

St John the Baptist Catholic Multi Academy Trust



'Prepare the Way' The Gospel of St Mark 1:3

St Martha's Catholic Primary School Improvement Plan

2022-23



Trust Mission

Inspired by the life of Christ, we provide an exceptional education in our Catholic schools which enables our children:

- to fully embrace all possibilities
- to flourish
- to develop their faith

and therefore to choose a path that enables them to be a positive influence upon our world.

St Martha's Catholic Primary School's Strategic Improvement Plan 2022-23

Introduction

St John the Baptist Catholic Multi Academy Trust was founded in 2016 and currently comprises nine primary schools and one high school in Norfolk, Peterborough and Suffolk. Our schools are diverse, welcoming and compassionate faith-based communities, open to all and serving through partnership. Since our creation we have been on a journey of continual growth and improvement. As we grow in size, we gain more capacity and expertise across the Trust, which supports us collectively on our improvement journey.

Trust Vision

Our values and the distinctive ethos of our Trust of Catholic schools will enable every child and young person to receive the very best education, so that they are empowered to grow, learn and achieve. We will develop high quality leadership, curricula, teaching, learning and support across the Trust and in doing so will strengthen engagement with communities and achieve excellence in every aspect of our schools.

Our Improvement Journey

Our growth and development is underpinned and informed by our Catholic values and ethos. These values remain at the heart of everything we do, as we strive for the highest achievements within a culture of ambition, to achieve our vision and aims. We seek to develop the whole child, equipping each one with the knowledge, skills and attitudes they need for lifelong learning and to actively and positively shape the world around them.

Our school expanded to become 2 form entry with the new building opening in 2017, and in 2019 the school became part of the St John Baptist Multi Academy Trust. The first year of full 2 form entry was 2020/2021. In 2021/2022 our focus was on keeping our children safe and well through the ongoing challenges of the COVID pandemic (autumn term) and then getting established into a 'living with COVID' way of working. Learning gaps were identified and new ways of learning implemented, for example the catch up tutors, who worked with groups of children across the school. A main focus for us was social and emotional and mental health and we put a lot of time and resources into making sure the children felt happy and safe again. To help with this we signed up to the Mental Health Support Team through Ormiston Families.

Looking forward to 2022-23 our focus will be to work closely with the Trust, participating in their projects and embedding a teaching and learning model, which is based on that of the Trust's. We will also be making sure that our leadership and management structure is robust as we continue to establish our governing body, SLT and welcome a new Headteacher who will be new to the school as well as the Trust. Our main priorities will include:

- Establishing a strong SLT to lead the school effectively and successfully.
- Embedding the Teaching and Learning model, ensuring all planning/lessons follow the model
- Introduce and begin to embed the Adaptive Teaching pathway of Direct Teaching
- Ensuring challenge is provided for all children
- Continue to work on embedding the curriculum, ensuring consistency across the school, leaders have a comprehensive insight into their curriculum area and that all staff are able to talk about the curriculum intent, implementation and impact.
- Feedback is given at the point of learning and acted upon by pupils
- Pupils are able to talk about their learning, using prior learning to support their conversation about their learning journey

Our Vision, Values and Aims



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.

We achieve high levels of engagement and achievement in RE, ensuring the excellent 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.

Children and their families play a central role in the worship and Catholic Life of the schools and the Trust.

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, intellectual curiosity and 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.

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.

The Trust provides clear frameworks to help schools shape and develop an inspiring, rich, broad and balanced curriculum, underpinned by evidence-informed pedagogy and rooted in our Mission, Visions and Values.

We develop the whole child, equipping each one with the academic outcomes, moral compass, spiritual capital 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.

We champion the vulnerable and disadvantaged, breaking down barriers to learning and maintaining a sharp focus on eliminating the gap between vulnerable pupils and others.

We challenge inequality, promote inclusion and foster diversity in our practices, policies and curriculum.

We monitor and evaluate all pupils' learning, promote high aspirations and challenge underachievement.

We ensure there are robust self-evaluation procedures in place in all our schools and across the Trust and welcome external scrutiny.

2

What is our collective, non-negotiable ambition within these aims?

To achieve excellence in facilities, staffing, professional development and resourcing

We plan and implement effective governance and operational structures that meet the needs of the Trust and create highly effective business support systems so that schools can focus on their own school improvement.

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.

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.

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.

We oversee, monitor and implement strong financial controls and achieve best value, including making good use of opportunities for efficiencies of scale in purchasing.

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.

We are informed by the spirit of Laudato Si' to encourage all of our staff and young people to become responsible stewards of God's creation.

5

To strengthen engagement between our schools and our communities

Our schools are diverse, dynamic, welcoming and compassionate faith-based communities, open to all.

We establish and grow positive relationships and flourishing partnerships between our schools, parents, parishes and local communities.

Through our collaborative networks and work beyond the Trust we uphold commitment to the common good, nurturing a community of mutual support to benefit all and to drive up standards across the Trust and elsewhere.

We serve through partnerships, reaching out to other schools to explore new approaches, develop best practice and provide support.

4

To develop and embed sustainable, high quality and robust leadership across the Trust and its schools

School leaders create ambitious visions for their schools, aligned with the Trust Vision, and drive them forward in order to create exciting, distinctive and high-performing schools.

While we work as one body valuing all contributions, our Directors, Diocese and Local Governing Bodies provide high quality strategic support and challenge for school leaders to enable them to realise their distinctive vision and priorities.

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.

We seek out and replicate excellent practice in leadership, developing collaboration to stimulate innovative approaches, share best practice and coordinate focused professional development.

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.

3

Key Implementation Priorities for 2022-23



- Establish a consistent approach to collective worship.
- Devise and implement a Trust RE implementation plan for the new RE Directory.
- Effective induction of the new Headteacher, including suitable CPD, as part of the Trust's Head teacher Induction Programme
- Establish roles and responsibilities within the SLT, developing a rigorous approach to leading a school and evaluating the school together based on evidence.
- Enable Governors to be actively involved and hold the school to account and meet regularly with school leaders.
- Active engagement in the Trust Adaptive Teaching project to support improvements in responsive teaching.
- Review and reintroduce the T&L model including Direct Instruction pathway of Adaptive Teaching Project.
- PiXL resources and QLAs used to identify and fill gaps in learning amongst all groups.
- Pupil Progress Meetings held termly to identify vulnerable pupils and interventions actioned to close gaps.
- Marking and feedback to reviewed and developed.

- Share and embed the school vision across all stakeholders.
- Our Writing lead will embed 'The Write Stuff' curriculum to ensure a consistent writing approach throughout the school partnering this with her NPQLL (National Professional Qualification for Leading Literacy).
- The maths lead will raise the profile of using concrete manipulatives focussing on manipulatives not just supporting the least able but pushing and challenging the most able. (See Maths: Concrete Manipulatives implementation plan.)
- The Adaptive Teaching Project will be introduced, monitored and evaluated following the pathway of Direct Instruction
- Actively participate in and make effective use of the Trust's PLN meetings
- Continue to deepen parental, local & Trust-wide community engagement in the life and work on the school.
- Actively participate in Trust and LA moderation.

Quality Professional Development

- Engage in the Trust CPD Project to establish a CPD system.
- Create a CPD model, in light of KPIs, Assessment and Adaptive Teaching project, and continue to embed in practice.
- Develop the use of our CPD Model to inform evaluation and/or improvement of our school's CPD and staff's development. (See CPD Implementation Plan) (5)
- In-line with our CPD model and Trust CPD model participate in the Trust project on adaptive teaching and implement this across the school. (See Adaptive Teaching Implementation Plan)
- Training and support for Governors, including Trust Governors' Conference and other bespoke CPD.
- Introduce Governor Walks to encourage Governors to be actively involved in challenging leaders and have a good knowledge of the SIDP and the impact of it in school.
- All leaders will be involved in leading on initiatives confidently and will model good practice.
- PD goals for teachers are linked to the SIDP.

How will we achieve our aims in 2022-2023?

Key Performance Indicators	Key Implementation Strategies for 2022-23	How will we know if we have been successful?
1. To enhance the distinctive Catholic nature of the schools and the Trust		
<p>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>	<p>Embed new Trust Mission Statement, Vision and Values in Trust and School policies and practice</p> <p>Assemblies will link to the Gospel Values</p>	<p>All stakeholders will have a strong sense of belonging to a wider Catholic community beyond their school (Trust wide).</p> <p>The Trust vision and values will inform and permeate policies and practices across the School</p> <p>Pupils will be able to talk about the Gospel each week and how we can live out the Gospel Values in school and at home.</p>
<p>We achieve high levels of engagement and achievement in RE (evident in our RE Gold Award), ensuring the excellent 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>	<p>Establish a consistent approach to collective worship.</p> <p>Increase participation in termly Trust RE Professional Learning Network (PLNs) and devise and implement a Trust RE action plan, including the implementation of the New Curriculum Directory and new RE curriculum, as appropriate</p> <p>The RE Leader will ensure that non-negotiables set out by the curriculum and the curriculum directory are in place.</p>	<p>RE Leader will have good subject knowledge to ensure a consistent approach to collective worship.</p> <p>All RE PLNs will have been attended and relevant information disseminated throughout the schools.</p> <p>All classrooms will have a purposeful prayer area, which will reflect the liturgical calendar and the age of the children.</p> <p>All teachers will teach the RE Curriculum each week for 2.5hrs.</p>
<p>We support all staff in their roles as educators in Catholic schools and we ensure strong and sustainable Catholic leadership across the Trust.</p>	<p>The new Headteacher to take part in suitable CPD, as part of the Trust's Headteacher Induction Programme</p> <p>Implement CPD for non-Catholic teaching staff Trust wide</p>	<p>Headteacher is confident about leading in a Catholic school and has completed the induction programme.</p> <p>Staff at all levels are confident in leading and teaching in Catholic schools, delivering assemblies and supporting the children with Mass.</p>
2. To ensure every child and young person receives the very best education so that they are empowered to develop, learn and achieve		
<p>We take every opportunity for evidence-informed training, drawing upon the very best practice so that the highest quality of teaching and learning is realised.</p>	<p>Review and reintroduce the T&L model including the Direct Instruction pathway of the Adaptive Teaching Project</p> <p>Refine our CPD model and continue to embed in practice, to support the implementation of adaptive teaching project.</p> <p>Active participation in Trust PLNS to support curriculum improvement across the school and the Trust</p> <p>Active engagement in the Trust Adaptive Teaching Project to support the improvements in responsive teaching.</p> <p>Writing lead will embed 'The Write Stuff' curriculum to ensure a consistent writing approach throughout the school partnering this with her NPQLL (National Professional Qualification for Leading Literacy). (See Writing: The Write Stuff implementation plan.)</p> <p>Timetable CPD on The Write Stuff into the CPD strategic overview, ensuring it is monitored, reviewed and embedded throughout the year.</p> <p>Teachers to participate in moderation through the LA and the Trust using the writing criteria to support judgements and future planning to plug gaps.</p> <p>The maths lead will raise the profile of using concrete manipulatives focussing on manipulatives not just supporting the least able but pushing and</p>	<p>Our school has a Pedagogical Model in place that aligns with the principles of the Trust, T&L Model and EEF guidance, and which supports the effective implementation of the curriculum, empowering and supporting teachers to excel and enabling pupils to know and remember more</p> <p>Planning and lesson delivery will embed the T&L model and Direct Instruction teaching strategy</p> <p>Pupils will be more confident in talking about their learning and how current learning is built on prior learning and will lead into the future learning.</p> <p>All schools participate in PLNS. Collaborative peer support and challenge spreads best practice and supports school improvement.</p> <p>Writing will be delivered to a high standard across the school with a consistent delivery and meeting with EEF recommendations. Progress in writing from end of KS1 will improve. TA in writing and moderation judgements demonstrate consistently high standards in line with national as a minimum.</p> <p>CPA model will be evident in lessons and in books. Pupils will independently use manipulatives to support and challenge their learning. Improved outcomes in maths fluency, reasoning and problem solving across the school. Improved outcome for pupils working at GD.</p>

	<p>challenging the most able. (See Maths: Concrete Manipulatives implementation plan.)</p> <p>Timetable using manipulatives into the CPD strategic overview, ensuring it is monitored, reviewed and embedded throughout the year.</p> <p>Review and amend the marking and feedback marking to ensure misconceptions and opportunities for improvement is picked up at the point of learning.</p>	<p>Books will show pupils acting on advice through feedback to improve on their knowledge, skills and understanding.</p>
<p>We champion the vulnerable and disadvantaged, breaking down barriers to learning and maintaining a sharp focus on eliminating the gap between vulnerable pupils and others.</p>	<p>Trust SENDCo, alongside our SENDCo, to devise and lead the effective implementation of a Trust SEND Improvement Strategy, which includes making the most effective use of EEF guidance (see Trust SEND Implementation Plan) HYPERLINK</p> <p>PiXL resources and QLAs used to identify and fill gaps in learning amongst all groups.</p> <p>Pupil Progress Meetings held termly to identify vulnerable pupils and interventions actioned to close gaps.</p>	<p>Clear Trust SEND vision supports effective inclusion and achievement of SEND pupils in our school.</p> <p>Schools will be supported to improve provision for vulnerable pupils so that they are enabled to make good progress from their starting points.</p> <p>PiXL therapies will be used by all classes to support children who have been identified as having gaps in their learning.</p>
<p>We ensure there are robust self-evaluation procedures in place and welcome external scrutiny.</p>	<p>Looking at judgements and evidence</p> <p>Utilise Trust guidance and toolkits to capture accurate self-evaluation.</p> <p>Working with other schools for QA on quality of education – moderation.</p>	<p>Trust and external scrutiny affirm the accuracy and effectiveness of the school's QA in supporting school improvement through tailored PD and CPD plans.</p>
<p>3. To develop and embed sustainable, high quality and robust leadership across the Trust and its schools</p>		
<p>School leaders create ambitious visions for their schools, aligned with the Trust Vision, and drive them forward in order to create an exciting, distinctive and high-performing school.</p>	<p>Establish Roles and responsibilities within the Leadership team and review them frequently during the year.</p> <p>Share and embed school vision in all stakeholders.</p> <p>The SIDP will underpin SLT meetings, ensuring there is a shared understanding between SLT of the improvements needed and how these improvements will happen and ensuring SLT know the messages which need to be shared with the school community so that everyone else understands.</p> <p>All leaders will be involved in leading on initiatives confidently and will model good practice.</p> <p>Establish key systems to support the development of all areas of the SIDP. Use the systems to be able to quality assure and evaluate where the school is.</p> <p>Develop a rigorous approach to leading a school.</p> <p>Embed a culture within the school, which is underpinned by the Teachers Standards and ensuring all staff and pupil wellbeing is considered.</p> <p>SLT to produce the SEF together using the Ofsted Criterion and ensuring all judgements are evidence informed.</p> <p>Subject Leaders continue to develop their subjects ensuring pupils and teachers can talk about the learning journey.</p>	<p>The school will have a strong, committed SLT leading the school forward.</p> <p>All members of the SLT will be held accountable for their roles and responsibilities within the school.</p> <p>All SLT will have a shared knowledge of the strengths and weaknesses of all areas of school.</p> <p>SLT will show a shared commitment to developing and embedding new initiatives introduced</p> <p>Improved leadership understanding of the Ofsted Framework</p> <p>The SEF will be an accurate reflection of the school</p> <p>Subject Leaders have a comprehensive insight into their curriculum area and that all staff are able to talk about the curriculum intent, implementation and impact.</p>

<p>Our Local Governing Body provides high quality strategic support and challenge for school leaders to enable them to realise their distinctive vision and priorities.</p>	<p>Enable Governors to be actively involved, meet regularly with school leaders and hold the school to account. Introduce Governor Walks to encourage Governors to be actively involved in challenging leaders and have a good knowledge of the SIDP and the impact of it in school. Key leads in the school such as Safeguarding will meet regularly with link Governors to check procedures, training records and discuss emerging patterns.</p> <p>The Headteacher will meet fortnightly with the Chair of Governors.</p>	<p>Governors will have a deep and accurate working understanding of the strengths and development needs across the schools.</p> <p>The Governors will have a strategic overview of the school and will recognise their role as being strategic and not operational.</p>
<p>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>	<p>Training and support for Governors, including Trust Governors' Conference and other bespoke CPD given by the CEO & Deputy CEO of the Trust.</p>	<p>The Local Governing Body are able to provide high quality strategic support and challenge for school leaders to enable them to realise their distinctive vision and priorities.</p>

4. To strengthen engagement between our schools and our communities

<p>We serve through partnerships, reaching out to other schools to explore new approaches, develop best practice and provide support.</p>	<p>Develop other partnerships and engagement work, via the Teaching School Hub, the Research School, LAs, Diocese and work with other Trusts.</p> <p>Active participation in partnership work with other schools, including PLNs and moderation</p> <p>Continue to deepen parental, local and Trust wide community engagement in the life and work of the school</p> <ul style="list-style-type: none"> • Introduce a Parent Teacher Association 	<p>Deeper levels of engagement and collaborative convergence around very best practice within and outside the Trust.</p>
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5. To achieve excellence in facilities, staffing, professional development and resourcing

<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>Participate in the CPD Project led by the Trust to develop the use of our CPD Model to inform evaluation and/or improvement of our school's CPD and staff development. (See CPD Implementation Plan)</p> <p>In-line with our CPD model and Trust CPD model participate in the Trust Project on adaptive teaching and implement this across the school. (See Adaptive Teaching Implementation Plan of Direct Instruction).</p> <p>PD Goals to be whole school linked to the SIDP.</p>	<p>The school will have a CPD model and approach, that align with the Trust model and evidence-informed principles.</p> <p>CPD and staff meetings have been planned out to allow for spaced learning, time to implement and time to reflect revisiting key ideas often to support embedding into Long Term Memory.</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>Staffing will be reviewed and restructured where needed.</p> <p>Daily spending will be reviewed to ensure the most cost-effective ways of ordering are implemented to achieve best value.</p> <p>The EYFS team will seek quotes to develop their outside provision. Funding options will be investigated and fundraising events will be planned.</p> <p>A PTA will be set up, with their focus to be on running events to fundraise our planned projects.</p> <p>Quote, fundraise and construct a sensory and prayer garden to support sensory room and children's mental and spiritual well-being.</p> <p>Future idea: Fundraise for Noah's ark and playground markings to create welcoming, fun and productive learning environments.</p>	<p>The school will run a balanced budget within budget plans and where possible savings will be made.</p> <p>The EYFS outside provision will be planned to ensure that continuous provision is possible outside and the needs of the children are met. Fundraising events will be in place to start raising the funds needed.</p> <p>The PTA will be a fully functioning group, which regularly organises events for both pupils and parents to raise money for the projects planned by the school.</p> <p>Sensory garden will be planned and fundraising events will be in place to start raising the funds needed.</p> <p>Noah's ark will eventually be re-instated providing a place of enjoyment for all and honouring Noah's life (a child from the 2016/16 cohort who passed away suddenly whilst in Reception).</p>