadvantaged children so that they can make rapid and accelerated progress towards achieving the standards of which they are capable. | Curriculum | Lisa Thompson |
| Leadership and Management | To support staff by promoting Mental Health and Wellbeing across the school particularly following COVID-19. | FGB | Karen McIntyre Pat McKay |
| Leadership and Management | To develop the role of subject leadership for Middle Leaders to ensure that all subjects are taught to a high standard and each subject has a high profile within the school. | FGB | Jonathan Shields |
| Personal Development | To support children by promoting Mental Health and Wellbeing across the school particularly following COVID-19 through our curriculum including RSE within PSHE. | FGB | Jonathan Shields |
| Behaviour and Attitudes | To support children in the adaptation to new routines and rules following control measures in school. | FGB | Anouska May |
| Early Years Foundation Stage | To ensure that staff and governors are aware of the reforms to EYFS as an Early adopter School. | Curriculum | Clive Mailing |
| Catholic Life of the School | To continue to develop the chaplaincy with the GIFT (Growing in Faith Together) team so that pupils take the initiative in leading worship and strengthen their understanding of the Church's liturgical year, seasons and feasts. To develop a system of reporting to governors regarding pupil tracking, progress and attainment in Religious Education. To review the school's mission statement to provide a child-friendly version. | FGB | Michael Lynn Roger Peacock |

| SIP Key Priority Area | Objectives | Actions | Success Criteria | Monitoring And Timescale | Finance and Resource implications | Strategic Staff lead | Governor |
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| Quality of Education | To ensure our curriculum is adapted to provide an effective 'recovery curriculum' following partial school closure due to COVID 19. To ensure that all members of the school community are aware of its intent, implementation and impact. | <p>INSET day 3rd September dedicated to Recovery Curriculum.</p> <p>INSET day 18th December dedicated to Recovery Curriculum.</p> <p>Assessments conducted and children's 'starting' points established upon return in September.</p> <p>Targets established and shared with parents, considering prior attainment, and any aspirational national benchmarks so that progress can be monitored.</p> <p>Gaps identified and planning adjusted in order to meet the needs of children.</p> <p>Subject leaders to lead the teachers in Curriculum overviews and coverage.</p> <p>Termly Pupil progress meetings to highlight whole class individual gaps, vulnerable groups and required interventions.</p> <p>Provision maps - updated at least termly and monitored by SLT and SENCO for impact.</p> <p>Additional mental health PSHE lessons using Medway MCH supporting resources.</p> | <p>Quality of work demonstrates effective targeting of support as well as progression in skills and knowledge and outcomes.</p> <p>Moderation of outcomes demonstrates accuracy of assessment.</p> <p>Quality of work supports reported outcomes.</p> <p>Targets established and shared with parents, considering prior attainment, and any aspirational national benchmarks so that progress can be monitored.</p> <p>Short term planning demonstrates consideration of skills gaps in all subject areas.</p> <p>Short term planning demonstrates consideration of skills gaps in all subject areas so that these are planned for and implemented to build on prior knowledge.</p> | <p>Term 1</p> <p>Term 2</p> <p>Term 1</p> <p>September and November 2020</p> <p>Term 1 and ongoing</p> <p>Term 1</p> <p>Term 1 ongoing</p> <p>Term 1 and ongoing</p> <p>Term 1 and ongoing</p> | Catch-up funding | SLT All staff | John Byrne |

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| | | <p>Planned for additional reading, writing and math focus in other areas of the curriculum such as topic.</p> <p>Communicate with parents through the newsletter and letters the expectation of the recovery curriculum and links to Remote Learning.</p> <p>Reading support for parents through the VLE, website and possible workshops.</p> <p>Children at home receive identical learning through the VLE - there is an expectation for work to be handed in by those who are learning at home through the class email.</p> <p>Complete Survey/questionnaire from the 'Key' what has gone well since school reopening and more support needed.</p> | | <p>Term 1</p> <p>Term 2 and ongoing</p> <p>Term 2</p> <p>Term 1</p> <p>End of Term 2</p> | | | |
| Quality of Education | <p>To improve progress for all children, including the effective use of 'Catch-Up' Premium. In particular, support children to catch up for lost learning so schools can meet the curriculum expectations for the next academic</p> | <p>Use the Catch Up Premium to purchase resources for reading, writing and math.</p> <p>Catch up funding planned & implemented to support progress.</p> <p>Provide staff (for cross section of staff) training linked to anxiety in children to support barriers to learning.</p> | <p>Purchase new guided reading resources to support the children and teachers in closing gaps in reading.</p> <p>Purchased resources include physical, human, CPD, online support programs - Nessy, 123 Maths, intervention support.</p> <p>Progress is tracked from the children's starting</p> | <p>Term 1 and 2</p> <p>Term 2</p> <p>Term 1</p> | Catch-up funding | <p>SLT</p> <p>All staff</p> | <p>Matthew Micallef</p> |

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| | year. | <p>Purchase new laptops to enable interventions to be conducted regularly within school.</p> <p>Rigorous tracking of spending to monitor the impact of the 'Catch Up' Premium.</p> <p>Termly Pupil progress meetings to highlight children of concern raised through Teacher Assessments and formal assessments.</p> <p>Provision maps - updated and monitored for impact.</p> <p>Review Class timetables to reflect Recovery curriculum.</p> <p>Catch Up after school clubs - class bubbles.</p> | <p>points</p> <p><u>KS2 aspirational targets:</u></p> <p>Reading: EX 90% HS 30%</p> <p>Writing: EX 90% HS 26.7%</p> <p>GPAS: EX 96.7% HS 43.3%</p> <p>Maths: EX 90% HS 36.7%</p> <p>RWM combined: 80% Ex 23.3% HS</p> <p><u>KS1 aspirational target:</u></p> <p>Reading: EX 86% HS 24%</p> <p>Writing: EX 86% HS 10%</p> <p>Maths: EX 86% HS 31%</p> <p><u>Year 1 phonics: 87%</u></p> <p><u>RE aspirational target:</u></p> <p>Year 2: EXS + 80% Exceeding 25%</p> <p>Year 6: EXS + 85% Exceeding 30%</p> | <p>Term 2</p> <p>Term 2</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 1 and ongoing</p> <p>Term 3</p> | | | |
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| | | | Year on year attainment is tracked for each AT for Religious Education. | | | | |
| Quality of Education | To continue to improve provision for SEND and Disadvantaged children so that they can make rapid and accelerated progress towards achieving the standards of which they are capable. | <p>Provision maps - updated and reviewed to support rapid and accelerated progress.</p> <p>Additional individual emotional support (nurture, play therapy) where there is an identified need.</p> <p>Termly Pupil progress meetings.</p> <p>Individual intervention programs - including those that are available on line where the need is identified. CPD updates.</p> <p>Staff meetings led by SENCO to support Teachers and Teaching Assistants in delivering an effective curriculum to support our children.</p> | <p>Monitoring is tailored to provision maps more securely.</p> <p>Pupil Progress meeting continue to be productive and impact teaching and learning.</p> <p>Links are secured with other Deanery and MELA schools.</p> <p>Catch up funding is well managed</p> <p>Children achieve and make progress in line and exceeded from their starting points.</p> | <p>Ongoing</p> <p>Term 1 and ongoing</p> <p>Ongoing</p> <p>Term 2</p> <p>Term 2</p> | Top up funding | SLT All staff | Lisa Thompson |
| Leadership and Management | To support staff by promoting Mental Health and Wellbeing across the school particularly following COVID-19. | <p>Staff notice board - mental health and wellbeing information available for staff.</p> <p>Raise the profile of the staff 'shout out' board.</p> <p>Mental Healthy day - Yellow Day participation</p> <p>Planning opportunities for Teambuilding/virtual activities to support well-being.</p> <p>Review Mentally Healthy School Audit using the Litmus Test audit with a range of people: children,</p> | <p>Staff are happy across the school.</p> <p>Staff workload supported.</p> <p>Achievement of 'Better Medway' Silver award.</p> <p>Staff room is relaxing to support staff in their well-being.</p> <p>Staff room has Prayer and Shout Out boards.</p> | <p>Term 1</p> <p>Term 2</p> <p>October 2020</p> <p>Term 2 and Term 3</p> <p>Term 2</p> | TBC | SLT All staff | <p>Karen McIntyre</p> <p>Pat McKay</p> |

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| | | <p>parents, and governor, support staff, teacher, SLT.</p> <p>Continue to purchase the services for staff from SAS (Schools Advisory Service).</p> <p>Staff to complete Understanding Mental Health E-learning course.</p> | | <p>Ongoing</p> <p>End of Term 3</p> | | | |
| Leadership and Management | To develop the role of subject leadership for Middle Leaders to ensure that all subjects are taught to a high standard and each subject has a high profile within the school. | <p>Subject leaders to take part in Depp dives with SLT and Governors.</p> <p>Subject leaders update policies to include Remote Learning and Recovery Curriculum.</p> <p>Subject leaders to promote their subject through staff meetings and enrichment weeks/days.</p> <p>Achieve Science Award</p> <p>Achieve PE award</p> <p>Subject leaders to lead staff meetings links to progress and creativity in their subject</p> <p>Subject leaders to maintain a 'ragged' action plan</p> <p>Subject leaders to update policies</p> | <p>Subject policies reflect current practice</p> <p>Subject Action plans are 'ragged' to reflect evaluation and developments</p> <p>Continuation of assessments being used to inform planning and enable support and challenge for different abilities</p> <p>STEAM opportunities are evident throughout the year</p> <p>CREST awards achieved in all classes across the school at their appropriate level</p> <p>PE award is achieved</p> | <p>Term 2 onwards</p> <p>Term 2</p> <p>Term 1 and ongoing</p> <p>July 2021</p> <p>July 2021</p> | Time out of class - cost of cover | <p>SLT</p> <p>All staff</p> | Jonathan Shields |
| Personal Development | To support children by promoting Mental Health and Wellbeing across the school particularly | <p>Achieve the 'Better Medway' Silver award through Medway Children's Health.</p> <p>Enhance leadership in kindness by promoting the GIFT (Growing in</p> | <p>Take part in Hello Yellow Day.</p> <p>RSE policy updated.</p> <p>Achieve the 'Better Medway' Silver award.</p> | <p>July 2021</p> <p>Ongoing</p> | Cost of SAS services | <p>SLT</p> <p>All staff</p> | Jonathan Shields |

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| | following COVID-19 through our curriculum including RSE within PSHE. | <p>Faith Together) team across the school.</p> <p>Additional PSHE/RSE lessons linked to pupil surveys and needs of each class.</p> <p>Achieve the 'Better Medway' Silver award through Medway Children's Health.</p> | GIFT team are established and active in their roles. | Ongoing | | | |
| Behaviour and Attitude | To support children in the adaptation to new routines and rules following control measures in school. | <p>Each class review the addendum behaviour policy with the new measures at the beginning of the school year.</p> <p>Promote the Class Dojo lessons which support the children's personal, social, moral and values education.</p> <p>Clear rules and posters in school to support children.</p> <p>School council active voice in decisions.</p> <p>Supportive PSHE lessons</p> <p>Train staff in anxiety regulation for children.</p> | <p>Class Dojo in place and successful.</p> <p>Children feel their positive attitudes are further strengthened.</p> | <p>Term 1</p> <p>Ongoing</p> <p>Term 1</p> <p>Term 1</p> | TBC | <p>SLT</p> <p>All staff</p> | Anouska May |
| Early years Foundation Stage | To ensure that staff and governors are aware of the reforms to EYFS as an Early adopter School. | <p>Register for the EYFS early adopter</p> <p>Support staff in EYFS to understand the reforms.</p> <p>Report to Governors the reforms</p> <p>Complete Nuffield Early Language Intervention</p> <p>Communicate with parents our</p> | <p>Conduct Nuffield Early Language Intervention</p> <p>The school will fully adopt the reforms to the Early learning Goals and follow the EYFS early adopter statutory framework. Planning will be reflective of the reformed Early Learning Goals as well as the non-</p> | <p>Term 1 ongoing</p> <p>Term 2 onwards</p> | | <p>SLT</p> <p>EYFS team</p> | Clive Mailing |

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| | | involvement with Nuffield Early Language intervention | statutory development matters guidance. Children in the EYFS will take part in the early adoption of the Reception Baseline Assessment (RBA). | | | | |
| Catholic Life of the School | To continue to develop the chaplaincy with the GIFT (Growing in Faith Together) team so that pupils take the initiative in leading worship and strengthen their understanding of the Church's liturgical year, seasons and feasts. To develop a system of reporting to governors regarding pupil tracking, progress and attainment in Religious Education. To review the school's mission statement to provide a child-friendly version. | <p>Children to self-nominate themselves to form part of the GIFT team.</p> <p>Enhance the Holy Garden with children's prayers and improved focal area.</p> <p>To lead liturgies in the Holy Garden, first with small groups and leading to whole school.</p> <p>Promote the Wednesday Word to share with each family including on the website.</p> <p>Review the Mission Statement as a staff, children and parents to produce a child friendly version</p> <p>Review assessments systems to report to Governors</p> <p>Report assessment tracking in RE to Governors.</p> | <p>Children's spiritual development will help them to be more reflective and understanding of others.</p> <p>Classes will regularly use the Holy Garden and Chapel. Use of Aylesford priory.</p> <p>Children will be ambassadors for RE, prayer, reflection and spirituality across the school.</p> <p>Computer based assessment tracker will continue to be used to track RE assessment.</p> <p>Children's attainment will be tracked and used to inform planning.</p> <p>RE attainment and progress to be reported to the curriculum committee.</p> | <p>Term 2</p> <p>Term 3</p> <p>Term 5</p> <p>Term 1</p> <p>Term 4</p> <p>Term 4</p> <p>Ongoing</p> | | <p>SLT</p> <p>All staff</p> | <p>Michael Lynn</p> <p>Roger Peacock</p> |