



Mary Immaculate High School – SIP on a page 2022-23

	Aim	Actions	Person(s) leading	Time scale/budget	Success Criteria
L	Embed development of the new literacy and numeracy projects	The majority of departments are trialling and implementing techniques for teaching Oracy; Minority of departments are developing specific teaching of writing and reading within KS3 curriculums; Around half of departments are implementing more meaningful numeracy learning opportunities within their KS3 curriculum; Continue to deliver and monitor the impact of Literacy and Numeracy Interventions for Y7-9; Hold regular progress meetings between ALNCo, Skills Co-ordinators and intervention teacher to outline pupils needs.	ROC AL AFL BA	December 2022 Easter 2023 £4000	Increased Number of pupils improving Standard Score for Reading and Numeracy to <100 Pupils developing their oracy skills in lessons seen through review procedures Increased purposeful examples of Literacy and Numeracy development observed in lessons and through pupils' work
	Enhance our support for pupil voice and their leadership in the school	<ol style="list-style-type: none"> 1. Populate Student Parliament and sub-committees to ensure representation of whole school-body; 2. Calendar Student Parliament, sub-committee meetings and SLT feedback sessions throughout the year; 3. Increase pupil participation in self-evaluation and improvement planning processes at whole-school and department level; 4. Provide array of pupil leadership opportunities e.g. peer mentoring, community action and partnership working with external providers; 5. Provide leadership and governance training to key pupil leaders; 6. Implement cohesive approach to pupil leadership experiences and opportunities in collaboration with Horizons programme. 	RA HODs PRSL / HOYS ROC/AC SDO / JS AC/VC OE AL	<ol style="list-style-type: none"> 1. September 2022; 2. September 2022-July 23; 3. July 2023; 4. Nov 22-July 23; 5. December 22; 6. Nov 22-July 23. 	A diverse and active Student Parliament who are readily engaged in influencing decision-making and self-evaluation at the school; Enabling Pupil-Informed decision-making and platform to share with pupils of how their voice has been listened to and influence school life; Active and well-trained pupil representatives at all levels who take leadership responsibility within specific areas of school life e.g. Sports Council; Pupil Chaplaincy Team; Pupil Mentors etc. Deep-rooted partnership working with community organisations that enable pupils to make a positive impact in local community; and All pupils provided opportunities to broaden horizons and capacity for leadership and uncapped career aspirations.
	Development of specific areas of pedagogy in curriculum areas (see T&L Review for specifics)	<ul style="list-style-type: none"> • Nearly all subject areas to refine the consistency in approach to areas of the Super 6 to reduce departmental variation; • Provide bespoke departmental training to improve the provision for MAT learners in the nearly all subjects; • Develop methods of checking for understanding through effective progress checks in the majority of subjects through bespoke training; • Explore and develop effective questioning techniques through professional learning for Science, English & Languages; • Provide professional learning for specific teachers to develop pace of learning within lessons; • Further refine feedback approaches for Peer/Self and the use of DIRT in nearly all subjects; 	ROC AC LTC HOF HODs	Running all Year July 2023 T&L Review Ongoing CPD Review (Termly)	<ul style="list-style-type: none"> • 2023 T&L Review to reflect on departmental areas of development to assess progress and regular updates through DIPOAP • Increased number of good and excellent lessons observed within departments • Improved understanding and confidence for teachers with regards to challenging Most Able pupils • Increased examples of MAT pupils challenged in lessons and through pupils' work • CPD Review cycle termly to outline impact of PL delivered • DPD OneNote to evidence impact of PL and implementation of specific department targets • Book Samples to show improved consistency with DIRT across departments and increased use of Peer/Self-Assessment • Action research final findings from 'Influencing Teaching PL



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		<ul style="list-style-type: none"> • Provide bespoke training for newly/recently qualified teachers to provide high quality teaching and learning consistently; • Continue to develop the 'Influencing' teaching professional learning approach; • Many departments will review and create further opportunities to develop DCF skills within their current KS3 curriculum. • Hold sharing best practice opportunities through DPD, Paired observations and PL twilights. 			<ul style="list-style-type: none"> • Increased number of DCF activities and PL sessions delivered with examples shown through Book Samples and T&L Review
E	Develop more effective incidental Welsh language provision	<p>Embed activities like Welsh word of the week, Shwmae day and non-negotiable phrases for staff</p> <p>Promote visibility of Welsh language around the school – displays and Welsh Subject specific posters offered to faculties</p> <p>Develop partnership with external agencies such as the Urdd/Mr Phormula to promote use of Welsh by pupils</p> <p>Further develop school Eisteddfod involving more pupils and staff</p> <p>Introduce incidental Welsh scheme between faculty staff – using existing bilingual staff</p>	BEJ KC DH Bilingual staff VC	Throughout 2022-23	<p>Staff and pupils more confident in their use of Welsh in lessons and around the school</p> <p>More visibility of Welsh around the school in displays etc</p> <p>Developing staff confidence with using Welsh in the classroom and outside</p> <p>Better contact between the school and outside Welsh speaking agencies, building on pupils' incidental Welsh</p>
	Continued development of both our new wellbeing and spirituality assistant role (and the Chaplaincy team) and review of our AR/Cultural capital	<ol style="list-style-type: none"> 1. Provide internal and diocesan chaplaincy training for W&S Assistant (and wider chaplaincy team); 2. Populate Staff Chaplaincy Team and attribute specific leadership responsibility to individuals to support W&S Assistant; 3. Re-establish and increase participation in Pupil chaplaincy team; 4. Implement a calendar of Faith in Action opportunities that align with the liturgical year and whole-school foci; 5. Foster stronger links with local community, parish and diocesan schools; 6. Refine approaches to whole-school and voluntary worship to meet the individual spiritual needs of our pupils; 7. Continue to embed, review and refine the MIHS Pupil Profile being delivered through Academic Review. 	OE RA HP TC/NH HR	<ol style="list-style-type: none"> 1. June 22 – July 23; 2. November 22 3. November 22 4. November 22-July 23 5. November 22-July 23 6. November 22-July 23 7. October 22-July 23 (Thematic review: October 2022) 	<p>The Catholic Life of the school led by well-trained, inspirational leaders bearing witness and providing a wide-range of purposeful activities for staff and pupils to utilise their gifts and talents in service of Christ;</p> <p>Pupils actively and purposefully shaping the Catholic life of the school and enacting Catholic Social teaching to show preferential treatment of the poor, marginalised and needy.</p> <p>A regular and natural presence and familiarity with clergy and their roles and responsibilities in the Catholic life of the school and wider community;</p> <p>Providing wide-ranging opportunities for pupils to be prayerful to meet statutory requirements and develop a close, personal relationship with Christ.</p> <p>Pupils' character formation being shaped by MIHS pupil profile virtues with an increased understanding of their personal value, the value of others and how events, individuals and current affairs shape the world we live in. Pupils' application of the virtues-based AR curriculum evidenced through their actions around school and within the wider community.</p>
	Enhanced outcomes in some key subjects	RSL to support and monitor progress within key subject areas through regular meetings. Data to be analysed, key marginal pupils identified, and strategies put in place to raise standards and support learners. RSL to pair experienced and successful MLs with those in the key subjects. Ensure that regular opportunities are given for walking talking mocks, NEA support and afterschool provision.	AMW BEJ LF MCh	August 2023	Improved outcomes within key subjects



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A	Narrowed gap at FSM – especially around L2+ and Capped 9	RSL to work with MLs to monitor FSM pupil progress, identify concerns and explore strategies which can effectively help raise standards; for e.g. mentoring, additional intervention through after school provision, additional qualifications through V2L.	AMW MLs	Aug 2023	Gap between FSM and nFSM pupils is narrowed. Increased L2+ outcomes and capped 9 score.
	Create and develop the New Curriculum for Wales for Y7 & 8	All departments to begin to explore creative and innovative ways to implement the new curriculum through working, inset days, twilight CPD sessions and DPD meetings. Implement plan for the Curriculum for Wales with vertical and horizontal design to make authentic links Continue to provide professional learning and support staff with curriculum design principles through INSET Continue to develop concepts and knowledge map with cluster primary AOLE leads Create and implement curriculum co-ordinator to explore experiences and connections between departments	ROC MC HODs	July 2023 Completion	Creation of a Spaced/Sequenced curriculum map for Y7-8 including key concepts, knowledge, Key Skills & Balance Y7 and 8 SOW with clear learning and teaching outlined for each department Co-Curriculum provision planned and mapped across Y7-9 to develop pupil experiences Staff confident and ready to deliver new curriculum with clear understanding of assessment and progression. Clear plans for transition for concepts, knowledge and Key Skills with our Cluster Primary Schools
D	To provide support for new MLs and those new to the school – for leadership and learning	Ensure all new staff have an appointed LTC coach To provide in-house ML training to support staff development To provide an in-house GTP programme for teachers with whom we have identified concerns (or have received satisfactory on any observation)	ROC/AC RC ROC/AC	Sept-June 2023 Beginning October 2022 Beginning October 2022	All staff teaching at a 'good' level and effective learning noted Selected MLs feel more confident in leading, driving outcomes and supporting colleagues Outcomes in key subject areas improve in line with other/core.
	Develop a pattern of schools working together – called the Southern Arc	Set up initial meetings to share practice around attendance and BfL To plan and organise an international visit around schools overseas that successfully serve deprived communities To produce a research piece and present to WG around supporting schools post COVID and dealing with learning loss and aspirations	HP (&SLT)	From October 2022, running all year March-April 2023	Better access to how school's work on key areas to share good practice; Schools more confident in supporting aspirations of young people from disadvantaged communities; Lowered FSM differential