

Self-evaluation Improvement Plan

St Vincent de Paul Catholic Primary School

2024 -2025

SEF/ Improvement Plan Summary 2024-25

Strengths/ Impact 2023 – 2024

Overall SE Grade 2 (*Validated by Ofsted Nov 23*)

Quality of

Grade 2

The Curriculum is broad, balanced and ambitious. It has been recently reviewed to ensure it is well designed and meets reflects those within the school community. Reading is prioritised throughout the school and the school has recently invested in a new library for the younger children and reviewed the stock and library area for KS2 children. *'A love of reading flows through the entire curriculum'* Ofsted Nov 2023 Children enjoy reading. There are rapid interventions for those that need support. There has been a significant improvement in the phonics data and the reading books closely match the phonic knowledge that the children are taught. There is a strong focus on language comprehension within the Early years and throughout the school. Disadvantaged pupils 'Pupil achieve well and are tracked carefully throughout the school. There is an increased love of learning throughout the school

Behaviour and

Grade 2

Pupils feel valued as unique individuals. Respecting differences is incredibly important There are high levels of respect towards anyone who is different.....*Pupils typically behave well during lessons'* Ofsted Nov 2023 The number of behaviour issues has decreased. Low level disruption has improved in most classes. Children know the school rules and there are clear educational consequences when needed. The school often received positive feedback from the general public when the children are on trips and visits. Most staff feel more supported when dealing with challenging behaviour The school is keen to improve this further .

Personal Development

Grade 2

We have extended its offer beyond the academic and provides broader development for all. The school has further developed connections with the Red Shed, other schools, businesses and organisations to enhance the childrens' spiritual, moral, social and cultural development. Trips, visits and experiences are carefully planned to ensure children are offered a richness of experiences. We have offered wider opportunities for children to develop their leadership skills and own characters through parliament team, reading in church, Sports Leaders, Y6 buddies, reading buddies throughout the school. The range of extra curricular clubs has increased. Children have greater opportunities to work across phase and mix with the children within the school.

Leadership and

Grade 2

The SLT has increased the amount of CPD and developed teachers as Subject Leaders. The newly formed SLT has worked well together and reviewed the structure – The number of SLT is back to the former number of 6. Staff have reported that they feel happy and supported. SLT are engaging with DOWAT to strengthen and develop. SLT are keen to support and grow our own leaders. Governors have supported the new SLT and have increased their understanding and personal visits into the school. The school has worked with the HFL SEA, EYFS Advisor and NCETM Hub

School improvement plan 2024 -

Our priorities are:

- 1 To further develop the sense of belonging across the whole school community.
2. To ensure consistency in high quality teaching across the whole school.
3. To establish consistency and coherence in behaviour at a whole school level.
4. To fully engage with the transition to Academy status

Priority development 1: To further develop the sense of Belonging across the whole school community

Current self-evaluation

- Over the last year, we greatly improved our partnership between home and school. This is an area that we want to strengthen further.
- We provided some opportunities for our families to celebrate their different cultures and traditions. We would like to ensure that this continues
- We saw a rise in the number of people engaging with the PSA, creating a community feel. This can be strengthened further. These events and the school being inclusive is now commented on in the wider community. This has brought new families to the school.
- Parents are engaging more with the school and therefore their children's education
- The greatRepresentations project has been a great success and impacted on how we approach things ad the decisions we make. To ensure that we continue on this journey the school is keen to be involved in further GR projects across the area.
- SLT and the RE has been involved with the RJED work led by the Diocese. The school, is now keen for the staff to be more involved with these external offers.

Cost of plan

£700 RJED project MC and TB
 Develop RJED policy - internal cover for MF
 Suggestion box -

Success criteria

Desired impact on teaching (what changes do we want to see in our teaching?)

- **All** members of the school, community treat each other with the utmost respect

Desired impact on learning (what changes do we want to see in our pupils' learning?)

- Everybody feels valued, respected and that they belong
- Events are well attended by all members of the community
- All members of the community are proud of who they are
- Children understand what racism is and can / will call it out.

Actions and dates	Person(s) responsible	Autumn	Spring	Summer
<ul style="list-style-type: none"> RJED policy to be developed 	MF AW (SLT)	draft policy in place	Finalised policy shared with Governors and staff	<p>All staff aware and working in accordance to the policy</p> <p>Review policy for the following year.</p>
<ul style="list-style-type: none"> SVP celebration event in place Sep 24 	MF TB SLT	<p>meet with RJED parent group as initial points of contact. - 1st wk Sep</p> <p>Email asking for support - 1st wk Sep</p> <p>Event organised and evaluated</p>		Set up event for the following Sep (SVP day)
<ul style="list-style-type: none"> MC and TB to participate in the next round of RJED training 	MC TB	<p>Dates to be confirmed</p> <p>Cascade information from sessions to all staff</p>	Cascade information from sessions to all staff	Cascade information from sessions to all staff
<ul style="list-style-type: none"> Parent working group 	AW TB RR (link Gov)	<p>Meeting to discuss whole school RJED event</p> <p>Meeting to discuss how the event could be better run the following year.</p>	Parent working party to meet and review things to date	Parent working party to reach out to new members
<ul style="list-style-type: none"> Decrease the number of Racist comments being made by children 	<p>SLT</p> <p>AW /MC</p> <p>AW/MC</p>	<p>Behaviour curriculum put in place</p> <p>Curriculum shared with all staff</p>	Review and evaluate Behaviour curriculum to date	Review and evaluate Behaviour curriculum with regards to next steps for following academic year

	SLT	AW /MC to deliver assemblies on overall behaviour expectations		
		SLT to research into organisations that can support beating racism within school		
	AW	Engage with Herts Voices to see the years offer for schools		
	AW	Contact Stevenage Borough . FA with reference to wearing football bands at matches / school		
	AW Governors	Continue to monitor the number of Racist comments		
	All staff	Engage with RJED training from the Diocese	Engage with RJED training from the Diocese. All training shared and cascaded after the event	Engage with RJED training from the Diocese. Review training to date. Are there any gaps?
<ul style="list-style-type: none"> • Increase opportunities for parents to be involved within the school 	All staff	<p>Events are planned for and dates given to parents with as much notice as possible</p> <p>3x open mornings planned for throughout the yr</p>	Open morning	Open morning
<ul style="list-style-type: none"> • To find out how parents feel about how they are included /feel they belong 	SLT	Suggestion box introduced	Questionnaire to parents, staff and children	Evaluate and plan for the following year.

End of Year review:

Priority development 2: To ensure high quality teaching across the school

Current self-evaluation

- The curriculum is well planned and has clear progression from EYFS to Year 6
- Skills are developed as children move through the school
- The school is promoting 'talk for learning' and vocabulary has become priority across the school
- Teachers and teaching assistants have improved their feedback in the moment, however the school would like to develop this further to ensure consistency across the whole school
- EYFS staff are developing their use of adult and peer interactions and the school is continuing to embed this to ensure consistency
- Data across the school shows an improvement in the teaching and learning.
- Data has highlighted that the teaching of multiplication needs to be reviewed and carefully monitored to ensure results improve
- Improve writing stamina

Cost of plan

Success criteria

Desired impact on teaching (what changes do we want to see in our teaching?)

- Teaching is consistently good and outstanding across the whole school in all areas of the curriculum

Desired impact on learning (what changes do we want to see in our pupils' learning?)

- Children know and remember more
- Gaps in learning are quickly identified and acted upon
- Children in Year 4 and above are able to recall their multiplication facts
- Teachers use strong AFL to ensure children do not move on too quickly
- Subject leaders monitor their subjects closely.
- Subject leaders have good subject knowledge and promote their subject throughout the school

- Teaching Assistants are used to support and improve children's learning
- Children know their successes and understand how they can improve
- The writing process is implemented throughout all subject areas
- Children's work is of a high standard and they are proud of what they produce.
- Children's use of vocabulary has improved

Actions and dates	Person(s) responsible	Autumn	Spring	Summer
<ul style="list-style-type: none"> ● Children know and remember more 	SLT - TB once new structure in place SLT SLT SLT AW, TB, VH,	Curriculum is reviewed Inset Training delivered based on Rosenshine's Principles Monitoring of key aspects on a regular basis. Feedback and support given as an when necessary Weekly teacher training - Rosenshine's principles Peer observations and support sessions for planning	Curriculum reviewed and monitored Monitoring of key aspects on a regular basis. Feedback and support given as an when necessary Lesson observations - SEA? Briefing updates to recap and refresh Rosenshine principles CPD check in with staff	Curriculum is reviewed and any changes necessary are made by the end of the summer term Monitoring of key aspects on a regular basis. Feedback and support given as an when necessary Lesson observations - Subject Leads Staff meeting to review the teaching across the school - feedback from staff.
<ul style="list-style-type: none"> ● Gaps in learning are quickly identified and acted upon 	AW SLT	Inset training delivered based on Rosenshine's principles. Staff meetings used for	CPD on effective assessment strategies	Review learning skills - review use of the learning pit, building learning power? what will work for us?

		further training over the term	. Assessment policy reviewed in a staff meeting and shared with all staff and Governors	
	AW SLT	Monitoring of lessons and discussions with staff to ensure children are not moving on too quickly	Children confident to talk about their learning and how they can improve	Review the interventions across the school. Are they quick bursts? are they effective?
	AW SLT SL	Pupil voice - to ensure that children feel that they know their successes and where and how they can improve	SEA? External review to support SLT in their evaluation	
	AW SLT SL	Strong AFL in place within the classes	Training in place as and when necessary.	
	AW SLT SL	Monitoring of AFL - Drop in's to talk to children and staff	Drop in's continue	Part of observations and feedback
	AW MC	Pupil progress meetings - teachers know where their children are and what they need to do to support them	Pupil progress meetings - teachers know where their children are and what they need to do to support them	Pupil progress meetings - teachers know where their children are and what they need to do to support them
	AW SLT	Teaching assistants training to support them on AFL and how they can support within the classroom	Teaching assistant observations (internal)	Review effectiveness of TA support and their use of AFL when giving feedback.
	AW VH	EYFS meeting to discuss learning journeys and how to evidence learning.	Review impact of evidencing and assessment	Support interventions to be in place to support GLD

		Early intervention to be in place	of children in EYFS. Impact of support / interventions in place - GLD	
<ul style="list-style-type: none"> Phonics and early reading continue to improve 	<p>VH, SL</p> <p>VH, LP, CL,</p> <p>VH, LP</p> <p>SLT</p> <p>AW, LP, VH, SC</p> <p>VH, LP</p> <p>MC,AW, SC</p> <p>SLT , LP</p> <p>SLT</p> <p>VH</p>	<p>Check resources</p> <p>Parent support session</p> <p>Keep up sessions in place within first 2 weeks (Rec and Y1)</p> <p>Monitor impact of teaching. and assessment of phonics (pp meetings)</p> <p>Teaching assistant training - phonics and reading</p> <p>New staff support and training</p> <p>Those not passed Y1 check closely monitored and interventions in place</p> <p>Pleasure for reading events scheduled for the year</p> <p>Infants pleasure for reading books to be taken home - from infant library</p> <p>Library timetables</p>	<p>Parent support session</p> <p>Monitor keep up sessions</p> <p>Monitor impact and phonics data</p> <p>Teaching assistant training reading across KS2</p> <p>Check on understanding and training</p> <p>Monitor progress</p> <p>Pleasure for reading and world Book Day event</p> <p>Secret Reader - include different teachers, office and SLT</p>	<p>Check resources</p> <p>Monitor impact and phonics data</p> <p>Audit training of all staff</p> <p>Monitor progress</p> <p>On the field whole school book, buddy share</p>

	SC	KS2 library books purchased		Library book stock checked and updated/ budgeted for
<ul style="list-style-type: none"> Create opportunities for children to develop their oracy skills 	AW / MC	<p>Staff training - importance of Oracy Teachers and TA's</p> <p>Parent support sheet with information and ideas</p> <p>Increase opportunities for high quality talk for learning</p> <p>Monitor and support adult interactions within the EYFS and ARC.</p>	<p>Review and promote Oracy within the classroom and teaching.</p> <p>Parent /family after school board games event. Importance of talk to be shared</p> <p>Review opportunities within the lessons. share good practice</p> <p>Monitor and evaluate. CPD where necessary</p>	<p>Create further opportunities to support children with developing their oracy and vocabulary skills.</p> <p>Measure the impact of work to date surrounding oracy across the school.</p> <p>Evaluate and plan priorities for the next academic year.</p>
<ul style="list-style-type: none"> Improve multiplication recall in Year 4 and above 	<p>VH, SC,</p> <p>AW / SL's</p> <p>SLT/ SL's</p>	<p>Subject leads to evaluate the teaching of multiplication across the school. Identify gaps and plan for training/ support where necessary</p> <p>Inset training to reflect on Rosenshine's principles and the concept of short and long term memory. Link to the recall of facts inclu Multiplication facts</p> <p>Ensure teachers in Year 4 are aware and understand the</p>	<p>Subject leads to monitor the teaching of multiplication facts and support where necessary</p> <p>Staff meeting on quick / rapid recall of maths facts.</p> <p>Training for TA's on recall of no Facts</p> <p>Share information regarding MTC.</p>	<p>Monitor Impact of multiplication recall</p> <p>Look at data of MTC, GLD, Y2 and Y6 SAT's. Where are the</p>

	SL's	necessity of multiplication recall and the multiplication check Subject leads to research and support all teachers with different teaching strategies to recall multiplication facts	Multiplication practise on computers and ipads to be used as soon as released Staff voice to see if further support needed. Pupil voice to find out if further support needed.	strengths and weaknesses - plan accordingly for year ahead
	Y5 teachers and SL's	Y5 teachers to work with SL's to identify those who need further support with the recall of their multiplication facts.- Intervention and support put into place asap	Review those that need further support. Pupil Progress meetings - focus on multiplication .	
	SLT/ SL's	Maths fluency sessions to always have 1 multiplication focus from Y1 up	Review and share good practise / ideas for multiplication recall in maths Fluency sessions	Review the maths curriculum across the school
	SLT/ SL's	Subject leads to monitor the teaching of Maths across the school to ensure coverage	Subject leads to monitor the teaching of Maths across the school to ensure coverage	Subject leads to monitor the teaching of Maths across the school to ensure coverage
	SL's	Continue to work with NCETM to ensure high quality maths teaching that is research driven across the school.	SL to share and support work from the NCETM with teachers and TA's	Monitor the teaching and work with the NCETM.
<ul style="list-style-type: none"> Strengthen and embed the writing process across the school. 	AW, SLT - SL's	Share priorities in writing process and writing fluency - Inset Sep 24	Whole school moderation External moderation -Dowat and local	Whole school moderation External moderation -Dowat and local

<ul style="list-style-type: none"> Develop the writing stamina of all children 	<p>AW , SL's</p> <p>AW, SL's</p> <p>AW, SL's</p> <p>SL's</p> <p>SL's</p>	<p>Set non negotiables and whole school vision /culture</p> <p>Year group expectations clearly shared and teachers know - assessment files</p> <p>SL to train staff on the writing process - expectations and non negotiables</p> <p>Review the teaching of spellings across the school - including home learning and use of dictation.</p> <p>Ensure all classes have list of Year group spellings and know when these are going to be taught.</p> <p>Ensure Year group spellings are non negotiables once taught and previous years are also known to staff and children</p> <p>Support teachers in planning and understanding how to adapt plans to ensure opportunities to talk and write - Big Write Days / events?</p>	<p>Monitoring schedule to be followed and CPD as and when necessary</p> <p>Pupil Progress meetings to focus in on writing stamina, opportunities and process throughout all subjects</p> <p>SL's Keep up to date with research and pedagogy - share with staff</p> <p>Support teachers in effective teaching of spelling - CPD / Whole school training</p> <p>SL's to continue monitoring</p> <p>SL's to monitor spelling across the classes including other subjects - CPD planned and delivered where needed</p> <p>Moderation and support sessions where necessary- Big Write Days / events?</p>	<p>Monitoring schedule to be followed and CPD as and when necessary</p> <p>Review and evaluatedata</p> <p>SL's Keep up to date with research and pedagogy - share with staff</p> <p>Monitor and review impact of spelling lessons / dictation - CPD where necessary</p> <p>Moderation and support sessions where necessary- Big Write Days / events?</p>
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		CPD - writing process and expectations SL's to attend English updates to ensure research and pedagogy up to date and shared with staff	Support individual teachers / TA's where necessary SL's to attend English updates to ensure research and pedagogy up to date and shared with staff	Support individual teachers / TA's where necessary SL's to attend English updates to ensure research and pedagogy up to date and shared with staff
<ul style="list-style-type: none"> Subject leads promote and lead their subject throughout the school 	<p>SLT (TB when in new role)</p> <p>SLT (TB when in new role) - SL</p> <p>SLT (TB when in new role) - SL</p> <p>SLT - SL</p>	<p>Subject Leads to create a subject lead report to share with staff</p> <p>Subject Leads to create action plan based on the SEF, subject lead report previous years data, monitoring and whole school and subject priorities. Share with AW /TB and whole staff</p> <p>SL to follow the monitoring schedule and report back to SLT</p> <p>Plan a way to bring learning alive /promote their subject within the school and deliver</p>	<p>SL's to review and feedback info about subject to SLT</p> <p>SL's to update and review Action plans</p> <p>SL to follow the monitoring schedule and report back to SLT</p>	<p>Collate all information and create a subject lead report to share with staff - July 25</p> <p>SL's to update and review Action plans</p> <p>SL to follow the monitoring schedule and report back to SLT</p> <p>Report within the SL report how the subject is seen /regarded within the school by the children and staff. What will the SL change, develop or do to make a greater impact next academic year?</p> <p>Look at data for specific groups</p>

	SLT (TB when in new role) - SL SLT (TB when in new role) - SL	SL to monitor their subject for appropriateness for our school community - Review CPD need and plan with SLT training where necessary	Monitor subject with regards to outcomes for disadvantaged children- Monitor resources and topics to ensure inclusivity Review training and CPD need	Review training and CPD need
<ul style="list-style-type: none"> Ensure a strong monitoring schedule including SLT, SL, Gov and external 	AW - SLT	Create and share the monitoring schedule - share and invite Gov to join in walks at different times of the year	Ensure monitoring schedule being followed - plan in date for the summer term.	Review effectiveness of monitoring schedule for the year ahead - in place before the end of July.
End of Year review:				

Priority development 3: To establish consistency and coherence in behaviour at a whole school level.

<p>Current self-evaluation</p> <ul style="list-style-type: none"> ● Behaviour is good however not consistent across the classes ● Expectations need to be clear ● Staff are not consistent in their approach to behaviour ● All staff need to feel confident and supported when handling behaviour ● Good manners are not used consistently across the school 	
<p>Cost of plan</p>	
<p>Success criteria</p>	
<p>Desired impact on teaching (what changes do we want to see in our teaching?)</p>	<p>Desired impact on learning (what changes do we want to see in our pupils' learning?)</p>
<ul style="list-style-type: none"> ● Children are well behaved and understand what is expected of them 	<ul style="list-style-type: none"> ● All children are happy, feel safe and are ready to learn ● Staff are able to teach ● Staff feel supported when dealing with negative /anti social behaviour ● Staff know how to deal with challenging behaviour ● The whole school community are aware and understand the high behaviour expectations of the school.

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Actions and dates	Person(s) responsible	Autumn	Spring	Summer
<ul style="list-style-type: none"> Ensure consistency in behaviour expectations across the school 	AW	<p>Inset - What is our vision for behaviour across the school? Share vision and agree expectations as a staff.</p> <p>Share behaviour expectations with all staff -focus areas to be shared /non negotiables</p> <p>Behaviour expectations and clarity of consequences to be shared with TA's and Parents</p> <p>Performance managements targets for all staff Deliver support and CPD where necessary/ Staff behaviour audit</p> <p>AW/ MC STEPS refresher training</p>	<p>Monitor behaviour across the school (SEA?)</p> <p>Review and establish focus areas - CPD</p> <p>Wow Awards for excellent behaviour</p> <p>Performance managements targets for all staff</p> <p>Deliver support and CPD where necessary</p> <p>SLT to engage with research</p>	<p>Monitor behaviour across the school (SEA?)</p> <p>Review behaviour policy</p> <p>Deliver support and CPD where necessary</p>

<ul style="list-style-type: none"> Develop a whole school Behaviour Curriculum 	<p>AW /MC</p> <p>AW /MC</p> <p>AW/MC</p> <p>AW</p>	<p>Work with staff to develop a whole school Behaviour Curriculum for the year ahead</p> <p>Engage with research surrounding behaviour and provide CPD</p> <p>Research training for teaching - appropriate use of language linked to racism and sexuality - age and stage appropriate</p> <p>Share expectations of no mobile phones on site. Y5/Y6 if walking home and parents let teachers know</p> <p>Highlight current research on mobile phones and children to parents</p> <p>Ensure parents are made aware of the expectations of parents</p>	<p>Review and develop the Behaviour Curriculum to date</p> <p>SEND Autism and neurodiversity training- link to behaviours</p> <p>Teach about respect and appropriate use of language</p> <p>Online training for parents-external</p> <p>Monitor the number of social media issues from outside of sch impacting in school</p>	<p>Review and develop the Behaviour Curriculum for the following academic year</p> <p>Review impact of training and support</p> <p>Create opportunities for children to understand appropriate behaviours in the wider community / relevant to Stevenage/ Bedwell- County lines, Railways,Gangs behaviour in the wider community</p>

		using social media with reference to school		
<ul style="list-style-type: none"> High expectations in Uniform 	AW /MC	<p>Share the research behind high uniform expectations and behaviour - whole school community</p> <p>Review and share parent Handbook</p> <p>share explicitly uniform expectations with whole school community - Parentmail and Parents Meetings</p>	Remind children and parents about uniform expectations	Ensure uniform reminder and handbook is sent out before the end of the summer term