

St. Joseph's Catholic School & Sixth Form Centre
Ysgol Gatholig San Joseff



School Improvement Plan 2018-2021

A handwritten signature in black ink, appearing to read 'P. Bellinger', is placed over a light grey rectangular background.

Signed by Chair

Date of last review: 7th January 2020

This document is the strategic school improvement plan (SIP) for St Joseph's Catholic School & Sixth form Centre. It sets out the actions that we will take to improve learner outcomes. This plan will be informed by regular and frequent self-evaluation.

The SIP contains an overall plan for three academic years (2018-19, 2019-20, 2020-21).

It includes details of actions that will be taken to address the priorities for the current school year and it includes high-level priorities and targets for years two and three.

The SIP has also been reviewed in light of recommendations following inspection by Estyn in October 2019.

The SIP should always be seen as a live document that will be refreshed regularly and frequently to reflect the school's progress and to take account of the most up-to-date performance measures.

The SIP is based on the following improvement principles:

- Understand your starting point
- Prioritise
- Set your vision, know what you want to achieve
- Involve and empower people
- Know how well you are doing
- Repeat

The SIP is deliberately concise so that it is easily accessible and able to be used as a common reference point by all staff and governors. It should not contain any more detail than is necessary.

Vision

Our plans for school improvement begin with the person of Jesus. Our Catholic Christian faith informs us that Jesus is the incarnate Word of God, who calls us into relationship with him and offers us fullness of life (see John 10:10). Accordingly, what we strive for at St Joseph's is for all of our students, staff, indeed everyone connected to our community, to become fully human in the person of Jesus Christ: in his teachings, in his example, in his invitation to follow him and to become the people we can be.

We are called to recognise the intrinsic value of every single person. We must recognise that each one of us is made in the image and likeness of God and that all are called to fullness of life. As such, we must be ready and willing to help all in our school community to make the best use of their God-given talents and to identify and take the steps needed to fulfil their potential.

This improvement plan is an important part of our continued efforts to provide a holistic approach to education that focuses on moral, spiritual, emotional, social and creative development. We aim to foster understanding, generosity, forgiveness, determination, patience and resilience, helping all to work for their individual and collective development and progression.

From the Bishops' Statement on Education following Education Symposium between Bishops of England and Wales, Diocesan Schools' Commissioners, Financial Secretaries and the Catholic Education Service on 22 March 2017

The teaching of the Catholic Church concerning its mission in education provides a coherent vision that articulates how Catholic schools are distinctive in a profoundly human and Christian way. *"Jesus Christ is the Way, the Truth and the Life. Those who profess this faith believe that in Christ the truth about Almighty God and the truth about the human person is revealed. The unfolding of this truth constitutes the Church's teaching. The acceptance of this truth brings true freedom and the fullness of life. Proclaiming this truth, this Gospel (Good News), by making Christ known to all peoples, constitutes the mission of the Church."*¹ This vision is crucial to the ongoing success of our mission in education. This is why it is important that we speak with one voice, and we reaffirm our support for and development of our positive partnerships that exist with the Department for Education in London and the Department for Education and Skills in Cardiff.

¹ Stock, Mgr Marcus, Christ at the Centre: Why the Church provides Catholic Schools, CTS, 2012, A1.1

Focus on our pupils

Our business in school is to be focused on the learners. We cannot have school improvement without this focus. The whole curriculum can be seen as the totality of what we provide for pupils. This includes not only what goes on in the classroom but also what goes on in every other aspect of school life. These aspects include assemblies, acts of worship, educational visits and a range of enrichment opportunities.

The focus on our learners is well expressed by considering the following purposes of our school curriculum. These curriculum purposes take full account of *Successful Futures* and of our nature as a Catholic school. At St Joseph's we aim for all our pupils to be:

**ambitious,
capable learners**
who are ready to
learn throughout
their lives, making
the most of their
gifts and talents.

**healthy, confident
individuals** who
are ready and
committed to lead
fulfilling lives as
valued members
of society.

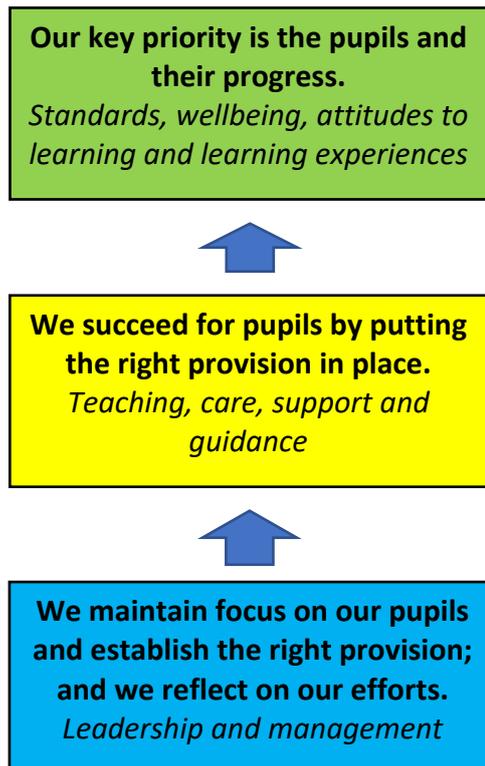


**enterprising,
creative
contributors** who
are ready to
answer their
vocations and play
a full part in life
and work.

**ethical, informed
citizens** who
understand and
appreciate their
call to stewardship
and are ready to
be citizens of
Wales and the
world.

The importance of focusing principally on learners is illustrated well by the diagram on the following page.

Diagram of our school improvement model



This model highlights the priority of pupils and the progress they make in relation to standards of achievement, wellbeing, attitudes to learning and skill development. Ensuring our priorities are in the green box helps us to realise the four purposes identified above and helps us to align what we do to support and provide for these priorities.

The priorities identified overleaf have arisen from our school self-evaluation. We are aware that almost everything that takes place in a school could be better but these are the matters that we believe are the most important not only for the current year but over the next three years. They are all rooted in the green box of the diagram above.

The national agenda and grant funding

The Welsh government has stated a commitment to improve the outcomes of pupils in the key areas of literacy and numeracy and to reduce the impact of poverty on pupil outcomes. All schools in Wales are expected to work towards these commitments. To help schools with this work, the Welsh Government provides funding to schools in the form of grants. The principal grants are the Pupil Development Grant (PDG) allocated in relation to eFSM pupils; and the Education Improvement Grant (EIG) allocated to help improve teaching and learning and to encourage increased inclusion and engagement. St Joseph's receives approximately £170,000 for PDG and £38,000 for EIG. We also receive a grant for the development and promotion of the Welsh language (£2,000). These sums are incorporated into our resourcing to support our strategic school priorities.

Our school priorities (2019-20)

- 1. Sustain and improve KS4 outcomes (top, middle and bottom thirds) to maximise pathway choice for learners.² (Estyn R1)**
 - a. Continue to improve pupil outcomes in GCSE English*, Mathematics* and Science.
 - b. Improve or sustain pupil outcomes in all other GCSEs.
 - c. Improve pupil outcomes in revised vocational qualifications.

- 2. Improve outcomes for identified and vulnerable groups of learners. (Estyn R1)**
 - a. Continue to improve the attainment of boys (KS3 & KS4).
 - b. Continue to improve the attainment of eFSM pupils (KS3 & KS4).*
 - c. Improve the attainment of pupils with ALN including the more able and talented (KS3 & KS4).
 - d. Reduce the number of pupils leaving school with no qualifications.³

- 3. Improve pupils' skills in language and numeracy and digital competence.* (Estyn R1)**
 - a. Further improve pupils' oracy at all key stages.⁴
 - b. Improve pupils' skills in extended writing (especially the middle 'third').
 - c. Further improve pupils' numerical reasoning at all key stages.⁵
 - d. Improve pupils' skills in Welsh so that they can use Welsh beyond Welsh lessons.
 - e. Further improve pupils' skills in digital competence.⁶

- 4. Improve pupils' wellbeing (Estyn R4 & R6)**
 - a. Further improve pupil attendance (maintaining a particular focus on persistent non-attenders and vulnerable pupils, e.g. eFSM and ALN) insisting on ambitious targets (e.g. 95%+) in all contexts.*⁷
 - b. Improve standards of pupil behaviour by reducing low level disruption in a minority of lessons and combatting poor attitudes from a minority of pupils to uniform, equipment, homework, punctuality and authority.⁸
 - c. Set up a PLC to research, identify and trial methods for reducing the number of pupils receiving fixed-term exclusions.
 - d. Improve the learning experiences of the small number of pupils with mental ill-health and develop a greater awareness and provision for fostering mental health throughout the school.

- 5. Improve standards in pupils' learning experiences by improving teaching and learning. (Estyn R2)**
 - a. Extend the practice of middle leaders working closely together (as per HODs of Eng, Maths, Sci) to identify good and effective classroom practice.
 - b. Further develop the use of pupil voice as a means to improve engagement and ownership in learning.
 - c. Continue to develop the school curriculum at KS3 and KS4 to meet the needs and interests of pupils, ensuring a genuine focus on inclusion.⁹

² We need to extend this priority so that it seeks to improve KS4 outcomes for all pupils.

³ We set up alternative provision for several very challenging pupils last year. Although we have kept to a minimum the number of pupils leaving without a recognised qualification, we need to reduce this in the forthcoming year.

⁴ We made good progress last year but we recognise the need to go further.

⁵ As for 3 above.

⁶ Previously a separate priority in the SIP.

⁷ We did well on this last year. We need to sustain the improvements and aim even higher.

⁸ It is important this year that we make significant progress to reduce exclusions.

⁹ It is vitally important that our curriculum develops into one that is inclusive of all pupils and inclusive of cross-curriculum themes.

- d. Develop and implement a new teaching and learning policy that is explicit about high expectations, effective planning and strong pupil progress. The policy will draw upon current research on pedagogy and the development of pupils' skills. The policy will be explicit about the 4 purposes and the 12 pedagogical principles. The policy will also include programmes for quality assurance and staff development and will model what high quality teaching looks like.

6. Improve the quality and impact of strategic leadership (Estyn R3 & R5)

- a. Evaluate and review SLT roles and responsibilities to make them more strategically effective.
- b. Further develop QA processes within the SLT (e.g. Learning walks, lesson observations, work scrutiny, data analysis, pupil voice, LM and PM) in order to inform school self-evaluation and strategic planning.
- c. Develop middle leaders' roles and their accountability in self-evaluation activities (e.g. Learning walks, lesson observations, work scrutiny, data analysis and pupil voice).
- d. Further develop monitoring and review processes for robust financial management.

**These priorities are ones which reflect the national agenda of raising the standards of education in relation to literacy and numeracy; and reducing the impact of poverty on educational attainment.*

Statutory target setting

School improvement plans must include targets for pupil outcomes. The targets for the current academic year 2018-2019 are below.

Key Stage 3		Actual
English L5+	86%	85%
Maths L5+	86.80%	88%
Science L5+	87.50%	86%
Key Stage 4		
Level 1	93.00%	90%
Level 2+	54.70%	53.6%
5 x A* - A	14.80%	18.4%
Best mathematics	59.40%	60.0%
Best English	61.70%	58.4%
Key Stage 5		
A* - A	30%	37.5%
A* - C	75%	79.9%
A* - E	98%	97.3%

In addition to the targets for the current academic year (2019-20), we are obliged to set targets for years 2 and 3. These will be subject to review over time.

	2019-2020	2020-2021	2021-2022
Key Stage 3			
English L5+	85%	86%	86%
Maths L5+	85%	86%	86%
Science L5+	85%	86%	86%
CSI	78%	78%	78%
Literacy > 115	16%	16%	17%
Numeracy > 115	12%	14%	16%
Key Stage 4			
Level 1	96%	94%	94%
Level 2+	56%	57%	58%
5 x A* - A	13%	15%	16%
CPS	335	340	345
Average points score for numeracy measure	37.0	37.3	37.6
Average points score for literacy measure	37.2	37.5	37.8
Average points score for science measure	34.0	34.3	34.6
Key Stage 5			
A* - A	35%	35%	35%
A* - C	80%	80%	80%
A* - E	98%	98%	98%

Targets have been set in line with the document “School target-setting regulations: statutory requirements and changes” (October 2019). Our progress against these targets will be reviewed at the end of each academic year - in July for KS3 targets and in August for KS4 and KS5.