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| **Strategic School Improvement Plan 2023-24** | | | | | |
| **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.** | | | | | |
| **Ambition Statement “*Set your heart on the kingdom and his goodness, and all these things will come to you as a matter of course.” Matt 6:33***  ***As we celebrate a new King of England, Charles III, we become conscious of the influence of a ruler in our lives. We are called to live the British values but also to embrace the values of the ‘King of Kings’ in the Kingdom of God. At St Joseph’s we will model the gospel values and live a way of life that challenges the status quo and infuses the world with hope and possibility. We will be a people who see possibility where others see failure, beauty where others see ugliness and freedom where others see chains. This is the Upside Down Kingdom of God, where the forgotten are noticed, the silenced are given back their voice and love is stronger than hate. Our School will be the Flipped Kingdom of God on earth. The Gospel values in the sermon on the mount will be the key components of the way our community live, opening up a new radical life-giving way of living centred around the reign and the rule of King Jesus.***  God's Kingdom is unshakeable. This year our community will see a vision of what is possible when ordinary people catch a glimpse of God's radical call to follow the Lord Jesus.  “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. Our nurturing approach will gradually reverse the impact of trauma in the lives of young people. Progress outcomes for all students but especially for the most able, disadvantaged and those with SEND will be above national through the delivery of a curriculum which is ambitious, inclusive, diverse and enriching. 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. We are found for our purpose; Our mission is to live the values of the Upside Down Kingdom of God. The whole school will be a mission team as we look to live out the God ordained purposes in our lives. Being part of our community will be a life changing adventure.”  ***We will create people of faith. This faith will be palpable by their smiles. They will be a people who will change the world for the better.*** | | | | | |
| **Section 1: Mission and Ethos** | **Mission Theme - Living the Kingdom Values.** Staff and Students **pledge** and have agency in their mission to live the values of the Upside Down Kingdom of God  *Evidenced on their* ***Virtual CV profile and the 60th Anniversary celebrations****. SP/DH/JS* | **Staff Leadership** of Mission and Ethos - **all staff are traine**d to be leaders of mission.  *Evidenced in the confidence of staff and the consistency of Sacred Space and the variety of opportunities for Collective worship.* | **Student Agency** and **leadership of Mission** - planning leading and evaluating whole school events facilitated by staff, praise through **song**, working with outside groups  *Evidenced in student voice/QA monitoring* SP | **RE achievement:** Develop engagement with parent/carers to **increase the % of students reaching their aspirational target grade** particularly in RE,  *Evidenced in closing the achievement gap between boys and girls and the disadvantaged*. *TMcC/JS* | **Wider Strategies: Outreach**  Involvement with **partner primaries and parishes** - to build on the Mission - key events - Lent/Easter, prayer book, providing **retreat days** alongside primaries.  *Evidenced in Hope in the future,* ***Charity work*** *– CAFOD/Caritas* *TMcC/SP* |
| **Section 2: The Quality of Education** | **Ambitious - ‘offer an outstanding experience’.**  Students’ make good progress in their learning thanks to astute assessment and feedback procedures, strong reading intervention, and the opportunity to practically apply their learning in and beyond the classroom.  All students will be offered a broad and deep curriculum that suits their individual needs.  *Evidenced by SEQA activities, reading ages, attendance and student progress. AMC/HH* | ***Inclusive - ‘where the forgotten are noticed, the silenced are given back their voice’.***  *Robust L&T monitoring systems, training & resources ensure that learners’ needs are met, barriers are removed and that learning is scaffolded for all to ensure that they achieve their best possible outcomes, in line with the Think Me! Strategy.*  *Evidenced by student voice, SEQA activities. AMC/HH* | **Diverse – “something for everyone”**  The curriculum will be aligned with the needs of the individual students as well as to the requirements of the wider community so that all students “see themselves” in their learning. **Cultural capital** will be an integral part of the curriculum implementation.  *Evidenced by student voice, SEQA activities. AMC/HH* | ***Enriching -*** ‘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.’  A diverse and enriching **bucket list** will be offered to all students.  Quality Assurance processes will be done with (not done to) and will form the basis of strong CPDF at individual, departmental and whole school level.  *Evidenced by student voice, SEQA activities. AMC/HH* | ***Wider strategies - ‘Strong sense of belonging’***  *Students will be* ***key agents in their learning*** *thanks to student voice activities, student leadership opportunities, improved online and offline resources, and metacognitive training for all.*  Students will engage in a broad enrichment programme that develops their lifelong learning and transferrable skills.  *Evidenced by student voice, SEQA activities. AMC/HH* |
| **Section 3: Behaviour and Attitudes** | **Everyone a triage Nurse for PANEL** | | | | |
| **Attendance**  **Students’ conduct, punctuality and attendance is improved to 94%** with a focus on all vulnerable groups including EBSA pupils and reducing PA. High expectations are underpinned by a **systematic approach to pastoral monitoring**, as a result concerns and trends are **identified early**, information is shared well, and this enables early interventions / actions via panel meetings.  *Evidenced via student voice, attendance figures, pastoral minutes and SEQA activities*  *MSi* | **Behaviour:** To continue with **the consistency of approach in all areas to** ensure learners are ‘motivated and ready to learn’ **‘Consistent- Persistent – Insistent'**  **HoY** given capacity to be **proactive** in their intervention in response to panel.  Implement recommendations from **STOC review**    *Evidenced by* ***reduced suspensions, reduced incidents of low-level disruption*** *and SEQA minutes. NYR* | To become a **trauma informed** school    *Evidenced by fewer Exclusions/suspensions* | To become aschool with **restorative approaches**  *Evidenced by fewer repeat offenses.* | **Well-being**  To improve **well-being** strategies across school to include **anti-bullying, mental health, vapes** and incidents of **sexual violence and sexual harassment** (child on child) - develop an ‘it could happen here’ culture.**PSHE curriculum is well conceived** and responsive to emerging needs via internal school monitoring systems. |
| **Section 4: Personal development** | **Curriculum**  To provide an inclusive and diverse and rich curriculum that develops the whole child for success in a global society, including a **personal development curriculum** that is adaptive to the needs of the school and students (e.g. knives/drugs), it offers robust activities in **the extended school day and enrichment offer** and provides a high-quality provision for SMSC/FBV.  *Evidenced through increased attendance and engagement from all students. All students attending at least one activity HH* | **Resilience and Character development**  To provide opportunities for students to develop **belonging and resilience** in learning through academic and personal development. Develop **student leadership** and learning skills to improve attitudes to learning*.*  *Evidenced by opportunities in the curriculum, reduced incidents of low-level disruption. MSi* | **Debate and Discuss**  To ensure there are improved **opportunities for group work and discussion** in lessons.  Students will be articulate learners.  *Evidenced in lesson observations and student voice. AMcD* | **Well-being**  To allow students experiences which allow them to recognise when risks may affect their own well-being e.g.**knives, drugs, social media and vapes.** Ensuring that all students are recognised as unique individuals by providing equality of opportunity.  *Evidenced in* ***student voice programme*** *allowing early identification of emerging issues. MSi/NYR* | **Future Ready**  To ensure that all students are provided with skills and knowledge to be effective global citizens, in an ever changing world, to provide a range of opportunities for students to build skills for life.  *Evidenced through* ***CEIAG*** *audits, increased opportunities for* ***ICT*** *(ICT opp for all Y9) to be woven into the curriculum and enhancing our cross-curricular mapping of transferrable skills and content. Students articulate their learning and areas where skills for life and taught and developed. MSi/NYR* |
| **Section 5:** **Leadership and management** | **Monitor impact** JMo **S2S initiative** working with other high schools on instructional rounds to better compliment the school’s own self-evaluation through a series of learning walks and table top exercises scheduled throughout the year.    *Evidenced through improving reports from* ***External Self Evaluation advisors*** *TMcC/AMcD* | **Communicate** well, manage **workload** and **positive staff mental health** so all staff see the ‘why’ have a ‘voice for improvement’ and take ownership and having **‘agency’** for all aspects of school life.  *Evidenced by* ***celebrating staff in the public eye*** *so that St Joseph’s becomes the school of choice for larger numbers of students and prospective staff TMcC* | **Recruit well** – Succession Planning  Teach first  ECT  Apprentices  NPQs  NASENCO  Leadership opportunities  *Evidenced in the number of internal candidates ready to take up further opportunities. AMcD/TMcC* | **Train well** CPD - More consistency between departments and use **collaborative planning opportunities** to train staff in improved pedagogy using **IRIS**  Training opportunities for non teaching staff to be developed  *Evidenced by consistency of staff practice. AMcD* | **Strengthen and train Governors**  *Evidenced in link governor reports/HT reports/committee minutes showing how challenging questions lead to improved practice.* |
| **Section 6: Premises and ICT** | **ICT infrastructure and training**  To have in place a ‘**rolling 3 yr development plan**’ for the ICT infrastructure which ensures that all school ICT systems facilitate learning, assure security and permit the **safe** and smooth running of the school day. This plan will respond to internal needs and external developments.  *Review MIS and ICT Bolton SLA*  *Review BYOD*  *Microsoft 365 Training – group policy*  *Evidenced in the hardware; including new* ***servers*** *and* ***Wi-Fi*** *system, software; including robust* ***firewalls****, classrooms and homes that use technology more effectively to support learning, training; where users are trained to get the most benefit from the system and avoid risks and the curriculum which will be able to develop effectively due to the infrastructure in place. CR/AMcD* | **Financial Probity**  Budget holders to **plan spending** linked to KPI with a bid pot available.  Spend plan for 2024-25 to be used to bid for future spending.  Review Subscriptions, contracts and SLAs  *Evidenced in the 3 year school spend plan budgets for* ***sustained staffing costs*** *with* ***succession planning*** *for expected vacancies*. **CR** | **Refresh and rebuild:** Continue bid for **new school building** alongside current rolling refurbishment plan of redecoration focusing on nurture base, St Anthony’s, Technology, Sportshall, the dining facilties, Renovate Science labs creating **spaces to celebrate** student talents – e.g. art work / photos.  *Evidenced in building walk snag lists. CR* | **Eco friendly school** – TLR created to lead student leaders to work with canteen to reduce non-**recyclable** waste.  **Energy efficiency**: LED lighting, solar panels.  Develop Eco **Garden** spaces.  Euro 6 minibus x2  *Evidenced in reduced carbon footprint - CR* | **Wider Strategies:** Build skill and capacity of administrationation and facilitiies management team.  Fit for purpose facilities for afterhours lettings including Dome replacement, St Anthony’s refurb and lettings office facilities.  *Evidenced in more participation and engagement in community use of resources. CR* |