

ST LEWIS' CATHOLIC PRIMARY SCHOOL

A guide to School Improvement 2024 - 2025



To **BELONG** to our school
community, to **BELIEVE** in yourself
and Jesus and to **BECOME** all you are
meant to be, following in the
footsteps of Jesus

Head of School:
Mrs Anne-Marie Harvey

Executive Headteacher:
Mr Dominic Vernon

CONTACT US

St Lewis' Catholic Primary School

Mustard Lane,
Croft,
Warrington
WA3 7BD



01925 762268



stlewis_primary@sch.warrington.gov.uk



<https://www.stlewiscroft.co.uk>



<https://twitter.com/stlewiscroft>



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WHAT IS A SCHOOL IMPROVEMENT PLAN?

The School Improvement Plan outlines how we aim to improve provision for your children at St.

Lewis' throughout this year. Priorities for improvement are defined by evaluations of the Senior Leadership Team, Staff and Governors and this year will focus on further development of the priorities set out by Ofsted in October 2023, the Catholic Schools Inspectorate in May 2024, plus evaluation and analysis of current provision and outcomes.

This leaflet provides a summary for Parents and Carers.

FOCUS PRIORITIES FOR 2024 – 2025:

1. RE and Catholic Life
2. Consistency in policy and practice
3. Professional development
4. Maths
5. Writing

FOLLOW-ON / BACKGROUND PRIORITIES FOR 2024 – 2025:

1. Provision for SEND
2. Behaviour Policy

What difference will it make to the children at St Lewis' Catholic Primary School?

PRIORITY	WHAT WE WILL DO	DIFFERENCE IT WILL MAKE
RE and Catholic Life: implement the new RE Directory "To know you more clearly" and Prayer and Liturgy Directory "To love you more dearly"	- Implement "To know you more clearly" across the school and plan for the implementation of "To love you more dearly" - Support staff through professional development and joint working within the Warrington Catholic Cluster to implement the new directories for Religious Education and Prayer and Liturgy - Update key documentation in line with the new Religious Education and Prayer and Liturgy Directories and share information with parents and carers - Monitor provision for Religious Education, Prayer and Liturgy and Catholic Life to ensure that this is of consistently high quality - Update procedures for assessment in line with the new curriculum and use moderation to quality assure assessments	- Children are engaged in high quality learning in RE and RSHE - Children actively participate in a range of daily acts of worship throughout the week - Children are proactive in the impact that they make in the Catholic life of our school - Children know the school Mission Statement, know what it means and how it is lived - The vast majority of children achieve age-related expectations with clearer evidence that some children are working at greater depth
Ensure consistency in policy and practice across the school	- The new leadership team will audit provision at St Lewis' and ensure clarity and consistency in implementing school policies and systems, updating these as required - Build on current practice, and ensure consistent approaches across classes in the key areas of teaching and learning practice: climate for learning, planning and preparation, effective instruction, responsive teaching - Support staff development through training, coaching, mentoring and networking with other schools	- Children experience a consistent approach from all staff - Children have opportunities to regular practice and confidently apply basic skills into more complex learning across the curriculum - Children are supported in their learning through high quality teaching, appropriate adaptations and targeted intervention - Children are challenged in their learning and show independence and resilience - Outcomes across the school, both in statutory and internal assessments are consistently above outcomes nationally
Embed evidence-informed systems for professional development and school improvement	- Support staff development through a planned whole school programme of professional development, including, teacher education sessions, coaching, peer observation and engagement in professional networking - Use instructional coaching to support individual staff development - Use educational research and evidence to inform policy and practice within St Lewis' - Review leadership roles and responsibilities within the new leadership structure and support staff in any new roles	- Children are taught by staff who are motivated and enthusiastic - Staff will continue to evaluate and improve the school curriculum to give children the best possible learning across all subjects - Children see staff collaborating, and modelling expectations - Continued development of teaching and learning to ensure outcomes continue to improve - Leadership roles are clear, including leadership opportunities for children - Outcomes across the school, both in statutory and internal assessments continue to be above outcomes nationally
Develop wider retrieval practice opportunities and adaptive teaching in maths	- Embed Mastering Number in Early Years and Key Stage 1 and extend this to Key Stage 2 - Build wider opportunities for maths retrieval and fluency practice into the timetable, outside of maths lessons as well as within lessons - Arithmetic practice integrated into daily/weekly maths lessons - Use assessment effectively to make adaptations to learning within lessons, inform future planning and plan interventions - Use monitoring to plan development and support for staff and ensure high quality teaching of maths, with balances fluency, problem solving and reasoning	- Children with the greatest need are identified and supported in lessons, including those working at greater depth - Fluency and arithmetic skills are practiced regularly and then applied efficiently to problem solving and reasoning - Outcomes across the school, both in statutory and internal assessments are consistently above outcomes nationally
Improve outcomes in writing for all pupils, particularly the more able across school	- Give children the opportunity to develop as a writer through immersing them in a range of high quality texts, providing models of good practice, and teaching the skills and knowledge needed to - Assess writing consistently across the school and use this information to identify gaps in knowledge / skills to inform future planning and / or focused intervention - Use feedback and marking to show children what they have done well and what they need to do to improve further - Moderate writing within school and with other schools to quality assure assessment of writing	- Children can articulate their learning and evidence new skills in their writing - Children are aware of what they need to work on as a result of assessment and feedback - Children have the age-appropriate skills to edit and improve their writing - Children can assess their own, and others' writing against a checklist - Children's learning is adapted based on assessment of what they have achieved and analysis of gaps in learning - Outcomes in writing are more consistently in line with national outcomes at the end of Key Stage 2, and outcomes at greater depth have improved.