



St. Anthony's Catholic Primary School Key Aims for 2017-18 Strategies Applied To Effect Them Inclusive of Expected Impact/Outcomes

Key Aim	Strategies for effecting each & Responsibility	Expected Impact/ Outcomes
<p>1. To further develop the effectiveness and competencies of all school leaders & stakeholders inclusive of:</p> <ul style="list-style-type: none"> • All Governors • Senior Leadership • Phase leaders & Shadows • Cohort Leads • Subject Leaders shadows and Areas of Responsibility Leaders <p>who make up the Senior Management Team</p> <ul style="list-style-type: none"> • PTFA Leaders <p>To further develop the leadership of the PTFA for effectiveness</p>	<p>Head and Governors to ensure that leaders at all levels across the school (Governors, SLT, Phase and Subject Managers) are supported and exposed to relevant mentoring/coaching targeted training internally or externally to best meet the needs of the school and continually drive standards upwards for the benefit of all pupils. Governors, Head and SLT to ensure quality assurance in all spheres of school life:</p> <ul style="list-style-type: none"> • Achievement and Attainment • Teaching and Learning • Leadership and Management • Behaviour and Safety <p>Governors/SLT to ensure that money/time spent at any level generates the needed impact and outcomes through routine systems audits conducted by the chair, head and relevant link governors, SLT and Phase Leaders.</p> <p>The Head and Governors to ensure that the leadership of the PTFA is effective in supporting standards through mentoring, regular systems audits & exposure to relevant training internally and externally.</p>	<ul style="list-style-type: none"> • Leaders at all levels across the school (Governors, SLT, Phase and Subject managers) more knowledgeable and aware of National/LA and School expectations regarding their roles and functions in raising standards across all key stages. • Leadership across the school becomes more consistently effective with driving standards via mentoring, coaching, exposure to good practice in all spheres of school life. • All levels of leadership are exposed to and immersed in regular cycles of relevant, targeted training linked to current Ofsted/DfE/ LA/ Deanery standards, policies and practice ensuring the school is up-to code/ in full compliance. • Staff pay linked to performance- now statutory; therefore full commitment to work must be timetabled and evidenced by work to justify pay. • The PTFA to operate according to clear structures/ constitution & specific terms of office, clearly outlined roles and functions, policies, practice and procedures in line with current codes of good practice (PTFA/UK).

<p>2. To further raise standards in English particularly in Reading through the use of daily modelled and guided Reading Comprehension in all classes by all teaching and support staff, inclusive of the use of GPS to analyse and unpick unfamiliar texts across the curriculum.</p>	<p>Governors and SLT to ensure that first quality teaching in Reading is good or better across the school through consistent modelling of correct reading comprehension strategies and rigorous monitoring of standards on an agreed cycle which would include: Phase and subject leaders team planning, modelling high quality teaching, team teaching and routinely engaging in observation and moderation of outcomes in Reading. Pupils to engage in quality reading for writing daily with tasks daily linked to AFL/Steps to Success. EYFS, KS1 & 2 leaders ensuring that Phonics and RWI/L&L are delivered effectively driven by MTYT, TTYP, drama and role play and exposure to a wide range of quality stories daily in story/novel time class sessions for developing reading and comprehension skills.</p>	<ul style="list-style-type: none"> • The quality of Reading across the school develops progressively across all genres taught through rigorous moderation in phase groups/year teams to standardise outcomes/levels and ensure quality assurance towards mastery of this life skill. • 85% or more pupils achieving at National end of year/phase or Key Stage levels in Reading or meeting the specified targets set for significant groups namely: Boys (Black African in particular), Girls, EAL, SEND, FSM(Pupil Premium) in Reading. • Attainment in Reading at the end of EYFS, KS1 (Year 2), KS2 (year 6) and in Year 1 Phonics are in line with but mainly above national standards. • All pupils develop a love for Reading and leave school literate and secondary ready.
<p>3. To continue to raise standards in Maths and work towards developing mastery through the use and application of relevant key/basic skills, vocabulary, signs, operations, symbols and notation with a strong focus on number and practical activities delivered with relevant resources and activities.</p>	<p>SLT to ensure that first quality teaching in maths is good or better across the school through rigorous modelling and monitoring of standards on an agreed cycle which would include: Phase and subject leaders team planning, modelling high quality teaching, team teaching and routinely engaging in observations and moderation of outcomes in maths. Pupils to engage in quality learning of maths skills underpinned by number knowledge and work with tasks daily linked to S2S and the use of key vocabulary and relevant resources. EYFS and KS1 leader ensuring that key vocabulary and symbols for maths are evident in all classes and used effectively daily to drive understanding, confidence and competence.</p>	<ul style="list-style-type: none"> • The quality of maths across the school develops progressively across all topics taught-underpinned by sound number knowledge. • 85% or more pupils achieving at National end of year, phase or Key Stage levels in maths or meeting the specified targets set for significant groups namely: Boys (Black African in particular), Girls, EAL, SEND, FSM(Pupil Premium). • Attainment in maths at the end of EYFS, KS1 (Year 2) and KS2 (year 6) are in line with or above national standards. All pupils develop a love for maths and leave school numerate and secondary ready.
<p>4. To continue to challenge</p>	<p>Governors, SLT and all staff to ensure that first quality teaching in all subject areas is good or better across the</p>	<ul style="list-style-type: none"> • Class teachers will routinely build in appropriate levels

<p>all pupils including the more able in all classes.</p>	<p>school ensuring high levels of challenge is built in throughout lessons for children of all abilities.</p>	<p>of challenge in all lessons encouraging higher order thinking through the application of differentiated questioning using Bloom's Taxonomy to drive differentiation.</p> <ul style="list-style-type: none"> • To indicate where challenge is being applied in all planning.
<p>5. To further involve pupils in their own learning through formative assessments and use of steps for success</p>	<p>Class teachers/EAs/HLTAs to ensure that all pupils are involved purposefully in their own learning through effective use of: TTYP, AFL and consistent use of Steps to Success in each lesson as well as ensuring that pupils respond purposefully to marking by being given time to reflect and make corrections in maths and spellings as well as editing and improving written drafts by building in time for up-levelling and re-drafting consistently in the writing process.</p>	<ul style="list-style-type: none"> • Class teachers/EAs will routinely build in appropriate opportunities for pupils to work collaboratively and independently. • To apply SMSC daily in all lessons via mind mapping, analysis and assessing, synthesis, aiding with development of ideas for working • effectively building their confidence, competence and resilience. Pupils to consistently correct, edit, up-level/improve and re-draft written work in any subject area driven by writing.
<p>6. To enhance the quality of the school's environment and extend SEND & Inclusion provision in order to establish and maintain an outstanding, inclusive school with a broad and balanced curriculum ensuring high standards in all spheres inclusive of emotional and mental wellbeing of pupils, staff and parents.</p>	<p>Head, Governors to ensure that all stakeholders (Governors, Parents, Pupils, SLT, Phase and Subject Managers) are engaged in actively seeking LCVAP and other funding for the improving the school's environment (outdoors and inside), plant/buildings, fixtures and fittings, resources and provisions to ensure that pupils are offered the best possible chances at achieving to their fullest potential.</p> <p>To extend the provision in SEND and Inclusion to include THERAPY being offered to those in need.</p> <p>Governors, Head and SLT to ensure quality assurance in all spheres of school life: Achievement and Attainment, Teaching and Learning</p> <ul style="list-style-type: none"> • Leadership and Management • Behaviour and Safety 	<ul style="list-style-type: none"> • All leaders and stakeholders at all levels across the school (Governors, Parents, SLT, Phase and Subject managers) become more knowledgeable and aware of National/LA and School expectations regarding their roles and functions in raising standards across all key stages inclusive of provisions of a broad and balanced inclusive curriculum in a setting that is broadly inclusive and fit for purpose. • Phase and subject managers to ensure that additional enrichment provision is available through lunch time and afterschool clubs to further enhance pupil engagement and continually promote and underpin attainment/standards. • Ensure Therapy/support is available to all in need. • All Governors to be fully trained up and informed on their roles and functions and are effective critical friends of the school.



St. Antony's Catholic Primary School's Key Aims 2017-2018



- 1. To further develop the effectiveness & competencies of all leaders & stakeholders.**
- 2. To sustain standards in English, particularly in Reading, through the use of Phonics, daily reading and comprehension focused on inference & deduction, use of GPS to analyse and unpick texts & use of drama with imaginative play for characterisation.**
- 3. To sustain standards in Maths through the use and application of reasoning skills, use of key vocabulary, focus on number work & practical activities with effective strategies.**
- 4. To continue to challenge all pupils including the more able & SEND via differentiated questioning and measured but heightened difficulty in all lessons -building resilience.**
- 5. To further embed formative assessment strategies via peer/self-marking & feedback.**
- 6. To further enhance the quality of the school's overall provision & environment ensuring the curriculum is more inclusive, broad and balanced.**