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| **Strategic School Improvement Plan 2021-22 Overview** | | | | | |
| **Overview:** “*Those who hope in the Lord will renew their strength; they will walk and not be faint, they will run and not grow weary, they will soar on wings like eagles”* ***Isaiah 30:41.*** | | | | | |
| **This plan is designed to provide a strategic overview of the direction for school improvement. Our Progress Plan will be the working document used to focus staff on the specific actions to bring about urgent change to improve the progress of learners and monitor and drive the improvements needed using the next steps indicated in the last Ofsted report.** | | | | | |
| **Ambition Statement “‘I will be found by you’ says the Lord ‘when you seek me with all your heart’” Jeremiah 29:12-13 *#You will be found***  *“Our ambition is for St Joseph’s to offer an outstanding experience for our young people. It will be a place where, due to a strong sense of belonging young people achieve beyond their own imaginations. Progress outcomes for all students but especially for the most able, disadvantaged and those with SEND will be above national. There will be stability in staffing as staff members enjoy good job satisfaction and gain from the school's commitment to career development for all. St Joseph’s will be a desirable place to work and learn as Learning and Teaching will be characterized by practitioners who are hungry to grow, learning from each other developing practice to have more profound impact on the lives of young people. The school environment will be increasingly inspiring and with an increase in PAN will be oversubscribed as parents see the life changing opportunities available to every young person through the curriculum, the bucket list and extracurricular activities such as trips and other experiences. St Joseph’s will promote academic excellence and will be an experience that enables the young person to grow into an adult who can have a positive impact on the world. Our mission will be lived not laminated as faith and spiritual experiences change lives. As we emerge from the COVID pandemic our mission is to be focused not on what is lost but what can be found. The whole school will be a mission team. Being part of our community will be a life changing adventure.”* | | | | | |
| **Section 1: Mission and Ethos** | Mission theme #You will be found will underpin all activities - as we emerge from the pandemic the focus will be not on what we have lost but on what we can find. | The whole school will be a mission team – student led mission. | Student leadership drives forward our ECO responsibilities. | Shepherd of the Catholic life role will tangible grow faith in school and strengthen links in the parish | All staff to have responsibility for ethos shown by a tangible target demonstrating proposed action and impact. |
| **Section 2: The Quality of Education** | Outcomes - \* see data targets | Assessment strategies are closely aligned to our well-designed curriculum, and thus support high quality feedback procedures that, in turn, secure progress and a shared understanding of each child’s learning journey. | **THINK ME**  Learning & Teaching, CPD and QA focus on Adaptive Teaching strategies to secure the best outcomes for individuals and thus impact on the progress of each key cohort. (SEND/ EAL/ PP/ MA/ Boys/ Girls)  Every learner will be found. | The curriculum is broad and balanced and is tailored to meet student needs  Skills for life are embedded into the curriculum including Literacy, ICT and transferable skills.  Staff are trained to support the wider curriculum aims in their lessons. | Literacy is developed during every lesson.  Departments focus on improving literacy in and beyond their subject area, as every teacher demonstrates they are a teacher of literacy.  The reading scheme supports students to improve their own literacy levels. |
| **Section 3: Behaviour and attitudes** | Improved attendance – 96%  Reduce PA – less than 10% with a key focus on vulnerable group | Reduced exclusion figures  Reduced repeat instances of C1-4  Reduced repeat inclusions  Improve punctuality between lessons | Develop student voice to create ownership of school life. | System of Rewards have currency with students and help shape positive behaviour. | Link academic and pastoral leadership to promote self-regulation and student ownership of their own learning journeys in order that learning is optimised in lessons. |
| **Section 4: Personal development** | Curriculum – SMSC to have a renewed focus on…  SRE – Implementing recommendations from Ofsted following ‘Everyone’s invited’  Black Lives Matter | Targeted approach to those reporting or vulnerable to sexual harassment or sexual violence, bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying. It can happen here stance | Well-being for all | Lifelong learning days are developed to include external provision.  Careers are embedded into the curriculum to build aspiration. | Develop Student Leadership to create ethos of aspiration. |
| **Section 5:** **Leadership and management** | Review non-teaching team structures to focus capacity. TMcC | Build resilience of middle leaders developing an in-house leadership training programme.  ECT programme develops effective early career teachers and their mentors.  Identify bespoke opportunities for professional development using the new range of NPQs.  NYR/JMo/AMcD | Reduce staff absence through tighter sickness absence monitoring. TMcC/JMo | Develop and support staff wellbeing MSi/NYR | Improve Communication for staff, students and their parents by building on lessons learnt from lockdowns, and refining the use of ICT to ensure it is fit for purpose.  AMcD |
| **Section 6: Premises and ICT** | The refurbishment programme Cycle 1 plan will be completed with every room matching our corporate style showing that standards count. TMcC | Dining experience will allow for students to enjoy refreshments with reduced queuing in a civilised, covid safe, adult-like environment. TMcC/HH | Virtue network upgrade – ICT resources will be readily available, be fast, efficient and enhance learning seamlessly AMcD | Accessibility and COVID safe.  The curriculum is fully accessible for all students and covid safe measures are in place commensurate with threat of local infection rates. HH | Subject suiting – improve movement around site HH |

**Appendix 1 – School Targets**

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| **Measure** | **2022 school target** |
| **A8** | *5.35* |
| **P8** | *+0.37* |
| **Basics 7+** | *19%* |
| **English 7+** | *35%* |
| **Maths 7+** | *29%* |
| **Basics 5+** | *62%* |
| **English 5+** | *76%* |
| **Maths 5+** | *68%* |
| **Basics 4+** | *80%* |
| **English 4+** | *89%* |
| **Maths 4+** | *82%* |