



School Improvement Plan 2024-2027

SCHOOL CONTEXT					
Number of pupils on roll	204	Number of pupils eligible for pupil premium	50 (24.5%)	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	8
Percentage of pupils on track to meet expected standard/attainment targets		Percentage of pupils on track to exceed expected standard/attainment targets		Number of pupils currently not on track to meet expected standard/attainment targets	
Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment)	L: M: H:	Most recent Ofsted grade	Outstanding	Staff turnover for the previous year	
Percentage of pupils with English as an additional language (EAL)	14.7%	Pupil achievement for whole cohort (e.g. average progress scores for Key Stage 2)		Pupil achievement by characteristic (e.g. disadvantaged pupils, EAL, gender)	
Overall absence	5.28%	Persistent absence	10.34%		
Key Ofsted actions from last report	N/A				
Key areas to improve	(Please see objectives below).				



SCHOOL CONTEXT	
Key staffing areas of issue (e.g. temporary posts, staff receiving support)	3 fixed term teacher contracts (one ECT 1, 1 ECT 2 and an experienced teacher) 3 teachers currently on maternity leave
Budget information (e.g. free reserves, in-year surplus or deficit, 3-year projections)	In-year balance: £14,864 Revenue reserve: £77,932
Key performance indicators for the next 3 years	Ensure consistently high-quality provision across all three strands. Please refer to RE action plan for specific targets Improving Spanish outcomes at Key Stage 2 Increasing percentage of Pupil Premium pupils achieving greater depth Improving greater depth writing Strengthening behaviour and wellbeing Maintaining high standards in EXS and HS for Maths and Reading



OBJECTIVES FOR 2024/25	
Objective 1	Ensure consistently high-quality provision across all three strands in RE.
Objective 2	To ensure that Spanish outcomes at the end of KS2 align with Hackney's standards and expectations.
Objective 3	To increase the percentage of Pupil Premium (PP) pupils achieving greater depth (GDS) across core subjects, particularly in writing.
Objective 4	To increase the percentage of pupils achieving Greater Depth (GDS) in writing, bringing our results closer to the Hackney average as well as maintaining and building on high standards in reading and maths
Objective 5	To ensure all pupils feel safe, respected, and supported, with particular focus on providing additional support for those with behavioural needs.
Objective 6	To ensure consistently high expectations in the 3 prime areas as well as the specific areas of maths and literacy in the Early Years to enable pupils to be KS1 ready by the end of the EYFS.
Objective 7	Ensuring the curriculum is adapted to appropriately meet the needs of pupils with SEND.

OBJECTIVE 1: Ensure consistently high-quality provision across all three strands in RE. Please refer to RE action plan for specific targets.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE



Action Plan - Please see detailed Action Plan in RE folder		RE Team		HT and RE – ongoing		
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OBJECTIVE 2: To ensure that Spanish outcomes at the end of KS2 align with Hackney’s standards and expectations.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
<ul style="list-style-type: none"> Review and align the Spanish curriculum to ensure it meets the national and Hackney standards. Implement more targeted in-class interventions for students who are not yet meeting expected outcomes in Spanish. Increase teacher expertise through CPD sessions on modern foreign languages. Introduce regular assessments to track progress and identify areas for improvement. Spanish teacher to offer lunchtime/after school Spanish club. 	<p>Spring Term 2025</p> <p>Spring Term 2025</p> <p>Spring/Summer Term 2025</p> <p>Summer 2025 (end of year assessments)</p> <p>Spring Term 2025</p>	<p>SLT, Spanish Teacher and MfL Lead</p> <p>Class teachers, Spanish teacher</p> <p>CPD lead, Spanish teacher/MFL lead</p> <p>Spanish teacher, MFL lead, assessment lead</p> <p>Spanish teacher</p>	<p>Release time for leads/ possible visits to other schools or consultation with Hackney MFL lead</p> <p>In-house CPD (no cost)</p>	<p>HT/DHT/Spanish teacher and MfL Lead</p>	<ul style="list-style-type: none"> Spanish outcomes at the end of KS2 in line with Hackney’s expectations by the end of the 3-year cycle (Summer 2027) Improved teacher confidence in delivering the Spanish curriculum. Positive feedback from pupils regarding their Spanish learning experience. 	<p>Use this column to include an appropriate reference to the school’s self-evaluation form (SEF) or other self-evaluation document</p>





OBJECTIVE 3: To increase the percentage of Pupil Premium (PP) pupils achieving greater depth (GDS) across core subjects, particularly in writing.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
<ul style="list-style-type: none"> Provide targeted intervention sessions for PP pupils to focus on developing higher-level skills in writing and other core subjects. Provide additional opportunities for enrichment and extension activities, particularly in writing and reading. Regularly track and monitor progress of PP pupils and intervene swiftly if progress slows. Ensure that GDS criteria in writing are well understood and consistently applied in all year groups (in-house CPD and moderation of writing outcomes) 	<p>Ongoing</p> <p>Spring/Summer 2025</p> <p>Termly assessments</p> <p>Spring/Summer term 2025</p>	<p>HT, DHT, Maths and Literacy subject leads, PP Lead</p> <p>English lead to research and implement enrichment opportunities</p> <p>Assessment lead, English coordinator, maths coordinator, PP lead</p> <p>English lead to deliver CPD and lead on moderation of writing</p>	<p>Use of PP funding to deliver targeted interventions and enrichment opportunities with a focus on reading and writing.</p>	<p>SLT, half termly</p>	<ul style="list-style-type: none"> Increased percentage of PP pupils achieving greater depth, particularly in writing. 2024 data: 0% PP pupils achieving combined WRM GDS, 10% reading GDS, 20% maths GDS, 0% writing GDS PP pupils achieving GDS in writing in line with Hackney averages (currently 0% at Our Lady and St Joseph compared to Hackney's 20%). Improved tracking and monitoring systems to 	



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					ensure PP pupils are given the best opportunities to succeed.	
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OBJECTIVE 4: To increase the percentage of pupils achieving Greater Depth (GDS) in writing, bringing our results closer to the Hackney average as well as maintaining and building on high standards in reading and maths.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
<ul style="list-style-type: none"> • Develop a clear progression of writing skills from EYFS through to KS2, with a particular focus on higher-level writing techniques. • Provide targeted interventions and extra writing sessions for 'cusping' pupils, aiming to stretch them to GDS. • Increase use of effective feedback techniques to help pupils develop editing and redrafting skills. • Ensure that writing across the curriculum is aligned to the GDS criteria. • To maintain and build upon our strong performance in Greater Depth for Maths and Reading, which currently 		<p>HT, DHT, Literacy lead</p>		<p>Half termly (SLT)</p>	<ul style="list-style-type: none"> • Increase in the percentage of pupils achieving Greater Depth in writing, aiming for our figure to exceed 17%, moving closer to Hackney's 26%. • Enhanced student engagement and confidence in writing. • Evidence of improved pupil outcomes in writing through internal assessments and teacher judgments. • Sustained or improved percentage of students achieving Greater Depth in Maths (currently 47%) 	



OBJECTIVE 4: To increase the percentage of pupils achieving Greater Depth (GDS) in writing, bringing our results closer to the Hackney average as well as maintaining and building on high standards in reading and maths.

<p>exceeds Hackney averages.</p> <ul style="list-style-type: none"> • Continue to offer stretch and challenge opportunities for pupils working at HS in both Maths and Reading. • Ensure the curriculum remains challenging and appropriate for all pupils at the higher levels. • Embed consistent use of formative assessment to stretch learners and identify gaps. • Continue collaboration with local schools and educational networks to share best practices in teaching for Greater Depth. 					<p>vs Hackney's 29%) and Reading (currently 40% vs Hackney's average).</p> <ul style="list-style-type: none"> • Increased teacher and pupil confidence in working at Greater Depth. • Positive trend in the GDS data at the end of KS2 • 	
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OBJECTIVE 5: To ensure all pupils feel safe, respected, and supported, with particular focus on providing additional support for those with behavioural needs.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
<ul style="list-style-type: none"> • Enhance staff supervision during playtimes to ensure better behavior management and early intervention. • Identify a small group of pupils who would benefit from additional behavioral interventions, such as REU (Reintegration Unit) involvement and social skills programs. • Introduce “Circle of Friends” groups for pupils who are struggling with social interactions and have behavioral difficulties. • Increase focus on ZOR (Zones of Regulation) strategies to support emotional regulation and behavior. • Provide staff training on managing 		All staff		HT, DHT, AHT, Behaviour Lead	<ul style="list-style-type: none"> • Improved behavior at playtimes and fewer incidents reported by staff. • Positive feedback from students on their wellbeing, with particular reference to the success of the "Circle of Friends" groups. • Measurable improvements in social skills and emotional regulation for pupils identified for intervention. 	



OBJECTIVE 5: To ensure all pupils feel safe, respected, and supported, with particular focus on providing additional support for those with behavioural needs.

<p>challenging behavior and promoting positive social interactions.</p> <ul style="list-style-type: none"> • Pupil survey to include questions about playtime – • Increase number staff to improve supervision • Review timetables & activities in all spaces • Increase quality and number of structured activities available at lunchtime. • SLT timetable to monitor lunchtime behaviour and quality of staff supervision. 						
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OBJECTIVE 6: To ensure consistently high expectations in the 3 prime areas as well as the specific areas of maths and literacy in the Early Years to enable pupils to be KS1 ready by the end of the EYFS.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
<ul style="list-style-type: none"> • Ensure adequate training and CPD for the newly appointed Reception Class teacher • Early Years lead to cover 1 day a week in Reception Class (PPA/Spanish) • Regular monitoring of EYs provision through learning walks and subject scrutinies • Termly moderation of EYs data, identifying pupils/groups not making expected progress • Early identification of need and delivery of appropriate interventions. • Reception Baseline assessment/CEM baseline assessment 	<p>Ongoing (2024/25)</p> <p>2024/25 academic year</p> <p>Termly</p> <p>Termly</p> <p>In-line with assessments</p> <p>Autumn term 2024</p>	<p>CPD lead, EYFS coordinator</p> <p>EYFS coordinator</p> <p>Subject leads, SLT</p> <p>Assessment lead, Class teacher</p> <p>SENCO, Class teacher, teaching assistants, external professionals (including SaLT/EP)</p>	<p>In-house CPD/ Hackney CPD package. Release time to attend training. Observations in other classes</p> <p>DHT/SENCO in-class, Spanish teaching in KS2</p> <p>Time allocated for subject leads to carry out srutinies</p> <p>Time allocated for moderation and pupil progress meetings</p> <p>Staff CPD in specific interventions</p>		<ul style="list-style-type: none"> • GLD outcomes in-line/above Hackney average • End of year CEM outcomes against baseline assessments • Evidence of impact of interventions, evidenced in termly assessments on Sonar Tracker • Pupils entering Y1 benchmarked at ORT level 3 	



OBJECTIVE 6: To ensure consistently high expectations in the 3 prime areas as well as the specific areas of maths and literacy in the Early Years to enable pupils to be KS1 ready by the end of the EYFS.

<ul style="list-style-type: none"> Group reading to be implemented in the Spring Term 	<p>Spring term 2025</p>	<p>Assessment lead, SLT, Class Teacher</p> <p>English lead, class teacher, SLT, teaching assistants</p>				
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OBJECTIVE 7: Ensuring the curriculum is adapted to appropriately meet the needs of pupils with SEND.						
ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
<ul style="list-style-type: none"> • Subject leads to ensure they are considering how the curriculum in their subject can be adapted to meet the needs of all pupils • SEND outcomes to be considered in all subject scrutinies and learning walks • Teachers to use adaptive teaching strategies to ensure the curriculum is accessible to all pupils • SENCO to monitor learning plans and planned provision/intervention for SEND pupils 						

