

St. Martha's Catholic Primary School

School Improvement and Development Plan 2024-25



Relationship to our Trust Strategic plan

Our school is part of the St John the Baptist Multi Academy Trust. Our Trust has five strategic aims:

1. To enhance the distinctive Catholic nature of the schools and the Trust
2. To ensure every child and young person receives the very best education so that they are empowered to develop, learn and achieve
3. To develop and embed sustainable, high quality and robust leadership across the Trust and its schools
4. To strengthen engagement between our schools and our communities
5. To achieve excellence in facilities, staffing, professional development and resourcing

Our Trust's three-year Strategic Improvement Plan sets out how these aims will be realised, breaking each down into Key Objectives which we collectively aspire to realising by 2026.

Within this School Improvement and Development Plan 2024-25, our key implementation strategies are mapped to Trust Key Objectives for 2026.

Our school journey so far and next steps

Over the last two years, we have embedded our mission and vision so that all stakeholders know and are living it as a member of St. Martha's community. This has been very successful and everyone is fully aware of our strap line and is used daily within lessons, around the school, when talking to the children, to support discipline etc.

Last academic year has been very successful for us and acknowledged the work that has been going on since September 2022. Ofsted outcome was Good and represented the SEF and areas for development we had already started working on e.g. assessment for foundation subjects, behaviour at lunchtime etc. Section 48 outcome was also Good and again acknowledged areas of development, we had already recognised e.g. assessment.

CPD in school has improved. We now have a schedule in place and are continuing to embed good practice to deliver high quality CPD to all staff. Next steps for this is to include all support staff in CPD delivered.

SLT is back to full capacity for September so need to develop roles and responsibilities within the team and ensure our vision aligns for the direction of the school.

Main priorities for next academic year:

- Behaviour and Culture
- Inclusion
- Writing

Will continue to monitor RE and the prayer life of the school.

Monitoring and Review

Our approach to monitoring the plan has these principles:

- The School Development Plan will be reviewed and adjusted periodically as needed within SLT and shared with staff

- Implementation plans will be written and reviewed based on the needs of the school and adapted to ensure the best impact for the pupils
- SLT and Subject Leaders will monitor impact of implementation of actions following the Leadership and Management Termly Tasks/QA document.

How we will achieve our Strategic Aims in 2024-2025

This is a high-level plan, underpinned by Implementation plans where appropriate.

Key Objectives (by 2026)	Key Implementation Strategies for 2024-25	How will we know if we have been successful?
1. To enhance the distinctive Catholic nature of the schools and the Trust		
Our Gospel values and the teachings of the Catholic Church are at the heart of our ethos and underpin everything we do, guiding our decisions and the way we work and learn together.	<p>Leaders ensure that Catholic Social Teaching inspires and is woven throughout the Catholic Life, prayer and worship and across the curriculum, including RE</p> <p>Section 48 Area for Development: To develop pupils' understanding of Catholic social teaching so that they can make connections between their charitable work and their faith.</p> <ul style="list-style-type: none"> • Identify CST opportunities in the RED • Assemblies to focus on CST principles linked to Gospel and also to events in school. <p>New members of staff (5 x teachers, 7 x TAs) participate in the Catholic School CPD as part of the Trust's Induction Programmes.</p>	<p>Our Catholic Mission, Vision and Values fully embraced, having a significant impact on all key decisions, and everybody can articulate how it permeates every aspect</p> <p>Pupils take a leading role and are proactive in responding to the demands of Catholic Social Teaching. Pupils (especially in KS2) will be able to talk about how CST is interwoven in their life at school.</p> <p>Pupils can articulate how their actions</p> <p>All staff are effectively supported in their roles as educators in Catholic schools and we ensure strong and sustainable Catholic leadership across the Trust</p>
We achieve high levels of success and achievement in RE, ensuring high quality of provision in RE matches and informs other areas of the curriculum, thus celebrating its unique place in the curriculum of a Catholic school.	<p>Continue the implementation of new Religious Education Directory Curriculum Directory, supported by:</p> <ul style="list-style-type: none"> • Trust-led Diocesan RED Working Party • RED Implementation Plan and overarching Timeline • Diocesan CPD for RE Leaders and teachers, especially new teachers • School-based CPD and trials • Collaboration and moderation in Trust RE PLN • Update CSED <p>Section 48 Area for Development: To improve consistency across all types of assessment, including questioning in religious education so that every pupil makes good progress, and the subject leader can track all pupils' progress against other core subject areas effectively.</p> <ul style="list-style-type: none"> • Pupil Progress Meetings to focus on RE as well as maths and English • Introduce summative assessment proformas for RE 	<p>RED successfully piloted in all phases with teaching resources developed to support it</p> <p>RE CPD is an integral part of school CPD programmes</p>
Children and their families play a central role in the worship and Catholic Life of the schools and the Trust.	<p>Implementation of Prayer & Liturgy Directory, supported by</p> <ul style="list-style-type: none"> • Diocesan CPD for School Leaders & Governors • School-based CPD • Collaboration and moderation in Trust RE PLN <p>Section 48 Area for Development: To provide structured opportunities for pupils to lead, plan, deliver and evaluate prayer and liturgy.</p>	<p>Prayer & Liturgy Directory fully implemented in all schools</p> <p>Policy written and shared with all stakeholders.</p> <p>All stakeholders have a strong sense of belonging to a wider Catholic community beyond their own school</p> <p>Chaplaincy Team up and running.</p>

Key Objectives (by 2026)	Key Implementation Strategies for 2024-25	How will we know if we have been successful?
	<ul style="list-style-type: none"> Complete and share the PLD Policy with all stakeholders. Introduce a Junior Chaplaincy Team Provide resources to teachers to use with children in the classroom to support their Celebration of the Word weekly. 	
2. To ensure every child and young person receives the very best education so that they are empowered to develop, learn and achieve		
There is a culture of ambition, high achievement and sustainable improvement across our Trust, with each school and young person aiming to develop their full potential within a caring and holistic view of education.	<p>Secure improvements in Writing in lower key stage 2, supported by:</p> <ul style="list-style-type: none"> Write a new implementation plan to align with the Writing Project pathway - written and submitted to April but not received any feedback as of yet. Continue to participate in Trust's Writing Project following handwriting and spelling pathway Participate and lead in Trust & school based CPD for Y4 teachers and English Leads, with pathways facilitated by VNET Review and edit in line with implementation plan of schools' long-term writing planning Implement revised Writing KPIs Y1, Y3-5 and progression docs (LKS2) Trial progression docs UKS2 Collaboration through hub moderation (Y2, Y4 & Y6) and half termly English PLN Participate in the creation of Trust writing exemplification files to support moderation & assessment - Maiead is currently working on this Implement the planning of Colourful Semantics where appropriate following CPD - some staff trained but staff not all staff trained or using it - add into CPD schedule for Spring Term <p>Area of development from Ofsted – Review phonics results and teaching of phonics to ensure fidelity to scheme.</p> <ul style="list-style-type: none"> Carry out a Reading Review from the English Hub - not needed this year until after this year's results Release Phonics lead to observe current practice (Spring Term 1) Phonics lead to train staff across the school Review at the end of the year following result (results from last year were above national so might just be cohort related) 	<p>Staff's confidence in delivering writing lessons and assessing writing improves</p> <p>Strong adaptive teaching practices support improvements in Writing</p> <p>Achievement in Writing at the end of LKS2 improves/ above national (Spellings and handwriting will improve)</p> <p>Phonics outcomes at the end of the year will meet/be above National.</p>
We take every opportunity for evidence-informed innovation, drawing upon the very best practice in our schools and elsewhere so that the highest quality of teaching and learning is realised within the unique context of each school.	<p>Embed improvements made in responsive teaching (assessment) in 2022-23 and build upon these through:</p> <ul style="list-style-type: none"> Collaboration in Trust Inclusive Teaching Project/MBUTA Participate and lead in Trust and School-level (live online and asynchronous) CPD, from Whole-School SEND, for teachers and TAs School-level planning, trialling and evaluating to develop and refine practice Subject leaders to participate in PLNs, which will focus on Inclusive Teaching in their subject, using specialist materials in Whole-School SEND Teacher Handbook - all attended so far Focus for Headteacher peer review triads Revisit T&L model and embedding in practice - add to QA for summer term 	<p>Schools' participation in Trust CPD, supported by Research School, improves quality of responsive teaching, especially supporting pupils with complex needs</p> <p>T&L model consistently embedded in practice</p> <p>Achievement at the end of all key stages inline with or above national & progress gaps between disadvantaged & others reduced further</p> <p>Trust Inclusion Fundamentals upheld</p>

Key Objectives (by 2026)	Key Implementation Strategies for 2024-25	How will we know if we have been successful?
	<ul style="list-style-type: none"> Continue to embed best practice of assessment both formative and summative across the curriculum subjects – Ofsted area of development <p>Ofsted area of development - Continue to embed best practice of assessment both formative and summative across the curriculum subjects</p> <ul style="list-style-type: none"> CPD schedule to include assessment (summer term?) Introduce summative assessment template for all foundation subjects - next academic year. 	
<p>We develop the whole child, equipping each one with the academic outcomes, moral compass and cultural capital they need to flourish as unique individuals and to shape the world around them as caring, responsible and active global citizens. Our pupils are taught to be learners for life, motivated, resilient and autonomous.</p>	<p>Continue to seek every opportunity (curriculum and wider) to enhance every pupil's spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> SLT to review MTPs SLT to review how the curriculum is shared with parents so they can support the school/child with their learning Continue to develop on curriculum, where we are not yet aligning with Trust Principles Golden Threads to be identified and planned in RED - teachers have started this, RE leader to look at this in planning during monitoring Expectations of behaviour both in and out of the classroom to be reviewed and implemented <ul style="list-style-type: none"> Introduce and embed values Implement new positive relationships behaviour policy in line with EEF guidance Leadership to model expectations for staff and pupils Weekly assemblies to focus on new values Continue OPAL journey under direction from OPAL mentor 	<p>Curriculum is aligned to Trust's Curriculum Principles to ensure a coherent, ambitious and well sequenced curriculum,</p> <p>Our Curricula continue to evolve to reflect the needs of our pupils, informed by QA and other inputs</p> <p>All pupils make excellent progress across a broad and balanced range of subjects, acquiring the knowledge and skills they need to succeed</p> <p>Curriculum and wider opportunities develop all pupils' cultural capital & excellent personal development</p> <p>Leaders at all levels consistently articulate the school's vision for the curriculum.</p> <p>Behaviour in school at all times of the day is consistent and matches high expectations.</p>
<p>We champion the vulnerable and disadvantaged, breaking down barriers to learning and maintaining a sharp focus on narrowing the gap between vulnerable pupils and others.</p> <p>We challenge inequality, promote inclusion and foster diversity in our practices, policies and curriculum.</p>	<ul style="list-style-type: none"> SEND Implementation Plan SENDCo peer review triads - not proving positive for SENDCo in the triad currently in SENDCo PLN Participate in Trust Inclusive Teaching Project/MBUTAs SLT to review Pupil Premium Strategy 	<p>Progress gaps between disadvantaged & others reduced further</p> <p>Clear Trust SEND vision supports effective inclusion and good progress from starting points of SEND pupils in all schools</p> <p>The most disadvantaged & vulnerable pupils benefit from well-planned, rich opportunities</p>
3. To develop and embed sustainable, high quality and robust leadership across the Trust and its schools		
<p>We seek out and replicate excellent practice in leadership, developing collaboration to stimulate innovative approaches, share best practice and coordinate focused professional development.</p>	<p>School to participate in purposeful collaborative practice through the Trust, including:</p> <ul style="list-style-type: none"> Professional Learning Networks (subjects and SEND) Peer triads (Headteachers & SENDCOs) networks, peer reviews and coaching participate in collaborative CPD programmes to broaden knowledge of strengths and development needs across the Trust <p>Behaviour policy to be completed following EEF guidance and leadership to model expectations for staff. Behaviour to be included in CPD cycle.</p>	<p>HT & SENDCo engaged in peer triads & share expertise and best practice</p> <p>HT triad develops and becomes more effective as working with HT within the Trust.</p> <p>Leadership within the school is more effective in implementing change and drives the school forward with purpose and vision.</p>

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We provide development opportunities for leaders at the different stages of their career so that we can nurture a sustainable leadership model across the Trust.	<ul style="list-style-type: none"> Continue to support Subject Leaders, particular focus on those new to leading a subject Support for new Assistant Head joining SLT in September – just completed NPQ Behaviour and Culture SLT is now back to capacity - develop SLT to ensure all members know roles and responsibilities 	Leaders at all levels are being well developed, supported and challenged so that they are empowered to support improvements across the Trust and develop themselves professionally
Accountability, quality assurance and, above all, impact is ensured through a clear thread from Local Governing Bodies to the Executive Team and the Board of Directors.	<p>Enable Governors to be actively involved, meet regularly with school leaders and hold the school to account.</p> <ul style="list-style-type: none"> School calendar of events to be shared with Governors - will share at the next meeting Governors to meet with link staff termly - not all Governors are Dates to be shared with Governors for Governor monitoring visits at the start of the year. <p>Leaders in the school continue to be invited to Governor Meetings over the year to report on their subject (inline with the PLN face to face meetings) - will reintroduce following the change to Governor Meetings</p> <p>The Headteacher will meet frequently with the Chair of Governors.</p>	<p>Governors will continue to build a deeper and more accurate working understanding of the strengths and development needs across the school..</p> <p>The Governors will continue to have a strategic overview of the school and will carry out their role with more confidence, challenging leadership strategically.</p>
4. To strengthen engagement between our schools and our communities		
We establish and grow positive relationships and flourishing partnerships between our schools, parents, parishes and local communities.	<p>Continue to deepen parental, local, parish and Trust-wide community engagement in the life and work of the schools, ensuring there are regular opportunities for staff, pupil and parent views.</p> <ul style="list-style-type: none"> Continue to work with the PTA to embed them in the life of the school Invite the community to events happening at school e.g. productions, fundraising events etc – provide an annual calendar of events at the start of the academic year Share more opportunities for parent, pupil and staff voice throughout the year and act on feedback (through open forum meetings with parents). 	<p>The leadership team has a secure understanding of the parent views and acts to ensure parents feel valued and respected.</p> <p>All members of our school community feel valued and respected</p>
5. To achieve excellence in facilities, staffing, professional development and resourcing		
<p>We prioritise the recruitment, development and retention of excellent staff in order to build capacity and implement a cohesive Trust-wide approach to high quality teaching and learning.</p> <p>We use robust and effective staff appraisal systems and tailored continuing professional development for improving professional practice, based on the identified needs of staff, individual schools and the Trust.</p>	<p>Support the implementation of the Trust's People Strategy</p> <ul style="list-style-type: none"> Consistently implement the Trust SPD system using Perspective online platform for all members of staff Continue and improve our Implementation of inducting new staff using the Trust's staff induction programme Share CPD directory with staff when completed from the Trust. Continue to build on new CPD strategy and embed use of TLC for teachers and start to introduce it with support staff. <p>Focus development opportunities for TAs:</p> <ul style="list-style-type: none"> One TA to apply for Apprenticeship route into teaching from November 	<p>St Martha's has a vision for succession planning</p> <p>Trust induction for staff enables them to embrace and live out Trust vision, mission and key systems in their roles</p> <p>Implementation of the CPD Strategy ensures staff can sustainably develop their practice and articulate impact</p> <p>SPD system helps school leaders make informed choices on deployment and development & help staff grow as professionals</p>

Key Objectives (by 2026)	Key Implementation Strategies for 2024-25	How will we know if we have been successful?
	<ul style="list-style-type: none"> • Advertise for Mental Health First Aiders within the TA team • CPD schedule includes opportunities to share CPD with Support Staff. • Open up opportunities for TAs to join implementation teams <p>Focus development for Teachers :</p> <ul style="list-style-type: none"> • Opportunities to be ECT Mentors • AH to have dedicated time with teachers to develop teaching and learning 	We have a clear plan for utilising all new / revised routes into Teaching, including developing TAs into Teachers
<p>We oversee, monitor and implement strong financial controls and achieve best value, including making good use of opportunities for efficiencies of scale in purchasing.</p> <p>We invest our funding wisely to secure high-quality resources and facilities that enable pupils and staff to thrive within highly productive learning environments and achieve excellent outcomes.</p>	<p>Work with the central team effectively to manage school budgets, ensuring that budgets are curriculum-led and ensuring a focus on high quality of education is paramount to decisions taken.</p> <p>Review school staffing structures to take advantage of expertise and think about succession planning for possible retirements in the coming years.</p> <p>School to seek all avenues of funding opportunities.</p>	School's financial stability reduces identified risks
<p>We seek to provide effective support for the mental health and wellbeing of pupils and adults in the Trust, including a commitment to ensuring children feel safe and valued and reducing unnecessary workload for staff.</p>	<p>Implement changes as response to Trust Well-Being Survey, including:</p> <ul style="list-style-type: none"> • Creating opportunities for staff to have open conversations and offer time for staff to raise concerns etc • Wellbeing Lead role introduced within SLT • A teacher to attend the Wellbeing Steering Group • Behaviour and culture - priority in school and a new Behaviour and Culture Lead role created within SLT • Continue to look at reducing workload, which doesn't impact pupil outcomes • Share Directed Hours with staff <p>Implement Trust/TS Hub Staff Charters</p>	<p>People who are happy, motivated, passionate about their work, cared for and given opportunities to learn and progress</p> <p>All members of the school community feel valued and respected within their school.</p>