

St Agnes CE Primary School

School Improvement Plan

(Incorporating post Ofsted Action Plan)

2019 – 2020

LOVE TO LEARN • LEARN TO DO WELL • LIVE WELL TOGETHER

Vision statement

St Agnes' CE Primary is a Voluntary Controlled, well-established popular school. We proudly serve the needs of the vibrant Longsight community, just south-east of Manchester City Centre.

'Learn To Do Well' was our long time philosophy, first originating in the iron work of the 1881 school gates and still very relevant today as we have rapidly grown into a two form entry school. We have embraced twenty first century changes with gusto, building upon our solid foundation of shared faith-based morals and values, which hold steadfast amidst society's progression. As a result, this is now reflected in our enhanced philosophy – Love To Learn, Learn To Do Well, Live Well Together.

We work in full partnership with our families to ensure that every child reaches their full potential. Our high teacher to pupil ratio ensures we know our pupils very well – lots of individual attention is focused on every child for both their academic and pastoral needs.

Visitors often comment on the wonderful atmosphere in our school. This is generated by the amazing attitude and excellent behaviour of our pupils who flourish in the care of highly dedicated and passionate teaching staff.

As a Rights Respecting School we ensure that our pupils' rights are a top priority in all that we do at St Agnes' – unifying all that we believe and value as a Church of England school – promoting a caring and positive ethos that is understood by all.

The strong working relationship between pupils, parents, teachers and governors promotes the education and well-being of all and we thank all of those who contribute to make St Agnes' C.E. Primary School successful and happy place to be.

Ofsted position statement, February 2019

St Agnes received a section 8 inspection, which converted to section 5, with the outcome that the school was judged as Requires Improvement. The final report was published on 28th February 2019.

The areas for improvement identified:

Area for improvement 1: Improve pupils' attainment and progress by:

- making sure that teaching, in year groups and across subjects, is sufficiently challenging
- ensuring that teachers help pupils to know how to improve their work
- making sure that all teachers have the skills, knowledge and confidence to implement changes to the national curriculum and assessment.

Area for improvement 2:

- Revise the curriculum in science and geography so that all pupils develop enough of the subject knowledge that they need.

Area for improvement 3: Improve the quality of leadership and management by:

- providing middle leaders in science, geography and history with greater support to improve teaching and learning in their subjects
- senior leaders keeping a much closer check on the quality of pupils' work in science and geography, so that they are in a much better position to raise the standards of teaching and learning.

The following strengths were identified

- Over the past year senior leaders and governors have developed a much better understanding of the school's work. Their actions are improving pupils' education.
- Training and help for staff are improving the quality of teaching. As a result, the attainment of current pupils in reading, writing and mathematics is also improving.
- Leaders and governors ensure that staff teach pupils to be responsible British citizens who care about their local community. They understand the importance of people living together peacefully.
- Leaders and governors make certain that pupils are safe in school. Arrangements for safeguarding pupils, parents and carers are exemplary.
- Children in the early years have a secure start to their education. Staff teach children capably. Children develop the skills and confidence to learn successfully. Leadership of the school's work in the early years is good.
- The school is wonderfully calm yet full of talk. Pupils are sensible, caring and well behaved.

Schedule of review

Inspection and report finding reviewed with SLT	February 2019	Completed
Report shared and reviewed with governing body (extraordinary meeting)	28 th February 2019	Completed
Whole staff review and discussions	February 2019	Completed
Report shared and discussed with parents	8 th March 2019	Completed
Post Ofsted inspection training for governors	25 th April 2019	Completed
Action plan draft (HT/Consultant)	May 2019	Completed
Action plan (SLT+)	May 2019 - June 2019	
Action Plan - draft (Governing body)	May 2019	Completed
Action Plan - staff collaboration	June 2019	
Action Plan - parent workshop	June 2019	Completed
Completed action plan	July 2019	

SCHOOL CONTEXT

<p>Number of pupils on roll Nursery/EYFS: 104 KS1: 122 KS2: 244 TOTAL: 459 Current OFSTED Rating: Requires Improvement</p>	<p>Percentage of pupils eligible for Pupil Premium funding FSM % Disadvantaged 24.5% (Ever 6) Deprivation Quintile: Highest 40% (0.3)</p>	<p>Number of pupils with SEN SEN Support 20.7% EHCP 0.9% TOTAL: 21.6%</p>	<p>Number of pupils with EAL TOTAL: 83.8%</p>
<p>Attendance Overall Absence: 4.42% > 3.90% NA Unauthorised Absence: 1.26% > 1.00% Persistent Absence (10%+): 8.58% < 10.10% NA International New Arrivals 8 pupils new to school this year 18 pupils new to school last year</p>	<p>Attainment of key groups (SATs) GENDER: all pupils were lower in attainment across subjects EAL: Non-EAL pupils performed better than EAL SEND: Attainment is lower for SEND pupils. PP: In writing and GPS DA achieved better than non DA pupils at Greater Depth</p>	<p>Progress of key groups (Classroom Monitor) GENDER: Generally, progress is poorer for boys than for girls. This is not always the case for maths. EAL: In many cases EAL children make better progress than Non EAL peers. SEND: Generally, SEN children make less progress than their peers when measured in TPP, but this is not always the case. Progress is best for LA children and poorest for MA. PP: Progress for PP children is broadly in line with Non PP.</p>	

This School Improvement Plan is intended to be RAG rated on a termly basis to reflect progress in meeting priorities.

School Summary:

School Context:

	School			Manchester	National
	2016	2017	2018	2018	2018
Number on roll	455	473	469		
% FSM	17.6%	15.0%	13.2%	24.9%	14%
% EAL	84.2%	85.2%	82.9%	40.5%	21%
% non White British	100.0%	100.0%	99.8%	66.0%	33%
% SEND	13.8%	17.5%	21.5%	16.2%	12%
% EHC Plan	0.2%	0.4%	0.9%	3.2%	1%

Early Years Foundation Stage:

	School			Manchester	National
	2016	2017	2018	2018	2018
Good Level of Development	60.0%	63.9%	66.7%	67.0%	72%
Prime Early Learning Goals	65.0%	63.9%	66.7%	73.9%	79%
Specific Learning Goals	58.3%	55.7%	58.3%	65.7%	71%

Year 1 Phonics:

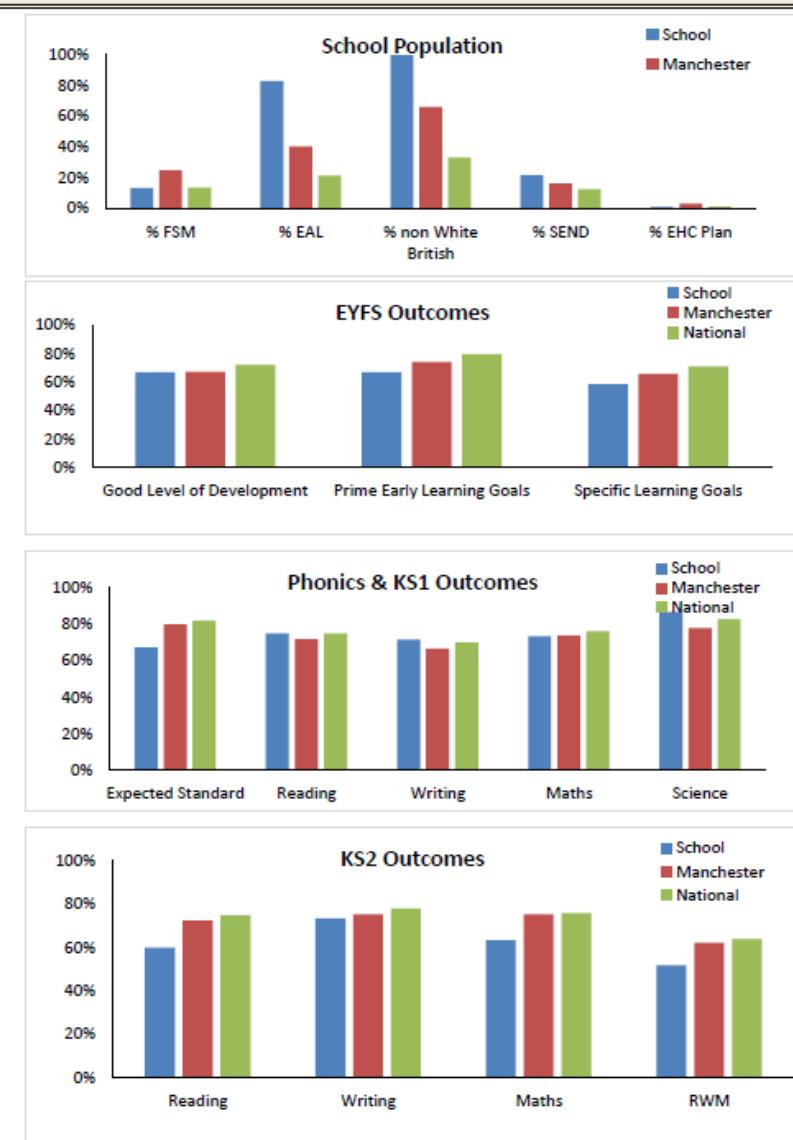
	School			Manchester	National
	2016	2017	2018	2018	2018
Expected Standard	80.0%	83.0%	67.2%	79.9%	82%

KS1:

	School			Manchester	National
	2016	2017	2018	2018	2018
Reading	50.8%	76.2%	75.0%	71.7%	75%
Writing	50.8%	71.4%	71.7%	66.6%	70%
Maths	44.3%	76.2%	73.3%	73.7%	76%
Science	65.6%	79.4%	86.7%	78.1%	83%

KS2:

	School			Manchester	National
	2016	2017	2018	2018	2018
Reading	52.1%	67.2%	60.0%	72.4%	75%
Writing	66.7%	86.2%	73.3%	75.2%	78%
Maths	58.3%	65.5%	63.3%	75.3%	76%
RWM	39.6%	53.4%	51.7%	62.2%	64%



Quality of education		Leadership and management	Behaviour and attitudes	Early Years
PRIORITY 1: Improve pupil attainment and progress	PRIORITY 2: Subject knowledge development	PRIORITY 3: Improve the quality of leadership and management by	PRIORITY 4: Attendance	PRIORITY 5: Develop the outdoor provision so as to reflect the good practice indoors
<ul style="list-style-type: none"> • Making sure that teaching, in year groups and across subjects, is sufficiently challenging • Ensuring that teachers help pupils to know how to improve their work • Making sure that all teachers have the skills, knowledge and confidence to implement changes to the national curriculum and assessment. 	<ul style="list-style-type: none"> • Revise the curriculum in science so that all pupils develop enough of the subject knowledge that they need • Revise the curriculum in humanities so that all pupils develop enough of the subject knowledge that they need. 	<ul style="list-style-type: none"> • Providing middle leaders in science, geography and history with greater support to improve teaching and learning in their subjects • Senior leaders keeping a much closer check on the quality of pupils' work in science and geography, so that they are in a much better position to raise the standards of teaching and learning. 	<ul style="list-style-type: none"> • Overall absence to be in line with national average • Reduce persistent absence levels to be in line with national average. 	<ul style="list-style-type: none"> • Visit outstanding settings to share exemplary setting • AHT to coach key teacher to lead outdoor provision.

Parent workshop responses to Post Ofsted Action Plan - 20th June 2019

Quality of education		Leadership and management	Behaviour and attitudes	Early Years
PRIORITY 1: Improve pupil attainment and progress	PRIORITY 2: Subject knowledge development	PRIORITY 3: Improve the quality of leadership and management by	PRIORITY 4: Attendance	PRIORITY 5: Develop the outdoor provision so as to reflect the good practice indoors
<ul style="list-style-type: none"> • Effective communication with parents about children weakness and strength to make partnership work easier • More parent responsibility • Extracurricular activities e.g. football, games • Parent involvement in trips with children • Individual class handouts for parents to take responsibility and interest in child's education • Update parent parents with where we are and what level we are 	<ul style="list-style-type: none"> • Those kids who are struggling, give more support • More homework to consolidate work learnt in school • We are happy to hear that you are providing help in all areas - M Imran • Conduct workshops and involve parents and children at same time • Shorter after school club sessions 	<ul style="list-style-type: none"> • We are happy that there are senior leaders keeping a check in all subjects - M.P • More Humanities Visits for Geography & History e.g. Peak District, Castlefield • Employ Science, Geography & History Teachers - A Adeniyi • Improving on Science & Geography. I think the teachers need to go on more training and with that they can help children on these subjects 	<ul style="list-style-type: none"> • Praise and present to make child more interested in coming to school • Workshop with parents to make awareness about school attendance and positive and negatives outcomes of it 	<ul style="list-style-type: none"> • Parent workshops to support them to support children at home with Phonics • We are happy with progress you are doing - F Waf • Get more bikes and toys - Ayesha Bimbo • Visiting other outstanding schools will help to improve our school - A Adeniyi

QUALITY ASSURANCE CALENDAR

Term	Week beginning	Ofsted	Drop ins	Learning walks	Planning	Book scrutiny	Performance Management	Data & Progress reviews	CPD	Moderation	QAP	Governor visits
Summer 1	23/04/2019	Action plan meeting/										Action plan meeting
	29/04/2019	Governor training - GE SDP planning		Consistency								
	06/05/2019									middle leader training		
	13/05/2019 SATS											
	20/05/2019	SDP governor meeting						Data review	middle leader training			FR C'ee
Summer 2	03/06/2019		Orange							middle leader training		QA visit
	10/06/2019			Middle leaders			Subjects					
	17/06/2019			Middle leaders		Subjects						
	24/06/2019											
	01/07/2019											Full GB 04.07.19
	08/07/2019							Data review				
	15/07/2019											
Autumn 1	03/09/2019		Orange									
	09/09/2019			Blue								
	16/09/2019											
	23/09/2019											
	30/09/2019											
	07/10/2019											
	14/10/2019											
	21/10/2019											
	28/10/2019											
Autumn 2	04/11/2019		Orange									
	11/11/2019											
	18/11/2019			Blue								
	25/11/2019											
	02/12/2019											
	09/12/2019											
	16/12/2019											
	23/12/2019											
	30/12/2019											

	06/01/2020											
	13/01/2020											
	20/01/2020											
Spring 1	27/01/2020											
	03/02/2020											
	10/02/2020											
	17/02/2020											
	24/02/2020											
Spring 2	02/03/2020											
	09/03/2020											
	16/03/2020											
	23/03/2020											
	30/03/2020											
	06/04/2020											
	13/04/2020											
	20/04/2020											
Summer 1	27/04/2020											
	04/05/2020											
	11/05/2020											
	18/05/2020											
	25/05/2020											
	01/06/2020											
Summer 2	08/06/2020											
	15/06/2020											
	22/06/2020											
	29/06/2020											
	06/07/2020											
	13/07/2020											
	20/07/2020											

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