

**Ensure teaching is consistently outstanding**

Ref	Objective	Action	Timescale	Success Criteria	Monitoring (what)	Monitoring (Who)	Impact
TLA 1.1	Provide high quality CPD with a focus on; challenge, sustained rapid progress in Maths(esp HAPs)	Timetabled staff meetings with CPD focus/research to support	X2 per term	Rapid progress that is sustainable will be made by ALL groups of ALL pupils	Lesson studies Lesson obs Learning walks Pupil confirming Book looks	SLT JC (Maths Lead) Link governor	
TLA 1.2	Embed timely feedback that addresses misconceptions and moves learning on at a consistently rapid pace	Staff meetings focus on feedback and impact  Key children identified on planning and targeted during learning time	Daily	Accelerated progress made by targeted pupils	Lesson studies with peers Lesson obs	SLT JC (Maths Lead) Link governor	
TLA 1.3	Plan for learning (particularly in writing) rather than hourly lessons	Review of curriculum Non-core subjects taught alongside literacy so to grow geographers, historians, scientists etc	Autumn term	Lessons will be fluid across each school day	Lesson obs Book scrutinies Pupil conferencing Weekly Timetables	SLT Link gov Subject leads	
TLA 1.4	Ensure that writing opportunities motivate and inspire boys writing so to diminish the gap between boys and girls especially in EYFS	Outdoor learning is reflective of indoor Opportunities to develop gross and fine motor skills Promote and focus on boys interest	X2 per term	Gap between boys writing and girls will diminish An improvement in % boys at greater depth EYFS (writing, reading and maths)	PP Meetings(X4 per year) Learning walk Lesson obs Data analysis after baseline Pupil conferencing	L+S (Govs) SLT Cluster heads EYFS lead	
TLA 1.5	Support teachers new to the school, to teach using the school's consistent approach to planning and teaching maths(LEAPs), with a focus on challenging the HAPs and girls	New staff to supported by Maths lead and SLT Half termly feedback and reviews QL analysis and feedback to staff Opportunities built into the learning journey to recall and revisit key components of Maths Review progression of skills in Maths	Autumn term Half termly Continuous  Autumn term	Pupils move through the school secure with foundations Opportunities built to recall facts means long term memory improves (basics) and working memory freed to learn new skills	Lesson obs Pupil conferencing Data analysis Identification of basics	Maths lead SLT Maths Link	

TLA 1.6	Improving mathematical fluency so that pupils can move onto rich, sophisticated reasoning and problem solving	Implement daily arithmetic opportunities across the school	Autumn term 2018	Pupils rapid recall and basic methods become automatic so that the working memory can focus on problem solving and reasoning skills	Learning walk Pupil conferencing	SLT Maths Lead Link Gov	
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**Ensure a deep body of knowledge is developed**

Ref	Objective	Action	Timescale	Success Criteria	Monitoring (what)	Monitoring (Who)	Impact
LM 2.1	Plan a unique curriculum that is based on a clear vision for St Joseph's with a focus on transferable skills and develops a deep body of knowledge (intent, implementation, impact)	Planning format reviewed with focus on transferable skills (maths)	X4 per year (9weeks)	Clear progression of skills in all subjects especially Maths Format reflective of the new curriculum	Lesson obs Feedback from parents(forum) Conferencing with pupils Feedback from staff	SLT	
LM 2.2	Embed the role of middle leaders with a focus on improving teaching and standards across the curriculum	Subject leadership training Built into staff meetings(focus on the difference between leading and managing)	X3 18-19	Middle leaders fulfil their role successfully Middle leaders confidently report on standards	Subject leader files Monitoring cycle Feedback to SLT and governors	SLT	
LM 2.3	Governors providing a balance of challenge and support to leaders and become more systematic with the school based visits so they can think more strategically on the outcomes of the visits	Review of visit log Strategic overview of visits with specific foci Q+A sessions in governor meetings	Termly	Governors will have clear strategy in place so to confidently report on standards, outcomes and key areas			
LM 2.4	Work with local cluster good and outstanding schools to ensure that the school is outward looking, striving for excellence	Strategic plan in place with cluster schools-focus on Maths and outstanding practice locally	X6 per year	Maths outcomes in line with writing, reading and EGSP	Learning walks Book scrutiny Data trawl	Other local heads	

**Ensure REACH impacts on individual pupils**

Ref	Objective	Action	Timescale	Success Criteria	Monitoring (what)	Monitoring (Who)	Impact
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PBDW 3.1	Introducing learning powers so to strengthen pupils independent learning skills and eliminate passive learning for a small group of boys in writing	McCarthy to identify animals to be attached to each attribute (REACH) Growth mindset focus for all lessons	Autumn term	Children (esp. boys) have a growth mindset demonstrating REACH through attitudes to work	Monitor boys attitudes through observations and pupil conferencing	SLT	
PBDW 3.2	Develop the role of play leaders (KS2) at lunchtimes so that pupils develop the organisation, compromise, resilience, problem solving and resourcefulness	Action plan created	Autumn term 1	Leaders in place Fewer low level disruptions at lunchtime/breaktime	Observations at lunchtimes and pupil conferencing	SLT	
PBDW 3.3	Reviewing school policy on healthy eating, bringing parents and children on board with healthy eating initiative	Link to PM for lead member of staff Action plan for Healthy schools implemented	Autumn term 1	School will achieve the Healthy schools status by the end of the academic year (2019)	NJ	SLT	

**Ensure the school remains an outstanding Catholic school**

Ref	Objective	Action	Timescale	Success Criteria	Monitoring (what)	Monitoring (Who)	Impact
4.1	Implement the new assessment in RE	Staff meetings dedicated to assessment in RE	Autumn term 18	Staff confidently use the assessment criteria Children understand the new assessments	Planning identifies new assessment criteria	SLT	
4.2	CPD for new staff/NQTs	Staff meeting time to review new assessments and check subject knowledge	Each new topic	Staff will deliver the curriculum accurately, correctly and confidently	Learning walks Book scrutiny Planning scrutiny	SLT Sr Marie/Pauline	
4.3	Encourage parents to become more fully involved in the prayer life of the school, so that they become proactive partners with the school, in nurturing their children and their own spiritual life.	Regular prayer mornings Prayer bags to go home, one per class Regular RE newsletters Invite Mandy Baker to lead a session on spirituality for parents	Continuous	Attendance at prayer mornings increases Parents actively engage with prayer bag activities Parents talk with children about Christianity and spirituality	Feedback from parents Review of the prayer bags and activities recorded	SLT Sr Marie	

4.4	Learn about other faiths and traditions, including a visit to mosque and Hindu temple during the weeks of Awe and Wonder	Organise a visit to a mosque and Temple or a visitor to the school so that children grow a better understanding of world faiths	X 3 per year	Pupils have a deep understanding of other world faiths	Book look Lesson obs Pupil conferencing	SLT SR Marie	
4.5	Empower the Chaplaincy team so to develop responsibility and leadership in the Catholic life of the school	Pupils create an action plan Attend training Lead on bishops 'Year of Prayer' Lead parts of retreats	Autumn term  Spring	Pupils feel confident in leading the Catholic life of the school	Assembly reviews Action plans Activates led by pupils evaluated	RB SLT	