



**CTKCC**  
Christ the King  
Catholic Collegiate  
Together as one community  
with Christ at the centre

# School Improvement Strategy 2022–23

## Love

**Our Mission:** We are a community working in a culture of trust, respect and love, offering wider educational opportunities for children, young people and staff to achieve and excel throughout their educational life.

**Our Aim :** To provide an excellent education so that all of our children achieve the best outcomes to become the person God meant them to be.

## Faith

**Our Mission:** We are committed to providing distinctive, strong, sustainable Catholic education based on Jesus's words "I have come that they may have life in all its fullness" John 10:10

**Our Aim :** To share knowledge, expertise and resources, and to strengthen and nurture the Catholic life of our school, and of every individual in our school in order to protect and preserve Catholic education in this area for future generations.

## Service to Others:

**Our Mission:** We serve our local community with strong links to our parishes and neighbourhood as well as working collaboratively with other schools, teaching school alliances, multi-academies and local authorities.

**Our Aim:** To support, respect and value all members of our school and Collegiate and those we meet externally, in keeping with our Catholic identity.

## School Improvement Strategy 2022–23

### Rationale

Our school improvement strategy is linked to our ethos of **Love, Faith** and **Service to Others**.

**Love:** To ensure that we focus on quality first teaching so that all our children especially, our disadvantaged children and our children with SEND become the people that God meant them to be, enjoying "life in all its fullness". John 10:10

**Faith:** To continue to nurture the spiritual development and wellbeing of all.

**Service to Others:** To further develop our Leadership and CPD opportunities for all.

The following is an outline of what is currently planned for 2022–23. However, we are very aware that this plan needs to be flexible as we face the ongoing challenges created by the pandemic. Our school improvement strategy is rooted in our collaborative and mutually supportive approach. We have developed standardised approaches to reporting and monitoring whilst ensuring that our schools retain their unique character.

To create a flexible model for school improvement we begin by identifying best practice in our schools, subsequently developing a strategy for implementation taking into consideration the context of each setting, before implementing as appropriate. Areas for development are similarly highlighted with schools supported as appropriate by other CtKCC schools who have expertise in the area identified. If we do not have the expertise in-house we will look outside our trust to provide the required support. Based on school data we identify key themes which are then related to national and local issues. School improvement groups are set up based on the needs identified by the schools. If a particular strategy is not effective for a particular school we adapt the strategy to ensure its effectiveness. This flexible model enables us to respond quickly to school specific as well as local and national issues. Consequently, our staff work collectively, collaboratively and flexibly saving time and resources. This approach proved invaluable in dealing with the changes required by the pandemic and beyond.

Approaches to teaching and learning are tailored to the setting so that the best possible outcomes are achieved for all our children and young people. All schools are involved in strategic planning so that trust wide priorities are identified early and the leaders in our schools are clear about what is expected of them, and their individual school planning is informed by the strategic plan. Leaders are also supportive of each other across our settings, leading to rapid and sustained school improvement.

The impact of the pandemic continues to be felt, carrying high social and economic costs, especially for our most disadvantaged children. Narrowing the gap for the children in receipt of the pupil premium is a focus for all our schools. The use of the catch-up premium and the additional work in the primary schools has led to a slight narrowing of the PP gap at KS1 and KS2. However, this is difficult to fully quantify with only one year of external data. Consequently, this remains an area focus, particularly attendance. Family support workers and SLT are working with families to increase the rate at which the gap is narrowed. Academy findings are in line with Sutton Trust research.

Data systems have been centralised and developed with the full involvement of the leadership team making it easier for the Directors and Governors to hold the leaders to account. We use FFT Aspire to ensure that we are more able to set appropriately challenging targets in all our schools. The most recent external attainment and progress data available for our primary schools shows that outcomes are good or better at KS2, with all schools above the national average at KS2 for the expected standard, with one exception where the school was at the national average in Reading. The picture is generally positive at KS1, but the impact of the pandemic is more apparent especially

## School Improvement Strategy 2022-23

in those schools where there is a high proportion of EAL children. We are still working on closing the learning and knowledge gaps at KS1 and EYFS. We use FFT to ensure our targeting is robust and our internal data systems show that progress is still positive but has been impacted by continued covid related staff and pupil absence. We are further developing the use of INSIGHT tracking, for monitoring progress and attainment in the primary schools.

Pre pandemic the secondary school KS4 progress outcomes were good, but there was room for improvement post 16. KS4 and KS5. KS4 outcomes were pleasing, although there is still room for improvement. Post 16 outcomes were not as good as teacher predictions, but in line with 2019 outcomes. The secondary school is now using ALPS Connect to track progress and attainment at KS4. KS3 progress and attainment are measured using an internal system which is based on ALPs and FFT estimates. ALPS consortium is used for KS5 as there is a shared sixth form provision with two other local secondary schools, the Trinity Sixth Form. CPD opportunities are shared across the Trinity Sixth Form and with other secondary schools with school improvement priorities identified with the Strategic Plan.

Our approach to school improvement has enabled significant rapid and sustained improvement. We have a positive track record in terms of both school improvement and expansion. In 2014, we had four schools, two of which were rated RI by Ofsted. Following a programme of intensive support in 2017 both these schools were inspected and found to be Good. We welcomed two new schools into our family in April 2017 and April 2018. All our schools are currently rated Good or Outstanding by Ofsted and in Denominational inspections. The most recent Ofsted inspection in primary took place just prior to lockdown in 2020 and the secondary school was inspected in June 2022. We know that we are due to be inspected in the other four schools imminently. Although the secondary school, remains Good. The next inspection for this school will be a section 5 inspection. We know that we are due to be inspected four other schools imminently.

A summary of the current situation in each school is shown in the table.

| School   | Denominational                     | Ofsted                       | Current Self Evaluation |
|--|------------------------------------|------------------------------|-------------------------|
| Our Lady and St Werburgh's Catholic Primary School | Outstanding<br>s.48 May 2018       | Good<br>s.5 Mar 2014         | Good                    |
| St John Fisher Catholic College                    | Outstanding<br>Monitoring Oct 2019 | Good<br>s.8 June 2022        | Good<br>(B & A RI)      |
| St Mary's Catholic Primary School                  | Good<br>Monitoring July 2019       | Good<br>s.5 Jan 2017         | Good                    |
| St Teresa's Catholic Primary School                | Good<br>s.48 July 2017             | Good<br>s.5 April 2017       | Good                    |
| St Thomas Aquinas Catholic Primary School          | Outstanding<br>s.48 July 2019      | Outstanding<br>s5 April 2009 | Good                    |
| St Wulstan's Catholic Primary School               | Good<br>s.48 Sept 2018             | Good<br>s.8 Feb 2020         | Good                    |



## School Improvement Strategy 2022–23

### School Improvement

#### Leadership

Strategic leadership of school improvement across CtKCC is the remit of the Head Teacher Board (HTB) which consists of the Accounting Officer (AO) supported by the Headteachers (HTs). Additional support is provided by Senior Leaders (SLT) from each school, our School Improvement Partner (SIP) and external agencies as required. The SIP supports headteacher appraisal and quality assures our school improvement work by providing an external benchmark.

Strategic school improvement is provided through:

- Support and challenge to raise standards
- Sharing and benchmarking data
- Monitoring and evaluation
- Intervention as necessary
- CPD delivery
- Teaching and learning support
- Curriculum development

Leadership development is secured through:

- Regular CPD and network leadership opportunities made available at all levels of leadership across CtKCC.
- School leaders are deployed to support in other schools where necessary.
- School leaders are given the opportunity to lead projects in other schools.
- School leaders are involved in the Peer Review Process.
- New HTs and DHTs are provided with a mentor through the Archdiocese.
- New HTs are provided with additional support by the AO.
- Future leaders identified to the Archdiocese as requested.
- Future leaders supported and nurtured through coaching and mentoring.

Middle leaders supported through school improvement and school improvement, subject specific network meetings. Middle leaders are encouraged to access NPQs in specialist areas of teaching, with a number having complete NPQML.

Senior Leaders have access to NPQSL, NPQH, NPQEL and NPQEY as appropriate. All HTs either hold or are completing NPQH.

We have 2 CSI inspectors, one in Primary and one in Secondary

We have a 2 Ofsted Inspectors.

We have three Primary SLEs and 2 Secondary SLEs.

We have an external KS1 writing moderator who works with Stoke LA.

We have an external KS2 writing moderator who works with Staffordshire LA.

#### Improvement Strategies

We work collaboratively, with a research-based focus as a family of schools to implement school improvement strategies that are robust and effective in ensuring the best outcomes for our children. Our focus is always on quality first teaching.

Our action research focus for the current year is metacognition which has been identified across all schools from external reviews as an area which would significantly impact progress. This was in addition to the recently published EEF framework information about the impact of metacognition on progress. We will provide access to metacognition training for SLT and cascade as appropriate to the teaching staff.

## School Improvement Strategy 2022–23

Writing continues to be an area that has been significantly negatively impacted by the pandemic. We have seen improvements in some areas but this is by no means fully embedded and consequently the action research begun last year will be extended to help embed improved practice.

All schools continue to work to further develop reading and oracy skills, especially in those areas where gaps have opened due to the impact of the pandemic. Two schools are part of the EP approach to literacy, Accelerating Reading pilot, in Staffordshire. Our schools use NELI and Stoke Speaks out resources to develop and support early language and literacy development as appropriate.

We have worked with each other and with other schools to ensure that our curriculum offer is broad and balanced. All schools have received 'Building the Kingdom' training which is being utilized as a springboard to help refine and improve the curriculum offer in our schools.

Two of our schools were Early Adopter schools in 2020–21 which proved invaluable in the implementation of the EYFS curriculum in 2021–22 in all our primary schools. The two Early Adopter schools have supported the other primary schools in their development of the new EYFS curriculum. We have now commissioned an external review of EYFS for our Primary schools to help us assess the impact of the new curriculum.

We are part of the NASEN SEND peer review programme and are carrying out annual peer reviews in all schools following the actions highlighted by the external review of SEND in 2021.

Our schools all adopt a Mastery approach to the delivery of Maths working closely with the local Maths Hub. Three schools are part of national NCETM pilot for EYFS, five schools have trained mastery specialist lead teachers.

Our secondary school works closely with the Golden Thread and other local and Diocesan secondary schools to ensure an effective and targeted approach to school improvement.

The Secondary school is part of the English Mastery pilot in Y7 and Y8 which is proving to be very effective and will be extended into Y9 for the coming academic year.

There has been a small but significant increase in the number of children going to secondary school who have not attained an appropriate reading age. To combat this there has been an increase in dedicated reading time and there is a more structured approach to developing phonics skills for those learners who are still struggling with reading.

The secondary school has shared post 16 provision with two other local secondary schools. We have commissioned an external review of post 16 teaching and learning to help us assess the effectiveness of the curriculum provision. The secondary school also works with other schools in Staffordshire to facilitate targeted school improvement.

We have a Board appointed external School Improvement Partner (SIP) who is an Ofsted Inspector working with our schools to support our school improvement programme with a focus on trust wide and school specific strategies.

We commissioned a series of whole school reviews which started in Summer 2022. And will be completed in Autumn 2022.

The Accounting Officer (AO) carries out twice yearly monitoring visits in each school, with a focus on the specific requirements of the school. Monitoring visits include evaluating progress, teaching and learning, behaviour for learning and pupil progress data.

The AO meets with each HT fortnightly to discuss the impact of the School Improvement Plan, school self-evaluation, CPD and school to school support.

## School Improvement Strategy 2022-23

We have a Headteacher Board (HTB) with Terms of Reference determined by the Board, which meets half termly with a focus on the school improvement agenda and strategic planning.

We are closely monitoring the progress of the action plans produced because of recent external reviews of SEND, PP and governance.

Additional external support, reviews and advice are accessed as required on a school by school or trust wide basis.

We had identified an issue with behaviour for learning in some schools, post pandemic, particularly the secondary school and have consequently signed up to the National Behaviour Hub programme. We were unsuccessful in Summer 2022 and we are waiting to find out if we will be able to start in September 2022 or January 2023. Significant training has already been put into place.

### School to school support

- Staff at all levels are encouraged to visit other schools to see and share good practice.
- Specific support is provided where an area for development is identified and matched with an area of strength in another school.
- We have a number of School Improvement Groups to share good practice within our Multi academy. Each group is chaired by a HT or a member of the SLT.
- School improvement groups have been running effectively in the following areas for 2021-22:

| School Improvement Group | Focus  | Frequency |
|--------------------------|--|-----------|
| Catholic Life/RE         | RE moderation and sharing best practice.                                 | Termly    |
| English                  | Improving the quality of Writing   | Termly    |
| Action Research          | Metacognition  | Termly    |
| Leadership               | T&L sharing best practice with a specific focus on GD                    | ½ Termly  |
| English                  | English moderation and sharing best practice.                            | Termly    |
| Maths                    | Maths moderation and sharing best practice.                              | Termly    |
| PP                       | PP Action Plans and effective practice for narrowing the attainment gap. | Termly    |
| SENCo Network            | SEND Peer Reviews, SEND Review Action Plans and effective practice.      | ½ Termly  |
| Wider Curriculum         | Sharing best practice and assessment methods                             | Termly    |
| EYFS                     | Embedding and evaluating the new EYFS Curriculum                         | ½ Termly  |

We have extended the number of groups for the coming academic year at the request of the subject leaders to include foundation subjects. To facilitate meaningful peer support and progression we have designated a termly twilight INSET with each foundation subject hosted by a designated Headteacher. The intention is that we create a cohesive curriculum from Nursery to Y13.

| Foundation subject(s) | HT Lead | Venue |
|-----------------------|---------|-------|
| Humanities            | SM      | STA   |
| Art and DT            | RW      | OLSW  |
| Music                 | NP      | ST    |
| Science               | DM      | SM    |
| Computing             | BG      | SW    |
| MFL                   | GM      | SJFCC |

## School Improvement Strategy 2022–23

### CPD

Our People Strategy ensures that we support the wellbeing and professional development of all our staff. Whole staff training is provided in core areas, with additional training available for school specific requirements.

The following CPD opportunities are available in 2022–23:

- Diocesan training is accessed through the BDES for HTs, SLT, Governors, Directors and RE leads.
- Statutory Safeguarding training and updates are provided in conjunction with the LCSB.
- All staff have full access to the National College suite of training.
- Leadership Peer Review training provided by Stainsby Mill Education.
- NASEN SEND Peer Review training provided through the LA.
- Three members of SLT and five of our SENCoS hold the NASENCo qualification. A newly appointed SENCo at OLSW is accessing the qualification.
- The SET Institute of Education provides CPD for SEND and PP.
- Building the Kingdom curriculum development training provided by Educare.
- The Golden Thread Teaching School Hub supports our ECTs.
- Additional CPD opportunities accessed through the Golden Thread, including NPQ qualifications.
- We encourage access and application to the NPQ programme and have a 100% success rate.
- We access and are involved in the delivery of Mastery Training through the Local Maths Hub.
- School to school training and support utilises the expertise of our SLEs.
- External support from local and national trainers is sought as appropriate e.g. Tom Bennett, Steven Talbot, Adam Parkes.
- Learning from the action research on writing from 2021–22 on writing was cascaded to all relevant staff and effective approaches implemented.
- All relevant staff to access CIS and diocesan SEF training
- All relevant staff have accessed deep dive training and training in deep dives will be refreshed as required.
- All Governors and Directors have access to the NGA training suite.
- The lead Directors for SEND and PP provide direct training for the LGB link Governors in each area.
- ISDR and ASP training is provided to Directors and Governors.
- Training in understanding FFT and INSIGHT is offered to Directors and Governors

### Monitoring school improvement.

- KPI targets are set annually by the Board using FFT estimates in discussion with the AO. SIP, HT, LGB and SIP using.
- The directors have established a Standards and Provision (S&P) committee which meets termly to review progress and attainment with particular focus on Maths English and RE.
- Link directors for Catholic Life, Safeguarding, PP, SEND, Maths, English, and Estates meet with the relevant leads in each area and report to
- The HTB reports directly to the S&P committee.
- Termly AO monitoring visit reports are provided to the LGB and the S&P committee.
- Outcomes of SIP visits are discussed with the AO and reported to the relevant LGBs, S&P and the Board as appropriate..
- Outcomes of external reviews are shared with the AO, LGBs, Link directors and S&P, along with relevant Action Plans.



## **School Improvement Strategy 2022-23**

- Progress data is collated and analysed by the Data Manager and the AO. Areas for development are then discussed with individual HTs and at HTB meetings to establish areas for support and development. Outcomes are reported to the LGBs and S&P Termly.
- School improvement group progress is monitored through oversight and discussion at the HTB. Where new previously robust areas are identified as areas for improvement support is provided as required to ensure rapid