



# Cottesmore St Mary Catholic Primary School

## School Improvement Priorities

2015 to 2016

‘Mane Nobiscum Domine’

‘Cottesmore St Mary School Motto’

**We are continuing to celebrate:**

- A dynamic school, rooted in its Catholic values and respect for all people.
- A place of successful, enjoyable, challenging and safe learning for all.

To reach this we will need to ensure:

- Commitment to our school Mission and Vision
- We have openness, trust and respect
- We have a work/life balance

To achieve this, we focus on the areas identified as priorities from the Ofsted Self Evaluation Form (SEF) and the SEF for Religious Education.

**Our Mission**

*God made each one of us, we are all His disciples.*

*We believe in ourselves and help each other to do our best, respecting each other's differences and including everyone. We show care for others, especially by helping those in need and acting as God wants us to whilst living the Gospel daily.*

*We pray and worship together and so grow closer to God and each other, celebrating when others do well. We are part of God's family, supporting other people in school, at home, at church and in the world around us.*

***Mane nobiscum Domine - Abide with us Lord.***



*We want the children who leave our school to make the most of every learning opportunity so that they can grow into the best people they can be, fulfilling their dreams and God's special plan for them, being happy and confident and joyfully showing to others their faith in God.*

## Religious Education

### **Section 48 report February 2011**

Cottesmore St Mary is a good and improving Catholic school (5 outstanding sections and 4 good – prayer life, achievements and standards, teaching and learning and capacity)

Areas for improvement as identified in Section 48:

- Provide activities that challenge the more able pupils so that attainment is raised and progress is consistently good.
- Use assessment systems more rigorously to identify under-achievement at all levels and to set clear targets for individual pupils.
- Continue to build on the improvements made with constructive marking so pupils know what they must do to improve their work.

It was also identified that increased opportunities for written prayer may enable movement to outstanding in this section.

### **Ofsted report December 2012**

- Good quality provision for spiritual, moral, social and cultural development promotes pupils' high self-esteem and confidence. Pupils and parents report that the school's 'family atmosphere' also plays an effective part in the development of these skills. This is further reflected in their good behaviour and enthusiasm for learning.
- The strong pastoral care and nurturing 'family' atmosphere helps pupils to develop good attitudes to school. Pupils are polite and respectful towards adults and each other, and supportive of their friends in learning. Pupils say that they enjoy school and that it is a very 'fair' place. Several pupils, from the youngest to the oldest, mentioned this during the course of the inspection. Pupils reported that when they do make wrong choices, they are given the opportunity to discuss this with an adult, with one adding, 'We learn through our mistakes.'
- Pupils' spiritual and moral development is well supported through collective worship and the religious education programme. Cultural awareness is promoted through charitable work and strong church and community links. Pupils have the opportunity to experience different cultures through links with schools abroad.

### **Key Priorities:**

- **Increased creativity, linked to the level descriptors and opportunities to self-differentiate (mild, spicy. hot) further engages children's interest and attainment in RE.**  
Deanery INSET. Staff meeting CPD. Father Kevin input. Creative catalogue updated. Lesson observations to provide next steps and further CPD / share best practice.
- **Through EPR teaching, children have increased awareness of what negative and positive feelings look and feel like and have increased strategies to positivity improve wellbeing (in ourselves and others) so that they can live life to the full as God intended.**  
Introduce new mental health and well-being resources for EPR lessons. Weekly affirmations. Weekly good to be me statements. Introduction of class celebrations of weekly Good Disciple (sheet to take home). Link to Theme 3: Personal development, behaviour and welfare of pupils - *An exceptional positive climate for wellbeing results in increased respect of oneself, others and our world so that opportunities for maximised learning are increased for all.*
- **The school community can verbalise their choices with increased clarity linked to the teaching of Jesus and specific Gospel values. Faith is proclaimed with increased confidence in order to share God's Joy and Mercy.**  
Increased development on Catholic identity. Further developed assembly inputs and links to specific readings / stories. Father Kevin input pre all RE topics. New school values linked Gospel values. Further development of Mini Vinnies.

## Theme 1: Effectiveness of Leadership and Management

All levels of leadership and management increasingly play a pivotal role in securing outstanding provision for all children and can evidence impact.

### Ofsted report December 2012 – The quality of leadership and management at Cottesmore is graded good

- Self-evaluation is accurate and is used effectively to set school priorities. This has led to a wide range of improvements since the previous inspection. This constant drive to enhance opportunities for pupils indicates that the school has good capacity to improve still further.
- Staff performance management is well organised and is used effectively as a tool for supporting teachers' professional development in order to enhance opportunities for learners. Targets are based upon pupils' progress. Salary progression is based upon performance.
- The school works hard to ensure equality of opportunity for all pupils within the curriculum. It is generally well planned to match pupils' needs and interests. However, at times, it does not focus specifically enough on ensuring that all pupils are given maximum opportunity for good or better progress.

### Key Priorities:

- **Area / subject specific Governors regularly challenge and hold to account senior leaders responsible for key areas / subjects / targets in the school so that standards and provision are effective and continue to improve.**  
Governor CPD. Clear guidance regarding Governor expectations. Additional termly meetings for Governors to monitor area / subject effectiveness and identify next steps. Increased SDP challenge in committees.
- **The new leadership team continues to use effective professional development that encourages, challenges and supports all teachers' improvement across the school. Teaching is highly effective across the school.**  
Further development of Teaching and Learning Leads (TLRs) as identified as a group and individuals, with the focus on moving all teaching to high good or better.
- **Subject Leaders work alongside pupils, parents and staff to further drive developments in their area / subject so that impactful improvements ensure that all pupils are engaged, motivated and challenged.**  
Every subject plays a prominent part in the school environment. Monitoring. Pupil, parental and staff voice and engagement. Cluster working, sharing expertise.

See termly Single Plans and action plans

## Theme 2: Quality of teaching, learning and assessment

**To sustain the standards of teaching and learning across the school so that 100% of teachers continue to be judged 'Good' or better and teachers judged to be 'Outstanding' or with significant elements of 'Outstanding' increases to at least 45%.**

### **Ofsted report December 2012 – The quality of teaching at Cottesmore is graded good**

- Teaching is mostly at least good throughout the school. During the course of the inspection, some outstanding teaching was seen.
- Regular and thorough marking of pupils' work by teachers ensures that pupils are praised for their efforts. It is generally very clear in directing pupils to next learning steps. Time is left aside in the curriculum to allow pupils the opportunity to review this marking and correct any errors. Pupils are developing the skills to check and edit their own work and take greater responsibility for their own learning.
- Develop teachers' skills in adapting lessons to suit the learning needs of individuals by:
  - developing targeted questioning in learning, known as the 'mini-plenary', to ensure that the teacher has a clear view of who understands or does not understand newly introduced learning
  - ensuring that teachers use the knowledge gained from these informal assessments to quickly re-plan opportunities for learning within the same lesson, deviating from planning if necessary
  - ensuring that all pupils are given maximum opportunities within a lesson to work independently and learn by exploring new skills.
  - working to develop the school curriculum in order to provide maximum opportunities for learning and ensure good or better progress for all pupils, irrespective of their age, skills or interests

### **Key Priorities:**

- **Teaching and Learning Leaders work alongside teams, coaching and mentoring individuals, to ensure that all teaching is a least high good.**  
T&L leads to focus on identified areas for improvement, based on rigorous monitoring, using a range of CPD tools.
- **Use of surgeries, challenge and questioning is further developed to ensure that outstanding teaching continues to increase and maximises learning across the curriculum.**  
Outstanding teachers to support high good through a range of CPD tools including innovation groups.
- **Pupils and parents understand with increased clarity what they need to do to improve their own or their child's learning in individual areas.**  
Further development of individual pupil targets and effectiveness of reporting to parents. Curriculum fair. Non-core assessment.

See termly Single Plans and action plans

### **Theme 3: Personal development, behaviour and welfare of pupils.**

**An exceptional positive climate for wellbeing results in increased respect of oneself, others and our world so that opportunities for maximised learning are increased for all.**

#### **Ofsted report December 2012 – The quality of behaviour and safety at Cottesmore is graded good**

- In lessons, pupils are keen to learn and usually respond with enthusiasm to teachers and the tasks that are set. However, behaviour is not outstanding because, in the few lessons where work is too easy or too hard, their attention wanders and they do not follow teachers' instructions. The vast majority of parents and carers and nearly all pupils say that behaviour is good. This is supported by the views of staff.
- Group work in lessons is often effectively used as a tool to develop pupils' social skills. It is clear that parents have confidence in the school, not only to provide a good standard of education, but also to keep their children safe. They are also confident that the school will teach their children the skills necessary to keep themselves safe beyond the school.

#### **Key Priorities:**

- **New Core Values underpin the choices made by all resulting in a deeper understanding of the behaviour of oneself and others. Developments resulting in greater self and group harmony are achieved.**  
Launch of revised Vision, Mission, Core Values and Learning Muscles. Revisit Peaceful Problem Solving and Restorative Justice approaches. Introduction of regular affirmations and daily wellbeing practices. Specific mental health lessons enhance existing EPR curriculum. Increased understanding of the impact of our links with the wider world and the challenges we face in the world.
- **Children verbalise with increased clarity the importance and reasons for their choices to eat more healthily combined with increased exercise to fulfil their potential.**  
Specific assemblies and lessons. Promotion of healthy eating via newsletter and competitions. Introduction of sports leaders. Redevelopment of playtime provision. Eco council to lead on Cottesmore veg market. Embed excellent provision provided by specialist sports teacher and extend provision to Reception and Year 1.
- **Current e-safety provision is continually developed to ensure children are increasingly safe from the pitfalls of social media.**  
Specific assemblies and lessons. Awards for all funding provides school e-safety workshops. Introduction of digital leaders and blog squad. Embed excellent provision provided by specialist computing teacher and extend provision to Reception and Year 1.

See termly Single Plans and action plans

## Theme 4: Outcomes for pupils

### To further accelerate progress for all learners to continue to achieve outstanding attainment and progress (focus on literacy)

#### Ofsted report December 2012 – The achievement of pupils is graded good

- Pupils enter the school in Reception with knowledge and skills broadly in line with those expected for their age. They then make good progress so that by the time they leave, their achievement is above average
- Standards in mathematics are especially high by the end of Year 6, while standards in English are above average.
- The school is aware of the pupils that find learning difficult and supports them effectively in making the best progress that they possibly can.
- Pupils leave Reception and enter Year 1 with knowledge and skills that are above age-related expectations in all areas of development. They remain keen to learn as they move through the rest of the school.
- A clear and effective tracking system has been put in place. As a result, the school is able to quickly identify where progress is less than good and put in place systems to accelerate learning. Based on the accurate picture of learning that this gives, the headteacher and the leadership team meet regularly with individual members of staff to discuss the progress of individual pupils. Evidence was seen of these systems being very effective.
- Steady progress throughout Key Stages 1 and 2 is sustained for the overwhelming majority of pupils. Where occasionally individuals or small groups are identified as falling behind by the school's robust monitoring systems, programmes are quickly put in place to accelerate learning and gaps are quickly closed.

#### Key Priorities:

- **To embed the new English curriculum so that skills based teaching is prominent as is the inter weaving of all strands. For example, SPAG and reading to inform writing.**  
New Rainbow Planning launch, including amended guided reading approaches. SPAG teaching further developed. Skills based starters introduced.
- **To raise the attainment of boys in writing so that a higher % of boys are attaining above Age related expectations**  
2015 end of FS data showed that 6% of boys attained exceeded level in writing, whereas 25% of girls attained this. The average mean score for boys at end of FS was 1.72, whereas for girls it was 2.08. 2015 end of KS1 data showed 17% of boys attained L3 in writing whereas 26% of girls did. Boys APS in writing at end of KS1 was 16.6, whereas girls was 17.3. 2015 end of KS2 data showed 39% of boys attained L5 in writing whereas 63% of girls did. Boys APS in writing at end of KS2 was 29.1, whereas girls was 30.8. Internal data shows a similar trend.
- **To narrow the attainment gap between children with EAL and children without in English**  
2015 end of KS1 data showed 83.3% of children with EAL attained a level 2 in reading and writing whereas 100% on non-EAL learners did. There was no attainment gap in maths as all children attained a level 2 in maths at end of KS1. 2015 end of KS2 data shows that children with EAL attained a combined RWM APS of 28.3, whereas for non EAL learners combined RWM APS was 30.4. Internal data shows a similar trend.
- **To further develop and embed effective moderation and quality assurance of pupils learning in light of assessment beyond levels.**  
Cluster exemplification portfolio, cross cluster moderation, learning community moderation exercises.

See termly Single Plans and action plan

## Theme 5: Early Years

### Ofsted report December 2012 – Early Years provision was not judged separately at this inspection

- When they start at the school, children's skills and understanding are broadly in line with levels expected for their age. They settle quickly into school routines and make good progress during their year in Reception. Strong links with parents and carers support this process.
- Within the best lessons, other adults also play an active role in moving learning on. In a Reception class, a teaching assistant was working outside with a group of children who were fascinated by the ice in the water tray. She allowed them to explore and discuss this, injecting appropriate questions about heating and cooling, resulting in a sophisticated and independent discussion between the children about the water cycle.

### Key Priorities:

- **Teaching and Learning Leader works alongside the Reception team, coaching and mentoring individuals, to ensure that all teaching is at least high good.**  
T&L leads to focus on identified areas for improvement, based on rigorous monitoring, using a range of CPD tools.
- **Pupils and parents understand with increased clarity what they need to do to improve their own or their child's learning in individual areas.**  
Further development of assessment systems in the Early Years so that next steps always feed into future planning in all areas of learning. Individual targets developed. Parental voice collected with increased frequency.
- **To further develop the outdoor environment in the Foundation Stage so that it further supports all seven areas of learning.**  
Separate planner for outdoor area, monitor use of outdoor area, with separate targets and tasks for activities there.

See termly Single Plans and Early years action plans