



School Improvement Plan 2024 – 27

1. Vision and Mission

- a. Raising Standards
- b. Embedding strategies and honing consistency
- c. Building and sustaining excellence

2. Background, Ofsted & School Evaluation Form (separate SEF document)

Key Data

3. Safeguarding

4. Catholic Life, mission, and ethos

5. Academic

- a. An ambitious and challenging curriculum bespoke to each learner.
- b. Highly effective Academic Support for pupils with SEND
- c. Highly effective assessment framework for all pupils

6. Pastoral

- a. Exceptional pupil development and safeguarding
- b. Exceptional pupil behaviours, values, and attitudes

7. Co-Curricular

8. Leadership and Management

9. Finance and Premises

1. Vision

St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a profound sense of belonging and recognises their spiritual gifts. In a safe, trusting, and respectful environment, everyone can thrive.

The St Joseph's family is dedicated to providing and receiving outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.

The process the school will follow has three stages so ensure the vision is fulfilled.

- a. Raising Standards
- b. Embedding strategies and honing consistency
- c. Building and sustaining excellence

Mission Statement

The school has recently reviewed and launched its new mission statement that supports the School Vision. This mission statement focuses minds and permeates throughout every action of every member of the school family. It is the bond, the 'St Joseph's Why', it is the lens that everyone sees through and the quietly beating heart of the school.

'With God's love and inspiration, we aspire and achieve excellence.'

2. Background, Ofsted & School Evaluation Form (separate SEF document)

The school has faced challenges over the past seven years due to instability and changes in leadership and governance. A new Headmaster was appointed in September 2024, and a new Governing Board has been formed over the past year. Significant support is now in place from the Clifton Diocese and the Local Authority.

The most recent Ofsted report, conducted in February 2024, graded the school as **'Good'** for behaviour and attitudes, leadership and management, and personal development. However, it rated the school as **'Requires Improvement'** for teaching and learning, with an overall grading of **'Requires Improvement'**.

The key Ofsted findings and the staff, parent and pupil surveys have guided and supported the formation of this School Improvement Plan in addition to additional educational research conducted by the Senior Leadership Team:

1. Teaching does not always check effectively what pupils know. Consequently, some pupils have gaps in their learning, or misconceptions that persist. This is particularly evident for pupils with SEND and those who are disadvantaged. The school needs to ensure that pupils' learning is checked effectively, and that the curriculum is successfully adapted to meet pupils' needs so that pupils know and remember more.
2. Some teaching activities do not focus closely on the learning that the curriculum intends. This means that the activities pupils complete do not always enable them to gain the knowledge and skills that they need for future learning. The school should ensure that the curriculum enables pupils to acquire sufficient knowledge over time.

Key Data	2023-24	2024-25	2025-26	2026-27
Progress 8 score	-0.62	N/A		
Attainment 8 score	39.89	40.05		
Attainment in English	48% (grade 5 and above)	76.3% (grade 4 and above)		
Attainment in Maths	39.2% (grade 5 and above)	71.2% (grade 4 and above)		
Staying in education or going into employment after key stage 4 (pupil destinations)	93%	95%		
Attendance (National Average – 90.8% & Sout West Average = 90%)	92.4%	93.8%		
Attendance PA pupils (below 90%) (National Average = 27% & South-West Average 28%)	18%	18.9%		

3 - Safeguarding

Intent: Safeguarding is to the highest level and ensures the safety and wellbeing of all pupils by protecting them from abuse, neglect, and harm. A secure environment is created where pupils feel safe, supported, and valued. Any concern about their welfare is promptly and effectively addressed. Context: Since January 2025, a new DSL has been established within the School, alongside a Senior DDSL, SEMH Lead and Attendance Officer.					SLT Lead: Kevin McGuinness
					Link Governor: Sophie Huthwaite Governor Committee: Pastoral and Ethos
Implementation	Staff	Progress			Impact & Evaluation
		R	A	G	
Raising Standards					
- Build and define the wider DDSL Team. - Introduce weekly Safeguarding Training to all staff. - Establish and define the eSafety role. - Setup SENSO and regular eSafety training to the entire School.	KMC KMC OFO OFO			✓ ✓ ✓	- Training nearly completed - Wednesday briefing - Assistant Head appointed - Linking into CPOMS and INSET planned
Embedding strategies and honing consistency					
- Ensure effective supervision of the Safeguarding Team, including Governors. - Ensure all stakeholder training via SSSCPD and additional Staff Training via RightChoice. - Ensure compliance and effective use of outside agencies. - Ensure the site remains secure, including processes for visitors (inc. Contractors).	MHI KMC LVO LVO		✓ 	 ✓ ✓ ✓	- Greater support for the Pastoral Team - DDSL & Thrive Training provided and rolled out throughout the School - Partnership School with Brunel plus other Apps - SCR compliant remains at the highest level and a thorough vetting of Visitors alongside Risk Assessments is provided.

5a - Academic

An ambitious and challenging curriculum, bespoke to each learner

Intent: Embed an ambitious and challenging curriculum for all consistently across the whole school and ensure that it is delivered effectively across all subjects with pace and challenge.					SLT Lead: Richard Rooney
					Link Governor: Myra Howard Governor Committee: Academic
Implementation	Staff	Progress			Impact & Evaluation
		R	A	G	
Raising Standards					
- Embed the new and innovative approach to Teaching and Learning. - Quality Assurance ensures all lessons are outstanding and include checking for learning through AfL and adaptive approaches. - Restructure the curriculum to provide greater opportunities and outcomes. - Develop a Broad Curriculum - re-introduce Design Technology and introduce Business Studies, Textiles, Digital IT and Health and Social Care. - Enrichment lessons are established in all years, especially in Sport and Music. - Structured plan to address Educational Disadvantage. - HoD role developed and CPD provided to support the quality assurance process.	RRO		✓	✓	- Greater Pace and Challenge - Learning checks, scaffolding and differentiation is maximised. - Increase in subject capital, careers links and GCSE outcomes - Greater choice at GCSE and opportunities to deepen knowledge. - Increase in sporting fixtures, musical instruments resulting in better Wellbeing - Attendance, Wellbeing and GCSE outcomes improve - Quality of Lessons and GCSE outcomes increase
	SLT & HoDs			✓	
	SLT			✓	
	RRO			✓	
	SLT		✓		
	SLT		✓		
Embedding strategies and honing consistency	RRO		✓		Embedded Walkthru techniques
	SLT		✓		

• Develop and deliver a Whole School Literacy and Numeracy Strategy. • Develop the use of technology and planning in MS Teams to aid curriculum delivery. • Develop Digital Literacy, including the ethics and applications surrounding AI. • Develop the use of AI and digital learning tools throughout the curriculum. • Continued refinement of the curriculum and assessment. • Develop a Key Stage 3 pedagogy. • Develop an Enhanced Alternative Provision on-site (Thrive Hub).	LL/NL	✓			• Increase understanding of Tier 2 & 3 vocabulary and consistent approaches to learning. Improved reading ages. • Increase in Departments using MS Teams • Departments improving course delivery through the use of IT. • Departments using AI as an education tool that enhances learning. • Increase subject on offer and quality of assessment. • Pupils are better at understanding how they learn and can use feedback effectively. • The Thrive Hub enables pupils to have a bespoke curriculum with Thrive work that helps them rejoin lessons with confidence.
	OFO	✓			
	OFO	✓			
	OFO		✓		
	RRO	✓			
	RRO	✓			
	KMC				

5b – Academic

Highly effective Academic Support for Vulnerable Pupils

Intent: Highly effective academic support is in place to support all pupils (especially vulnerable pupils) so that they can successfully access the curriculum, build a love for learning, and achieve their potential. Context: The School has witnessed rapid improvement and has had a new SENCO in post since September 2024. SEND is placed at the centre of the School and triage now occurs to enable pupils with SEND or vulnerable to have reasonable adjustments in place for all learners.					SLT Lead: Matthew Higgins (with Emma Maher)
					Link Governor: Jo Kingston/Mike Riding Governor Committee: Academic
Implementation	Staff	Progress			Impact & Evaluation
		R	A	G	
Raising Standards					
- Improve the SEND provision and ensure full compliance. - Ensure Pupil Profiles, SEND/MA information is used effectively to provide teachers with up-to-date information and advice. - Ensure teachers use this information to adapt planning and provide the best quality teaching and learning for all pupils and ensure effective QA is happening. - Formalise how pupils with SEN are identified and ensure these are included on the SEN register and can access appropriate support. - Improve the identification of pupils requiring Access Arrangements and make sure these are communicated with teachers and parents. - Ensure that Pupil Passports are used effectively for all CLA/PCLA pupils to monitor and track progress and ensure they are provided with support from the school (in liaison with the Virtual School if required).	EMA			✓	- All pupils on the SEND register have passports regularly updated with teacher input. - Learning Walks, Work Scrutiny and Pupil Voice demonstrate adjustments that support learning - QA identified an increase in the necessary adjustments made for learners. - More pupils identified in Year 7 and supported more rapidly. - Exam Officer and HoDs provide greater levels evidence needed for EAA - Regular meetings with FNO/EMA to ensure pupils receive the best support and attendance is high.
	EMA			✓	
	HoDs		✓		
	EMA		✓		
	HoDs/ EMA FNO/ EMA			✓ ✓	

Embedding strategies and honing consistency					
- Breadth of SEN provision to be developed further (Subject/Intervention TAs). - Ensure TAs are used effectively in class to support EHCP and SEN Support pupils where possible by providing high quality training. - Provide high quality interventions and access to specialist Literacy and Numeracy support both EHCP and SEN pupils in targeted areas of need. - Ensure the progress of all pupils is tracked and monitored and pupils receive extra support where required.	EMA EMA EMA OFO/ EMA		✓ ✓ ✓ ✓		- SEND pupils progress increases - SEND pupils progress increases, and Staff Skill based is enhanced - Increase in levels for all SEND and vulnerable learners - Tracking mechanisms enable immediate intervention where no child is missed
5c – Academic Highly effective assessment framework for all pupils					
Intent: Highly effective assessment is in place to support all pupils so that they can fulfil their potential on the correct educational pathway, develop high levels of literacy and numeracy and achieve their academic excellence. Context: The School has recently appointed a new Assistant Head (Assessment and Digital Literacy) in January 2025. The data collection frequency and measured have been reviewed and changed at KS3 to simplify the data so that pupils can understand better their current level of attainment alongside increasing the support and engagement from parents.				SLT Lead: Oliver Ford Link Governor: Jo Kingston Governor Committee: Academic	
Implementation	Staff	Progress			Impact & Evaluation
		R	A	G	
Raising Standards					
- Significantly raise the pass rate and value added in all GCSE subjects. - Establish Age-related expectations in all subjects and year groups.	All HoDs OFO/		✓ ✓ ✓	✓	- Whole School strategy with projection of 25% GCSE 9-4 average in all subjects - All stakeholders understand the learning objectives for every year in all subjects

• Improve and embed the use of effective assessment, including End of Year Exams and literacy/numeracy levels. • Develop and enhance a new Assessment, Reporting and Recording framework. • Construct an Academic Calendar.	HoDs OFO/ RRO RRO		✓	✓	• Increase in performance through the regular feedback provided • New practices and ARR Policy that are streamline and improve data collection/ reporting home • Greater efficiency and organisation across the School
Embedding strategies and honing consistency					
• Whole school movement away from marking and towards feedback. • Improve and embed the use and frequency of effective feedback. • Modify and improve homework provision (including support), checking regularly understanding as part of AfL. • Increase the use of data and intervention for homework and assessment points. • Develop the use of data to inform the correct setting and GCSE Option Choices.	OFO/ HoDs HoDs All All OFO/ EMA/ FNO	✓	✓	✓	• Pupils are able to improve more rapidly and address misconceptions with greater confidence • Improved progress in all years • Regular learning checks will help improve confidence in learning and increase exam performance • Identification of issues and intervention is improved and increased • Pupils are able to choose and are allocated the correct GCSE options, increase results and course completion

6a – Pastoral
Exceptional pupil development

Intent: Exceptional care and support is provided to every pupil so that they are always supported, feel safe at school and can develop strategies so that they are ready to learn and can become the best version of themselves. Every child will have access to all opportunities to enable them to succeed in life, regardless of any circumstances they may have faced in life. Context: The School has maintained its high level of pastoral care but redefined the roles and responsibilities of the entire Pastoral setup within the School. This new pastoral approach is based around the principles of Thrive; noticing and empathising with needs so that the correct care is provided to every child so that they feel safe and belong to the School family.					SLT Lead: Kevin McGuinness
					Link Governor: Sophie Huthwaite Governor Committee: Pastoral and Ethos
Implementation	Staff	Progress			Impact & Evaluation
		R	A	G	
Raising Standards					
- Establish the new Pastoral Setup based on relationships, understood and applied consistently. - Begin training on the Thrive Approach to all staff. - Tutor development and training on role expectations centred around CST. - HoY development and training on role expectations centred around CST. - Development of the School Council and leadership opportunities for pupils.	HoYs/ KMC DBR/LRO KMC HoYs/ KMC SBR	 ✓ ✓	 ✓ ✓	✓	- Team around a child created and proactive measures in place. Improved attendance and GCSE outcomes - Pastoral support enhanced - Increased parental contact with Tutor and decrease in issues at School - Strengthening of Chaplaincy, engagement in Christian causes and competency of HoYs - Increased opportunities, presence, and competency of Pupil Leadership

Embedding strategies and honing consistency					
- Use the Thrive approach so that support is provided to increase academic progress. - Utilise the Pastoral Rooms to ensure effective restorative work is completed for our vulnerable pupils. - Ensure regular communication is established with the Tutor and Parent. - Ensure the Tutor is developed and involved in the academic review process for their tutees.	HoYs/ Key Staff HoYs/ Key Staff HoYs/ Tutors Pastoral Team		✓	✓	- Increase in attendance and GCSE outcomes - Pupils are to return to the classroom more rapidly and with greater confidence - Increase in Parental collaboration and satisfaction rate - Greater support to the pupils and understanding of their challenges to overcome and targets to improve
6b – Pastoral Exceptional pupil behaviours, values, and attitudes					
Intent: Highly effective behaviour routines, centred around Catholic values, embedded consistently across the whole school. This will support all pupils to succeed with their learning and contribute towards a positive and respectful culture, centred around the teachings of Jesus Christ. Context: The School has restructured and has appointed a new Head of RE, Chaplain and restructured the RE Department. The Parish is heavily involved in the School so that Chaplaincy and Catholic Values are the centre of the centre. The School has always had and has a good reputation in the Local Authority (and as commented by Ofsted) for its effective Pastoral Care, centred around Jesus Christ. The new mission statement supports this pastoral approach.				SLT Lead: Kevin McGuinness Link Governor: Sophie Huthwaite Governor Committee: Pastoral and Ethos	
Implementation	Staff	Progress			Impact & Evaluation
		R	A	G	
Raising Standards					
Introduction of a comprehensive tiered approach to unite the six pastoral strands.	KMC		✓		Team around a child is able to intervene more rapidly with improved outcomes

- Relationship focused behaviour management approach with restorative focus throughout. - Review of sanctions approach with a community development focus. - CST central to the tutor program. - Celebrate pupil success with the introduction of a universal rewards scheme.	KMC KMC SLT HoYs	 ✓	✓ ✓ ✓	 	- Reduction in SEMH concerns, sanctions, and FTEs - Reduction in sanctions and FTEs and improved community engagement - Increase in living out the School's Values - Increase in positivity and attainment with a greater sense of belonging
Embedding strategies and honing consistency					
- Move away from a Behaviour Policy toward a Relationship Policy that follows the process of Wonder, Imagine, Notice and Empathise. - Review and enhancement of the Tutor Program - Restructure the assembly programme, centred around the liturgical calendar and CST. - Effective tracking of pupils on Tiers 1-4 on the specific strands in the new pastoral framework. - Whole School Tracker - Data sharing review and development.	KMC/ HoYs KMC/ HoY SLT KMC/ HoYs KMC	 ✓ ✓	✓ ✓	 ✓	- Decrease in sanctions and FTEs and improved relationships, including Co-curricular participation. - Increased partnership with Tutor - Strengthening of CST and Catholicism - More effective and rapid intervention - Greater effectiveness and engagement of Tutors and Pastoral team

7 – Co-Curricular

Exceptional opportunities and enrichment

Intent: All pupils actively participate in learning and development opportunities beyond the traditional curriculum. The co-curricular activities enhance their lives, enrich their academic subjects, and build cultural and social capital. This provision supports the development and resilience of our pupils, helping them to grow into responsible members of the community. Context: The School has recently appointed a new Head of PE and a member of staff to coordinate the House System. This aspect of the School is in a process of development, looking to increase the offering to pupils outside of the classroom. The opportunities for trips are also increasing, alongside STEM, music, and the arts so that pupils gain more subject, cultural and social capital.					SLT Lead: Fran Nobis/Oliver Ford
					Link Governor: Chantel Rowe/Steve Godwin Governor Committee: Academic and Pastoral and Ethos
Implementation	Staff	Progress			Impact & Evaluation
		R	A	G	
Raising Standards					
- Develop the Enrichment Programme, including trips that is balanced across all subjects and years. - Increase the Co-Curricular opportunities including House Competitions. - Develop fundraising. - Collaborate with feeder schools to further develop Cross-Phase transition partnerships/opportunities and promote CST. - Provide care and learning opportunities before and after school. - Continue to fulfil the Gatsby Benchmarks and work towards the platinum level so that pupils receive the best career guidance and are able to start with the end in mind.	SLT All All MHI SLT VGL/ FNO		✓ ✓ ✓ ✓ ✓ ✓	✓ 	- Increase in opportunities and social and subject capital - Improved sense of belonging and participation outside of the classrooms - Increase in funds raised for School development - Increased visibility of the School and greater admission numbers - Pupil attendance increase - Increase in Post 16 take up and decrease in NEET

Embedding strategies and honing consistency					
- Enhance the Enrichment Programme to develop Social and Subject Capital. - Build partnerships with businesses for pupils to gain opportunities, including Work Experience. - Ensure PSHE (especially FBV and CEIAG) is explicitly linked in all subjects. - Weave PSHE into all subjects to fully embed topics. - Enable choirs, bands, and individual music lessons to occur in the school. - Develop a series of peripatetic lessons to occur across multiple areas of the school - Develop a programme of sports fixtures and opportunities with other schools.	HoDs	✓			Increase in attendance and GCSE Outcomes
	FNO/ VGL		✓		Increase in Post 16 take up, attendance, GCSE outcomes and decrease in NEET
	FNO		✓		Increase in cross-curricular projects and strengthening of the PSHE programme
	FNO		✓		Increase in cross-curricular projects and strengthening of the PSHE programme
	RBL		✓		Increase in Music lessons, participation, and wellbeing
	RBL		✓		Increase in Music lessons, participation, and wellbeing
	RSA				Increase in Sports Fixtures, healthy lifestyle, and wellbeing

8 – Leadership and Management

Intent: To develop inspirational and high-performing teams across the whole school that promote Catholic values and deliver sustainable school improvement. Create a culture of deliberate and continuous improvement at all levels of school leadership. To have a commitment to collaborate with and learn from others, challenging ourselves and supporting each other. To build a culture where professional trust is the default and meaningful professional development is valued by all.					SLT Lead: Matthew Higgins
					Link Governor: Graham Maher Governor Committee: Full Board Meeting
Context: The School has recently appointed a new Headmaster, following two terms of an Interim Headteacher and a Headteacher before this that suffered prolonged illness for many years. The School has redefined the HoD and HoY job descriptions and provided many middle leader positions including Head of Literacy, Head of Numeracy and Raising Standards Leads so that leadership and management permeates throughout the entire School and is not top down. In the last 12 months, the size of SLT has been reduced by two members (Eight to Six – including the School Business Manager)					
Implementation	Staff	Progress			Impact & Evaluation
		R	A	G	
Raising Standards					
- Develop a new Vision and Mission statement. - Recruit and retain the best staff - Develop Staff Professional Development - Establish an Academic, Pastoral and Chaplaincy Calendar. - Continue the Academisation process with Clifton Diocese.	SLT			✓	- Mission alignment on all we set out to achieve - Reduction in Staff turnover and increase in GCSE results and School efficiency - Improvement in T&L and Pastoral offering - Increased efficiency and opportunities - Greater opportunities and promotion of the Catholic Church
	SLT			✓	
	MHI		✓		
	SLT		✓		
	MHI		✓		

Embedding strategies and honing consistency					
- Continue with mission alignment. - Improve Staff Wellbeing - Professional development pathways to be established with a movement away from Appraisal. - Grow the capability of staff. - Conclude the Academisation process with Clifton Diocese.	All		✓		- Greater School improvement - Improved retention - Greater development of staff across academic, pastoral, co-curricular and wellbeing - Greater School offering and an improvement in Ofsted grading - Cohesion of the Catholic Schools in the Clifton Diocese.
	All		✓		
	MHI	✓			
	SLT/ ML		✓		
	MHI	✓			

9 – Finance and Premises

Intent: A safe and secure environment that supports the school priorities. Coordinated and strategic use of resources aiming to overcome boundaries and obstacles experienced by pupils, staff, and our wider community. Context: The SBM has enabled the School to maintain a surplus for the next three years. There is a need for significant site development and spend to bring facilities up to a higher standard. The Headmaster is working with governors to improve the facilities so that Capital income can be generated and pupils benefit further for better School facilities.					SLT Lead: Kate Snell	
					Link Governor: Mike Riding Governor Committee: Finance and Premises and Staffing	
Implementation	Staff	Progress			Impact & Evaluation	
		R	A	G		
Raising Standards						
- Aim towards Teacher Costs vs Total Income – 75% - Complete a full site survey and establish a rolling maintenance programme. - Full Heating refit required. - School wide IT upgrades to commence, especially WIFI points. - Site Development, raising of funds and plan to be enhanced to build a new Leisure Facility.	LVO/MHI Gen1 Gen1 SC MHI/ Gov		✓ ✓ ✓ ✓	✓	- Reduction from 85% to 80% in Year 1 - Improvement in Site Standards - Heating throughout the year - IT infrastructure to enhance the curriculum - Final phase of funding required to enable Sportshall construction	
Embedding strategies and honing consistency					•	
- Ensure financial efficiency in all areas of the school. - Increase Capital Income. - Reorganise the Departmental layout of the school. - Introduce one-to-one laptop devices. - Complete the first phase of the leisure facility (Sports Hall) build. - Confirm the building of the Modular English Classrooms. - Build the Thrive Hub.	LVO/MHI LVO/MHI LVO/MHI OFO Gen1 MHI Gen1	✓ ✓ ✓	✓ ✓ ✓	✓	- Three year surplus achieve plus budgetary control - Increase in funds for School development - Stages of reorganisation being completed - Greater pace and challenge in lessons and increased GCSE outcomes - Correct level of Sports facilities for pupils - Improved facilities for the School - Enhanced provision established	

