CtKCC

Christ the King Catholic Collegiate

Together as one community with Christ at the centre

School Improvement Strategy 2023-24

Love	Faith	Service to Others
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.	**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 for future generations.	**Our Aim:** To support, respect and value all members ofour school and Collegiate and those we meet externally, in keeping with our Catholic identity.

School Improvement Strategy 2023-24

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 2023-24. However, we are very aware that this plan needs to be flexible as we face the ongoing challenges to close the gaps created by the pandemic. Our school improvement strategy is rooted in our collaborative, research based and mutually supportive approach. We have developed standardised approaches to reporting and monitoring whilst ensuring that our schools retain their unique character.

The Standards and Provision (S&P) committee of the Board scrutinises data, outcomes and development plans, and is instrumental in developing the three-year Strategic Plan. The Headteachers are required to be present at S&P meetings to allow their input and to enable Directors to hold them to account more effectively. The Audit and Risk (A&R) committee of the Board monitors progress against the strategic plan. The Directors commission at least one external review annually to ensure that we are robust in the judgements we make and to provide additional support to Directors and Governors in holding leaders to account. The Board are also supported through the appointment of an Independent School Improvement Partner (SIP).

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. CtKCC is working closely with ASCC to develop and support school improvement systems.

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.

KPI Targets are set annually and are scrutinised by the Directors Standards and Provision Committee. Progress and Attainment data for all year groups is made available to LGBs and Directors on a termly basis. We use FFT Aspire to ensure that our targeting is robust in all our schools. Our internal data systems show that progress is generally positive, particularly in our primary schools, but we still have some concerns around the attainment gap for disadvantaged children that widened post covid. Although the gap is beginning to close in some areas, it is still too wide and so it remains an area of focus for all our schools. The work done to date has led to a slight narrowing of the PP gap at KS1 and KS2. However, this is difficult to fully quantify with only two years of external data. Consequently, this remains an area focus, particularly in relation to attendance.

Family support workers and SLT are working with families to increase the rate at which the gap is narrowed. CtKCC findings are in line with research. Primary 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.

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 except one, above or at the national average at KS2 for the expected standard. The school has outcomes below national in Writing, which has had a knock-on effect to the combined outcome. The picture is generally positive at KS1, but the impact of the pandemic is more apparent especially at GDS in writing and combined. Those schools with a high number of EAL children are impacted in EYFS with their GLD outcomes lower than national. High levels of EAL are also impacting Phonics outcomes in Y1 particularly. The schools had external reviews of EYFS during the last academic year and there are action plans in place to improve provision and to close the learning and knowledge gaps in EYFS. New phonics schemes have been introduced in three schools and are embedding. 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 our primary schools.

KS5 outcomes in 2023 were not as good as predicted, despite the use of external moderation and targeted support as well as an external post 16 review. The positive external review of post 16 provision allowed us to create and implement an action plan. Post 16 work was externally moderated prior to making predictions in 2023, however the predictions were still higher than the outcomes, particularly for the top grades. This means that post 16 remains an area of focus for the school. SMID is used to track progress for KS5 across the shared Trinty Sixth Form provision and we continue to work closely together with our partner schools to improve outcomes. CPD opportunities are shared across the Trinity Sixth Form and with other secondary schools with school improvement priorities identified with the Strategic Plan.

Pre pandemic the secondary school KS4 progress outcomes were good, but there was room for improvement However, KS4 outcomes were very disappointing in 2023, particularly progress outcomes, leading to additional support and an external review of Teaching and Learning being commissioned. The review took place just before the Ofsted Inspection. The resulting action plan was consequently incorporated into the post Ofsted action plan. KS4 Outcomes consequently remain a focus for the school. An action plan has been in place since the Inspection, providing targeted support for the secondary school. The Directors have also provided additional targeted support to the school to ensure rapid a sustained improvement. The school is focused on closing all gaps and has introduced the Emmaus facility for learners who are struggling to make progress. Additional support for reading through an expanded phonics programme and timetabled reading opportunities have also been built into the curriculum. The secondary school uses SMID to track progress and attainment at KS4. KS3 progress and attainment are measured using an internal system which is based on SMID and FFT estimates. Internal data at KS3 is scrutinised using Power BI.

Across all our schools writing and oracy remain areas for further development. We have introduced several programmes to support QFT including the use of metacognition and self-regulation. We are inWe have some concerns around behaviour for learning, particularly in relation to SEMH and more widely in the Secondary school. To support our schools in this area we been part of the National Behaviour Hubs Programme since January 2023, which will run until Autumn 2024..

Since March 2020 all school have been inspected by Ofsted with the most recent inspection taking place in December 2023. All our primary schools are currently rated Good or better by Ofsted. However, the recent s5 inspection in the secondary school, in December 2023 rate the school RI, with Good for Personal Development and Sixth Form.

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

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School	CSI/s.48	Ofsted	Current Self Evaluation
Our Lady and St Werburgh's Catholic Primary	Outstanding: s.48 May 2018	Good: s.8 September 2022	Good
St John Fisher Catholic College	Good: CSI May 2023	RI: s.5 December 2023 2022	RI
St Mary's Catholic Primary	Outstanding: CSI May 2023	Good: s.8 December 2022	Good
St Teresa's Catholic Primary	Good: s.48 July 2017	Good: s.8 January 2023	Good
St Thomas Aquinas Catholic Primary	Outstanding: s.48 July 2019	Good: s5 November 2022	Improving Good
St Wulstan's Catholic Primary	Good: s.48 September 2018	Good: s.8 February 2020	Good

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
- Externally commissioned reviews
- An external Board appointed SIP

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 BDES as requested.
- Future leaders supported and nurtured through coaching and mentoring.
- Access to EduCarem's Christ the Teacher Programme

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 one secondary CSI inspector, and two in training in primary.

We have one trained 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.

We have three primary and two secondary maths Mastery specialists.

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.

We work closely with:

- BDES
- ASCC and NCC
- the Golden Thread Teaching School Hub
- St Joseph's SCITT
- SASCAL
- KNSTE
- SET Institute of Education

Our action research focus for the current year is self-regulation which has been identified across all schools from external reviews as an area which would significantly impact progress, especially when combined with the metacognition which has been introduced into schools over the last year. 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.

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.

An external review of EYFS in 2023 for our Primary schools has helped us to assess the impact of the new curriculum and has allowed us to refine our provision, especially the development of phonics and oracy.

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.

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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 2023.

The Accounting Officer (AO) carries out 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.

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 have been part of the National Behaviour Hubs Programme since January 2023. SJFCC was the extended school and graduated in January 2024. However the programme has agreed to maintain a focus on SJFCC for the second year of the programme.

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 and 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
Writing	Improving the quality of Writing	Termly
Action Research	Metacognition and self regulation	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 tried to accommodate the request of year group teachers to meet together this year, to improve good practice to facilitate meaningful peer support and progression. The subject leaders continue to meet together with designated a termly twilight INSET for 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

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 all our SENCos hold the NASENCo qualification.
- The SET Institute of Education provides CPD for SEND and PP.
- Building the Kingdom curriculum development training provided by Educarem.
- 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.
- All primary school have accessed support and training with Phonics through the Little Sutton English Hub
- Stoke schools have been provided with access to additional support through the PEIA
- 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
- Relevant staff have accessed deep dive training, training in deep dives is 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

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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.
- Twice yearly 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.
- 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 progress.