



# Our Vision for 2016

Head teacher – Miss T. McNamara  
Chair of Governors - Michael O'Riley

# Aims for this meeting

- Evaluate the last 18 months
- Outline progress being made towards addressing the school's Key Priorities
- Hear about the Key Priorities of our Governing Body
- Outline how the Governing Body propose to improve parent liaison



Weekly newsletter

New staff room

Central Warwickshire Catholic Pathway

New reading scheme

Proactive school council

New library and books

New National Curriculum

Lockers

Changes to PE

SEND reforms

New safeguarding procedures

Boiler project

Leadership structure

Decoration

A new uniform

Housepoints

Assessment without levels

RE Inspection

Universal Free School meals

Individual targets

A 5<sup>th</sup> Classroom

Removing the ceiling of learning

New teachers in every class

Good to be green charts

New links with church

# OFSTED 2010

Outstanding

GOOD

Requires

Improvement

Inadequate

# OFSTED 2016

Outstanding

GOOD

Requires

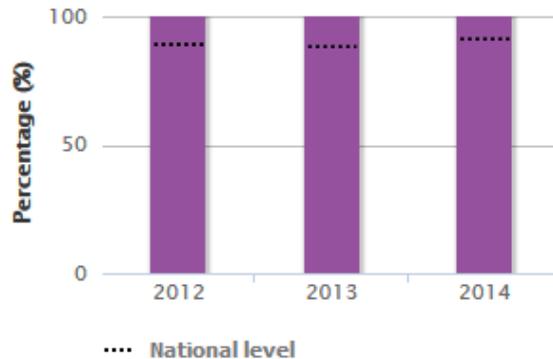
Improvement

Inadequate

What is your view on the most recent performance tables and St. Peter's drop in position?

100% of pupils achieved expected progress in reading. This has not changed since 2013.

Percentage of pupils who achieved expected progress in reading



In 2014, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

[List of similar schools](#) | [Similar schools methodology](#)

## Writing

In 2014, 86% of pupils achieved expected progress in writing. This is a decrease of seven percentage points since 2013.

Percentage of pupils who achieved expected progress in writing



In 2014, the school's result was in the bottom 40% of similar schools' results, and in the bottom 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

[List of similar schools](#) | [Similar schools methodology](#)

This year....

- **We want** our children to be proud to attend a Catholic school. We want our children to understand our Catholic values; to behave in the way Jesus taught us and to love and respect each other.
- **We want** all of our children to be happy coming to school and if they're not, we want them to have the confidence to tell us why.
- **We want** our children to develop their God given talents and gifts so that they can be the best they can be.
- **We want** our children to make good choices; choices that make them happy, healthy and proactive.
- **We want** our children to be inquisitive and excited by their learning.
- **We want** our children to be proud of their school and show this through their words and actions.
- **We want** teachers to challenge each and every child so that they meet their individual potential; or even exceed it!
- **We want** to support parents as they bring up their children.
- **We want** children to leave our school well prepared for the next steps in their learning journey and ready for their future.
- **We want** St. Peter's to be judged as a 'Good' or 'Outstanding' school...

Appointed a  
new RE co-  
ordinator

Celebrate  
Catholic life  
and ethos

Get all staff  
on board

Developed  
prayer

## Priority 1

To put Jesus at the heart of everything that  
we do

Integrated  
priority 1 into  
every area of  
development  
plan.

Staff  
training

Liaise with  
local schools

Liaise with  
Parish Priest;  
Fr. John

Christmas

Collective  
worship

Evaluation  
and growth

Embed RE in  
communal  
display

Even better if...

- We improve the way we teach children about their Vocations
- Our culture becomes embedded so that every teacher could lead the subject
- We involve our children in planning acts of worship
- We monitor our children's progress in RE and ensure that it meets or exceeds the standard set in literacy
- We challenge our children to ask questions of meaning and understanding
- Our Governors liaise with senior staff to make sure our high standards are upheld
- Plan Lenten preparations and Easter
- Share learning about the Year of Mercy

How can you help?

- If you or your child are Catholic or are interested in finding out more about Catholicism, attend Mass with your family as often as you can
- Take time to talk to your child about their faith and the faiths of other people
- Use the prayer bag to help with saying prayers with your children
- If your child is preparing for receiving a sacrament, please take them to Mass every Sunday

And the biggy...

- Share our Catholic values with your children at home and model them yourself!

...easier said than done! 😊

New uniform

Taking care of  
our learning  
environment

Learning  
about our  
Catholic  
values

School  
Council and  
pupil voice

House  
points

Challenging  
every child,  
not pigeon  
holing them!

## Priority 2

Improve behaviour for learning though  
engaging, inspiring, involving and being  
proud of our school

Creative  
topics

Fresh  
teaching

Modelling  
good  
behaviour

Snappy  
activities!

Good to be  
green

Even better if...

- Topics chosen to inspire and excite children
- Children to direct their learning
- All children adhere to the new uniform policy by the end of this year
- We all adopt a solution based approach to problem solving
- St. Peter's becomes more actively involved in the Community so that children can get public recognition for their achievements
- Improvements in behaviour at lunchtime and break time

How can you help?

- Continue to help us – let us know when there's a problem so we can fix it before it gets too big!
- Challenge children with Home-learning

And the biggy...

- Share our Catholic Values with your children at home and model them yourself!

...easier said than done! 😊



What are you  
doing to engage  
boys in writing?

## **Priority 3**

To improve writing by learning through  
exciting and engaging texts and  
experiential learning opportunities



Discovery topic



School trips and visits



Topic based projects



School Council and pupil voice



Accelerated Reader

## Priority 3



G.P.S

To improve writing by learning through exciting and engaging texts and experiential learning opportunities



New assessments



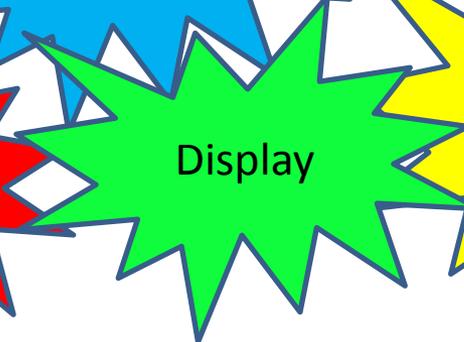
Writing every day



Newsletter



Home learning



Display



'Getting it write!'

Even better if...

- We improve handwriting
- Children read regularly at home
- We improve our Phonics provision
- Increase writing opportunities
- Marking and feedback is meaningful and helps to move children forward
- Lessons are differentiated to the needs of children

How can you help?

- Ensure that your child reads to an adult or to themselves at home every night
- Monitor AR
- Encourage any form of writing with your children.
- Practice spellings
- Give them enriching experiences – once in a blue moon is as effective as every weekend! 😊

And the biggy...

- Share our Catholic Values with your children at home and model them yourself!

...easier said than done! 😊



Staff training



Topic based projects



Interim reports

**Priority 4**

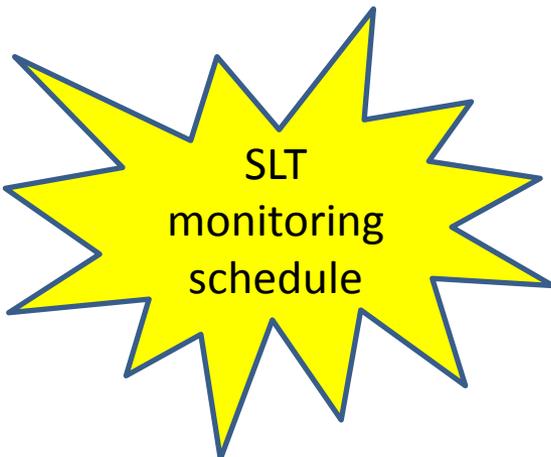
Provide challenge for individual learners so that they may meet or exceed their potential



Data checking



Provision mapping



SLT monitoring schedule

Even better if...

- Children are well equipped to challenge themselves in every class.
- We develop our reading resources and Phonics suite
- We improve our extra-curricular provision
- We ensure that our Curriculum is broad and balanced

How can you help?

- Use the information given to you on interim reports to help support children at home
- Support home learning
- Practice times tables and spellings with children
- Liaise with class teachers as a first port of call if you have concerns
- Remember that children grow and develop at different speeds. If they're excited and inspired, they'll work at their optimum

And the biggy...

- Share our Catholic Values with your children at home and model them yourself!

...easier said than done! 😊

Sports  
provision

SEND

Our  
Building

Assessment

Other things we're working on...

Website

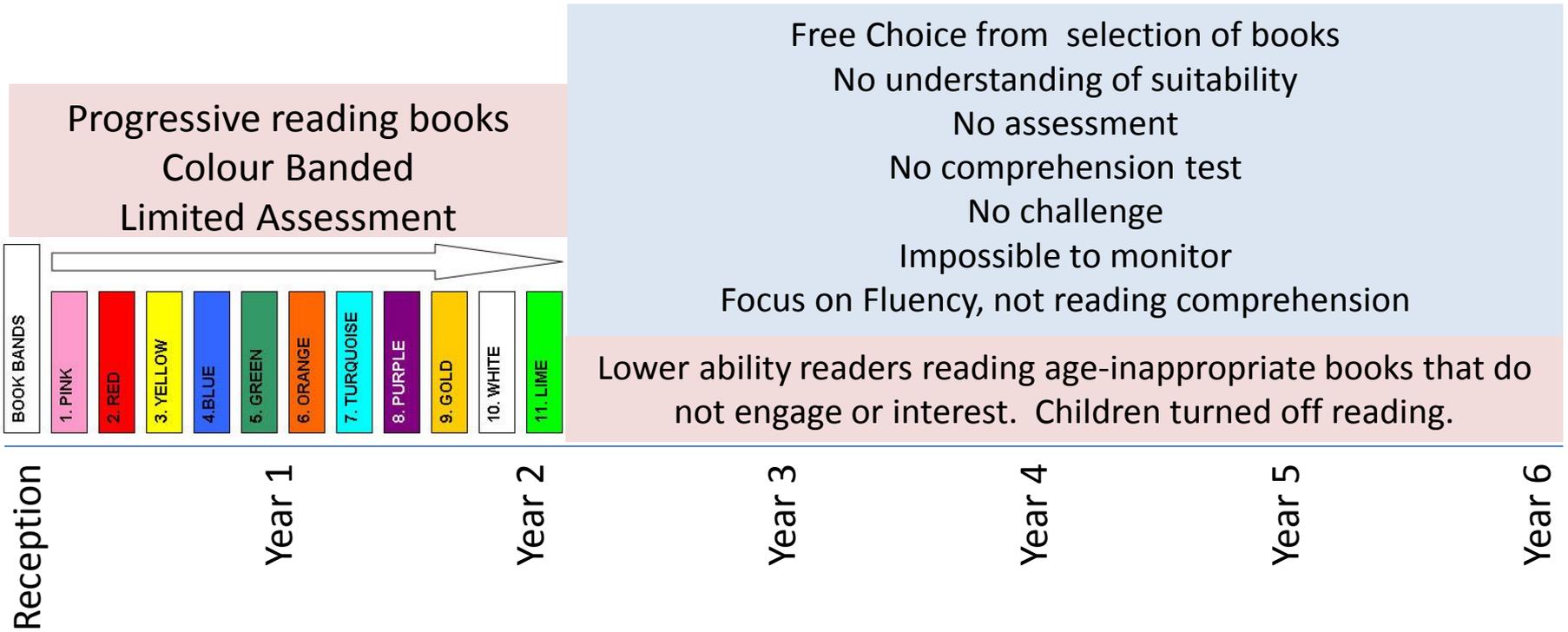
Pupil  
Premium  
Spend and  
Accelerated  
Reader

PREVENT

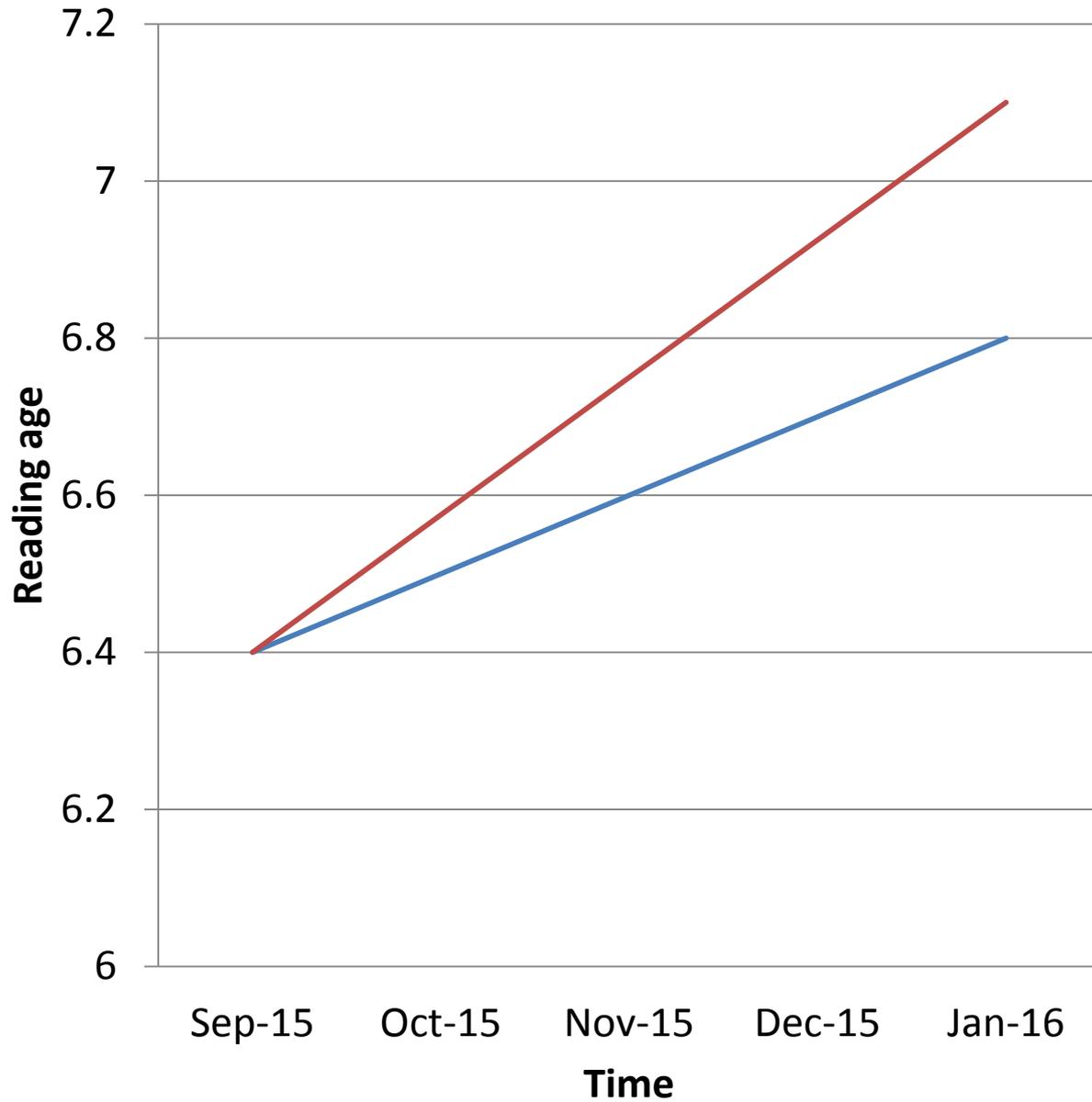
CPD

Staffing

# Pre Accelerated Reader



# Year 1

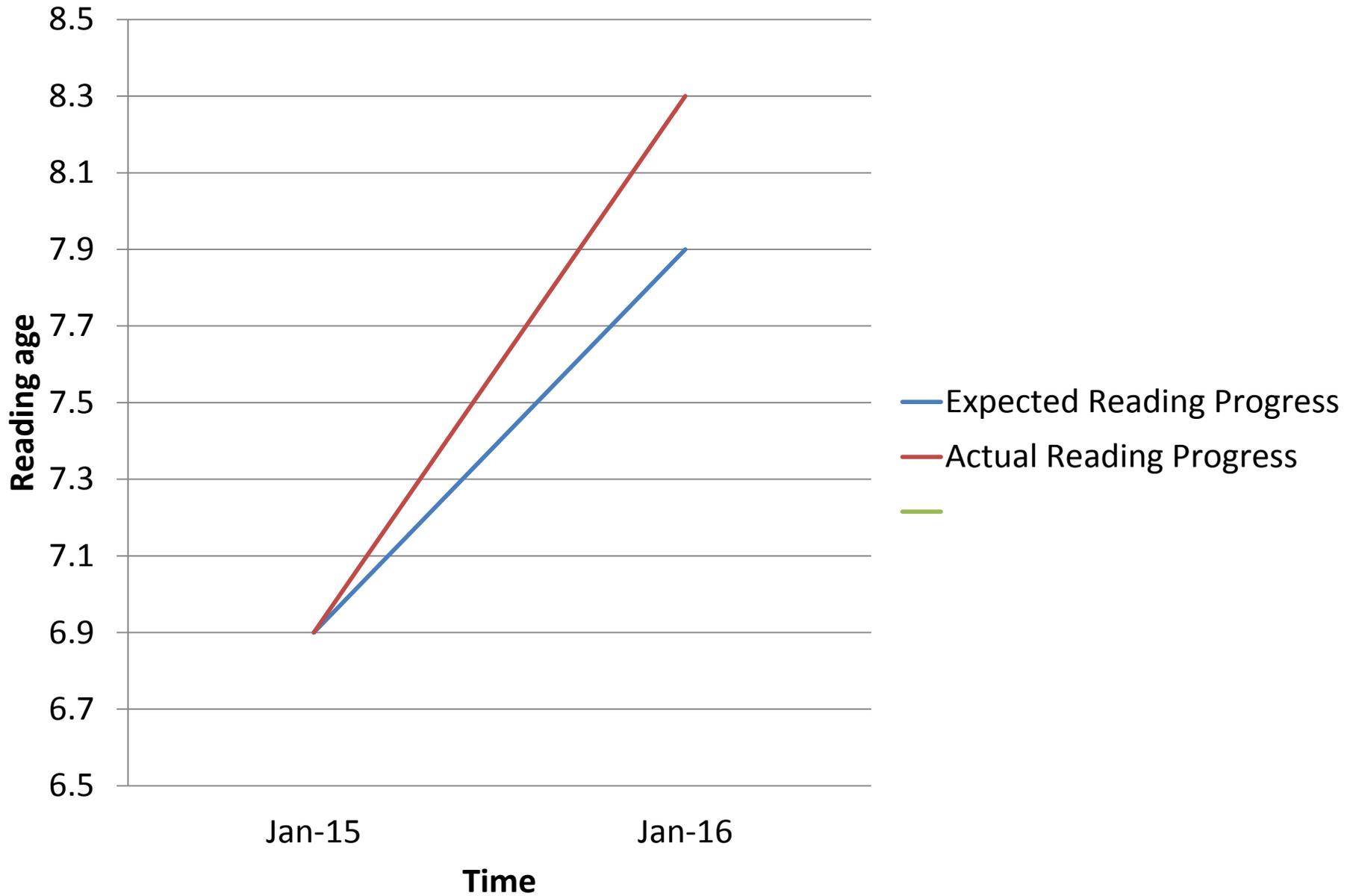


I would like to hear more about Accelerate reading, particularly in Year 1 and 2

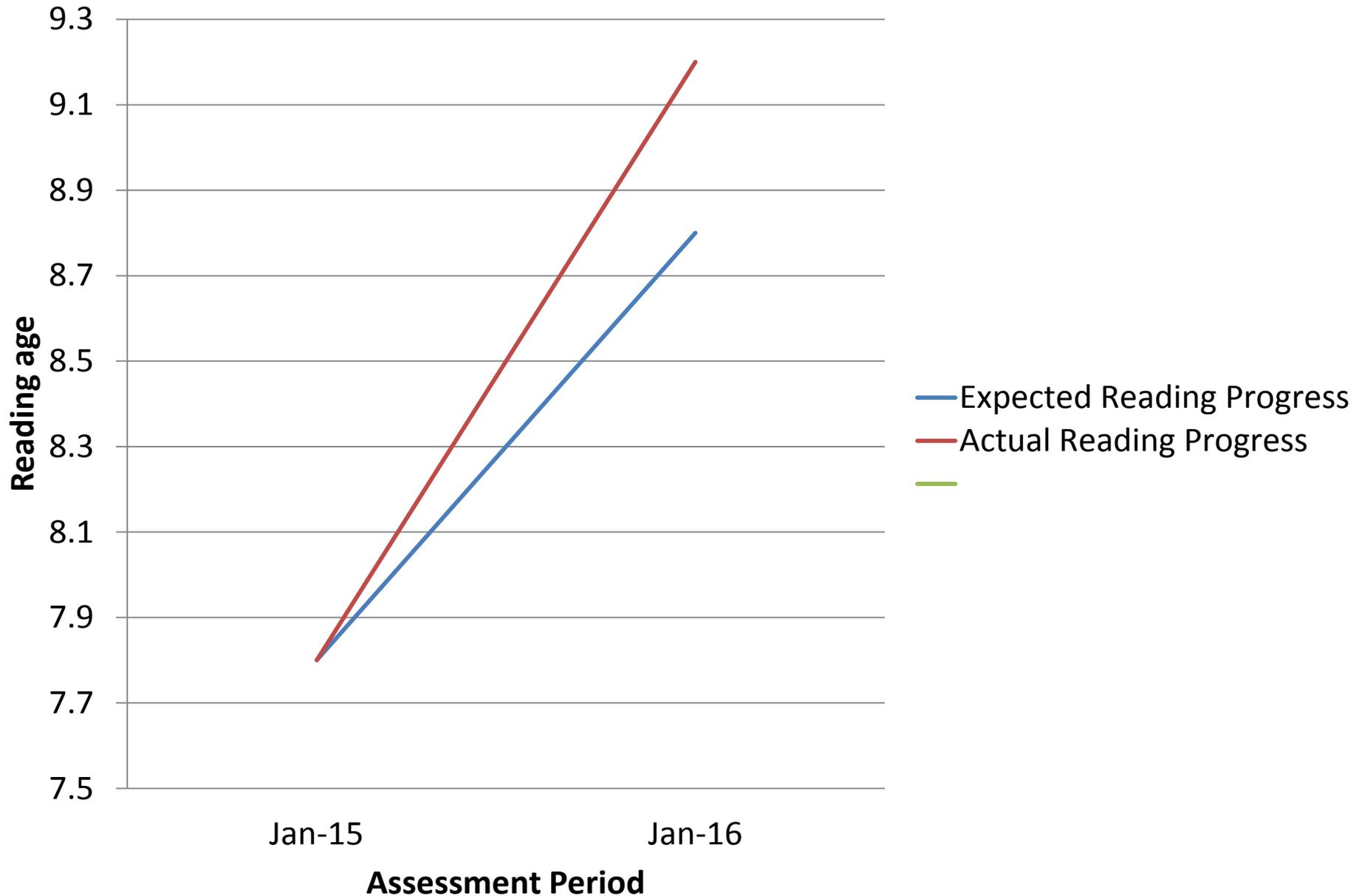
— Expected Reading Progress  
— Actual Reading Progress

How do you ensure that each child reaches their potential?

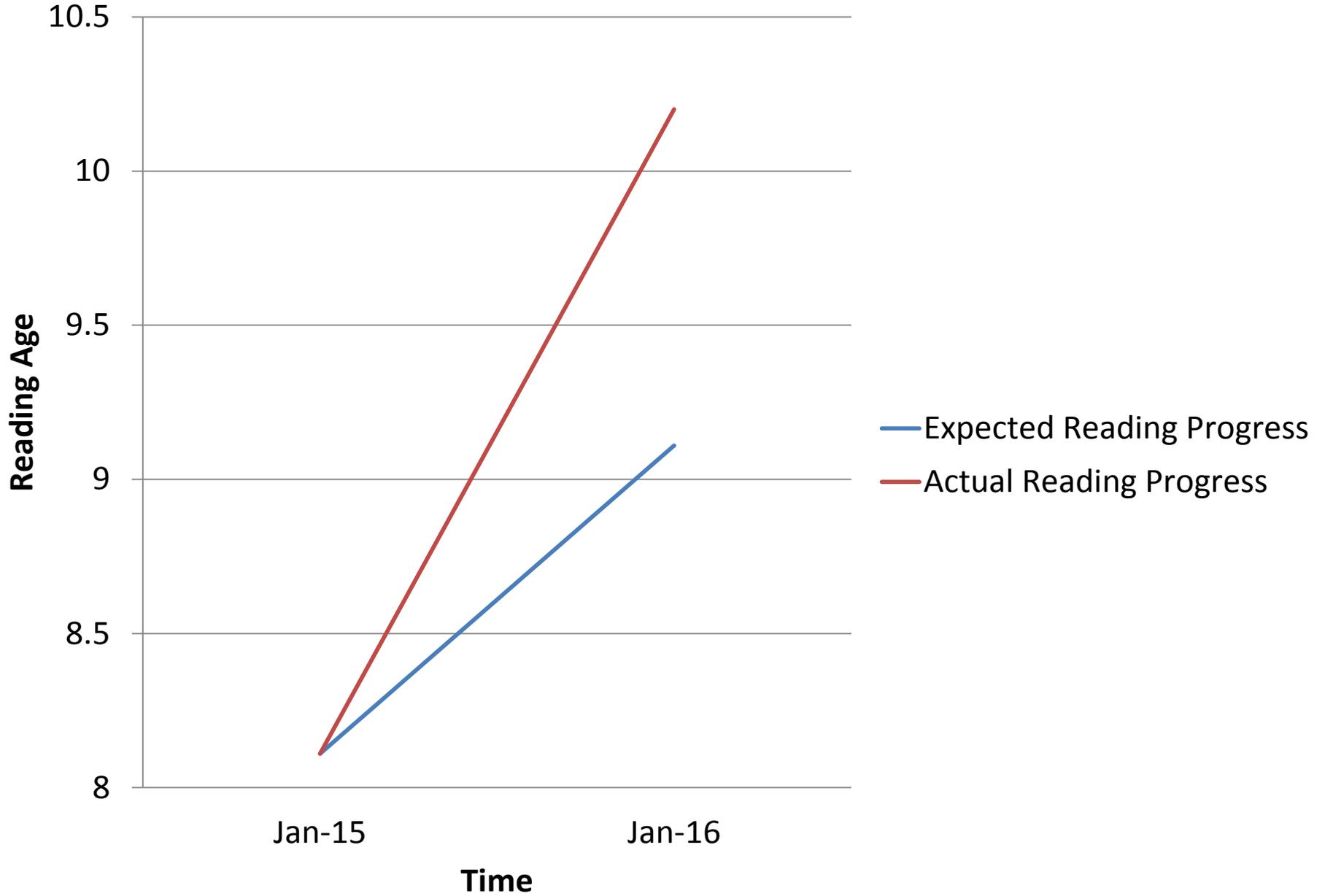
## Year 2



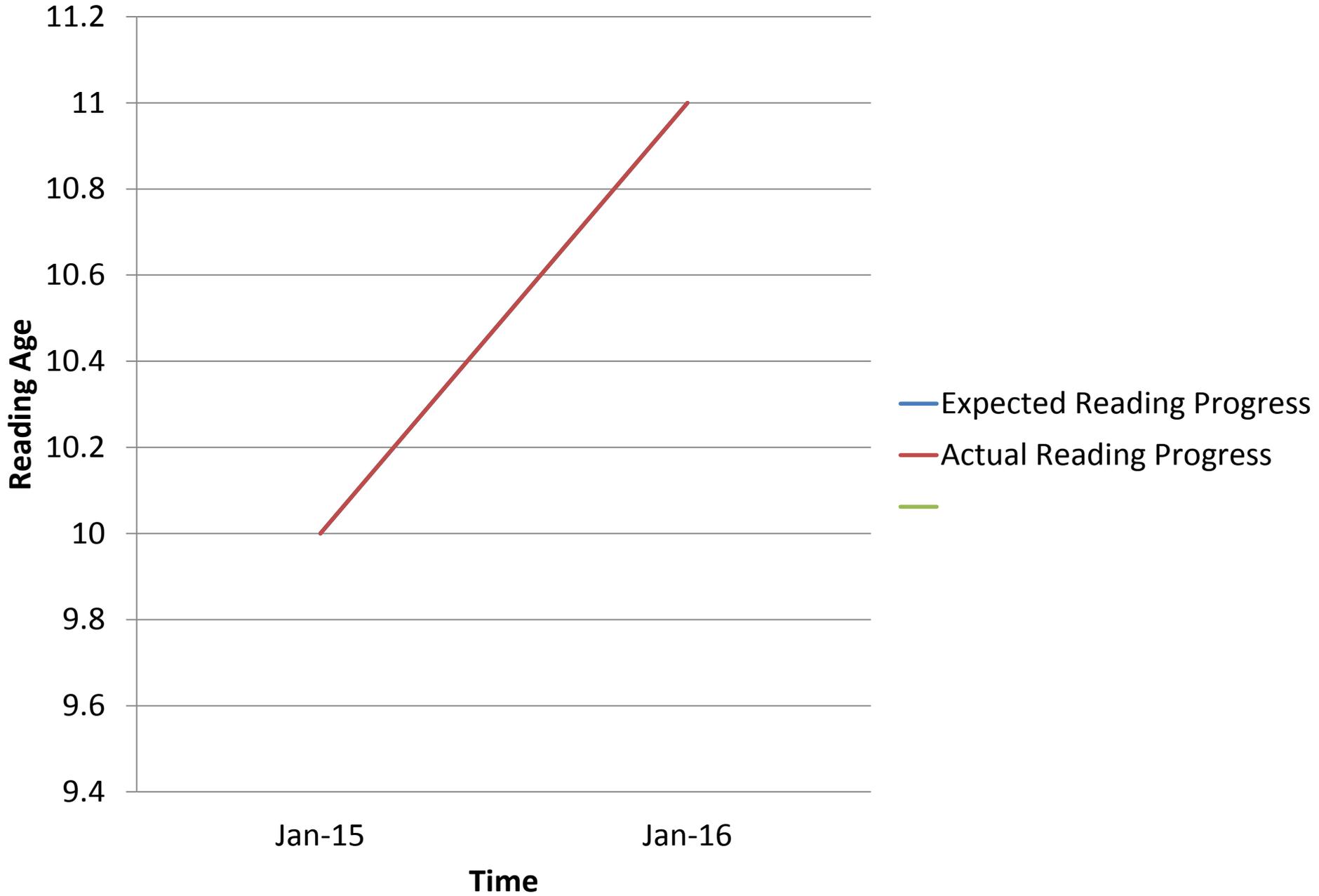
# A graph to show the progress made in Year 3 in reading



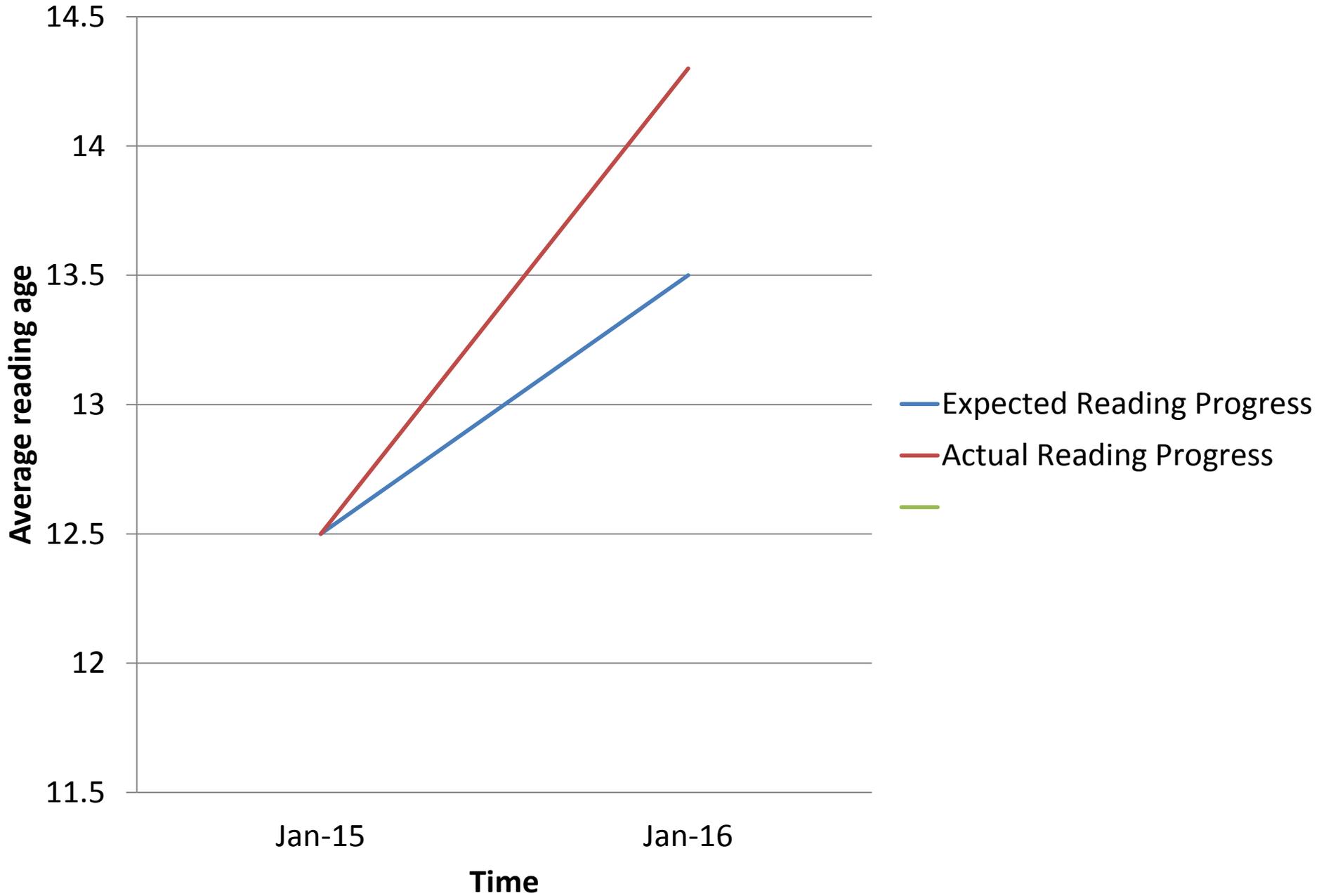
# Year 4



# Year 5



# Reading progress in Year 6



# Post Accelerated Reader

Phonics  
books

Free choice from a wider selection of books  
All books age appropriate  
Progression – plus children know how they are doing  
Teachers can monitor frequency of reading and that children understand texts  
Monitor parental involvement  
Removes 'Finish first' attitude that some families have  
Less able children can enjoy it whilst progressing

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Even better if...

- Better selection of difficult books – AR has highlighted this issue but we must remember it was there all along!
- Consistent approach, we try but sometimes have to use their judgement to meet the needs of an individual!
- Remember its about developing a love of reading. That's what gets results, regardless of the system we use!

Other questions

**Sumdog**  
Launches this  
week!

Decision will  
be made in  
June/July.  
Classes as  
close to 30

No, simply  
because of  
the size and  
capacity of  
the building.

No... but...  
... it will  
Academise at  
some point in  
the future.

Individual  
learning  
style and  
level!

<https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>

Or google  
SATs 2016!

Weekly  
lessons,  
Tennis,  
Netball  
ASPIRE  
Mrs. G!

NC on  
website,  
Topic plans,  
Year group  
expectations

Weekly lessons  
Year 3 upwards  
and Guitars start  
at Year 2. See  
Mrs. Rowberry if  
you are  
interested.

Building  
Phonics suite  
Experiential  
activities

The first  
10% of any  
works to  
building.

# Working with our Governing Body

Area	Governors	Teacher
Faith and Vocation, SMSC	Fr John, Mrs. Foley and Mrs. Grayling	Mrs. Traynar & Miss McNamara
Behaviour, Welfare, Health and Safeguarding	Mrs. Foley, Mrs. Smith and Mrs. Grayling	Mrs Smith, Mrs Giacalone and Miss Mc
Outcomes for pupils	Mrs. Smith and Mrs. Foley	Mrs. Frost and Miss McNamara
Teaching, Learning and Assessment	Mrs. Smith, Ms. Jackson and Mr Snelson	Mr Rooney and Miss McNamara
EYFS	Mrs Passantino and Mrs Mott	Mrs. Hancock and Miss McNamara
Professional Development	Mr O'Riley, Mrs. Arkle, Mr. O'Connor and Fr. John	Miss McNamara
Leadership and Management	Mr. O'Riley and Mrs. Passantino	Miss McNamara
Properties, accommodation and resources	Mr O'Connor, Mr O'Riley and Mrs. Arkle	Miss McNamara
Parent Liaison	Mr. O'Connor and Mrs. Grayling	Miss McNamara



# St Peters Governing Body

## *Responsibilities of the Governing body:*

- To ensure the school is managed and conducts itself in accordance with Roman Catholic law
- Governors and staff form the leadership team and are responsible for ensuring the school meets the needs of all pupils and is constantly achieving high standards
- Governing body is the legal employer of all staff and appoints senior staff
- Legal responsibility for the implementation of the curriculum
- Administers the school budget and ensures it is well spent
- Responsible for schools assets and premises
  
- Support staff and provide guidance on the schools strategic direction
- Provide checks and balances within the school
- Discuss and decide on the policies and important decisions that are needed to keep the school running efficiently
  
- Governors are legally responsible for the school and are accountable to the Archdiocese of Birmingham and the LA - Warwickshire County Council.

# Governing Body Structure.

- 14 Governors – 8 Foundation, 2 Staff, 1 LA, 2 Parent and 1 co-opted, 2 vacancies.
- 3 Committees –
  - Performance and Standards
  - Resources and Finances

Link role	N				Link Teacher	Link Governor
	Title			Remit		
Teaching, learning and assesment.				Literacy	Mr Rooney	Jo Smith
				Numeracy		Christine Jackson
				Curriculum		
				Teaching		
				Marking and feedback		
				Progression		
	Properties , accommodation and resources.				Health and safety	Miss McNamara
				Fire Safety		Claire Passantino
				Building projects and repairs		Garrett O'Connor
				Budgets		

- All Governors attend 6 formal meetings per year. At least additional 2 meetings per year – training or patch meetings, interviewing, committee meetings.
- 3 or 4 informal visits p.a – link meetings at the school.
- Chair and or deputy chair meet with head teacher on average once every 2 weeks.
- Resources committee meet with LA finance officer three time per year.
- Skills - 3 business people, 1 head teacher, 1 senior teacher (external) 1 senior TA, 2 solicitors, 1 GP, 2 retired (but very youthful) governors and 1 Parish Priest. ( 5 are current St Peters parents, 2 recent parents).

## What Governors can do for parents:

Admissions appeals

Listen to complaints and comments

Provide top up funding for school projects and improvements

Liaison between parents and FGB

## What Governors cannot do :

Overtake decisions and policies agreed by the FGB

Agree to absences from school during term time.

# Challenges and Priorities.

- Expected Ofsted Inspection.
- Premises and funding. 5 into 4.
- Continued and improved engagement with Catholic community, parent body, local community etc, etc.

Thank You