

ST BERNARD'S HIGH SCHOOL



2025-26

SCHOOL IMPROVEMENT PLAN

1. Catholic Ethos/Christian Action

Target	Actions	Responsibility	Deadline	Resources/ Training	Success Criteria	Monitoring of Progress and Evaluation
All students are able to reflect on the prayer life in our school community.	All students are to complete an evaluation form after their form assembly. This will be given to them by the school chaplain who will then act on the points and feedback to staff and students about the prayer life of the school.	RPY, SLT, HOYs, FTs, Kathy	End of school year	Assembly time, form time, PSHE and liturgy throughout the school year	Student evaluations demonstrate the ways in which students have contributed to the ongoing vibrancy of prayer and liturgy across the school. The school chaplain has a clear plan from the feedback that will help his future planning of prayer life across the school community	SLT, Governors. Governors will be given feedback at the each FGM from the school chaplain which will include student feedback and his actions from their feedback. Student voice and questionnaires will have a section on prayer life.
All students and staff to be familiar with traditional and spontaneous prayers as shown in the prayer and liturgy directory.	Prayer and liturgy policy to be updated in light of the new directory. Each student to have a copy of all prayers which will be in a booklet and this is to be kept in their planners Morning prayer will always be the school prayer; however the start of lessons will be from the booklet. This will be chosen by the student or the teacher.	RPY, HOY, F.Ts, SLT	Oct 2025	Staff training on prayer and liturgy booklet, assembly, form time	Students are using their prayer booklets at the start of lessons and RE lessons start with spontaneous prayer. Student are more familiar with the prayers as the year progresses.	SLT, Governors. Feedback will be obtained from the students via student voice and questionnaires. This will form part of the spiritual report and any areas of improvement will be actioned by the school chaplain and/or SLT.

	<p>RE lessons will have spontaneous and prayers of intentions at the start of lessons</p> <p>Booklet will have blank pages for students to write their own prayers</p> <p>Form Tutor will go through the booklet with their form so that they are familiar with it.</p> <p>Students will be in the habit of their prayer booklet being part of their equipment.</p> <p>HOY will ask students about their use of the booklet during 'form tutor walks'</p>					
<p>All students are able to articulate the Catholic Social Teaching Principles and apply them to the various charitable events, curriculum (where relevant) and actions in our school community</p>	<p>Each classroom will display the seven principles ideally around the board. This will be referred to when appropriate for a topic/lesson. EG PSHE.</p> <p>All charity forms will have a box for CST and their chosen charity will be linked one of the principles.</p> <p>Each house will have 1 of the principles. There will be events throughout the year linked to that principle which have been organised by the house captains and overseen by the events and house co-ordinator. Events that take place will be part of the</p>	<p>RPY, SLT, events and house co-ordinator</p>	<p>Jan 2026</p>	<p>Staff training</p> <p>Student exposure through assemblies, curriculum time, tutor time, PSHE and where relevant in lessons.</p>	<p>Students are able to explain what CST means and give examples of how they enact these principles in their own lives and see them taking place in the world around them.</p> <p>All staff know the CST principles</p>	<p>Chaplain Governors and SLT</p> <p>Governors will be able to see the actions from the newsletter.</p> <p>Updates will be included in the spiritual report for FGM and these will include student voice and any questionnaires. Any areas of action will be implemented by the school chaplain.</p>

	<p>school newsletter and articles will be written up by house captains.</p> <p>Gardening club linked to 'care for God's creation' to continue the work in the nun's garden.</p> <p>Care for God's creation will be linked in with the expectations power point. (Litter, etc)</p> <p>Achievement ladder to be linked to CST</p>					
--	---	--	--	--	--	--

2. Quality of Education

Target	Actions	Responsibility	Deadline	Resources/ Training	Success Criteria	Monitoring of Progress and Evaluation
<p>Literacy mats are embedded and are being used effectively in lessons. This is evident in student's vocabulary orally and in their writing</p> <p>To further raise standards of literacy through whole school</p>	<p>All literacy mats to be visible on desks for the students</p> <p>Staff are referring to the mats whilst teaching and literacy forms part of their planning.</p> <p>Literacy mats are within the PACE principles</p> <p>LSA's will use the literacy mats as part of their support to individual students.</p>	<p>Governors, EAB, SLT,</p>	<p>October 2025</p>	<p>September inset with staff as a reminder of the expectations</p> <p>New staff induction</p>	<p>Learning walks evidence use of the literacy mats.</p> <p>Students are able to use the language of the literacy mat in their books and when spoken to orally.</p>	<p>Governors SLT HoFs, HoDs</p> <p>Effectiveness of the mats will be gathered via student voice and shared with SLT, governors and middle leaders</p> <p>Governors SLT</p>

teaching approaches	<p>Reading ages are used as part of the planning</p> <p>Guided reading continues to be a focus during set form times</p>	EAB,SLT	Ongoing	CPD for staff	Testing of students and comparing previous result with a positive impact seen	HOF HOD
All students develop the necessary skills and knowledge across the curriculum to enable them to reach their target grades.	<p>Curriculum booklets and mapping is clear and focused for all learners so that all students are able to reach their full potential.</p> <p>The curriculum area of the website is orderly and easy for parents to know what their daughter is studying and when</p> <p>Link and department meetings have a clear focus on the curriculum and its accessibility for all students</p> <p>HOD/HOF are taking into account the change in cohorts and this is evident in their planning of the curriculum at all key stages</p>	Cathy, EMM HoFs, HoDs,	Spring 2025	Ongoing CPD with staff about the curriculum	<p>Curriculum booklets are completed and there is a consistent approach from all departments using the templates provided.</p> <p>The website is accurate and clear for parents</p> <p>HOF/HOD are able to explain the rationale with their curriculums and the changes made for the change in cohorts during link meetings</p>	<p>HoD, HOF, SLT line managers</p> <p>School data compared with local and national: evidence of substantial and sustained progress from students' starting points</p> <p>End of Key Stage results show students regardless of their starting point as making expected progress or exceeding</p>

<p>Targeted focus on key departments to ensure progress and attainment is in line with the rest of the school at both GCSE and A level</p>	<p>HOD/HOF will have targeted support for them in order to improve their department. This support will be via their line manager or link SLT</p> <p>Progress meetings will be more often and included as part of directed times for those specific departments</p>	<p>HoDs and HoFs of targeted departments and their respective line managers</p>	<p>Throughout the academic year</p>	<p>Via other schools and visiting them</p> <p>Buddy system with another HOD/HOF in the school so that good practice can be shared</p>	<p>Targeted departments perform in line with school and national expectations</p>	<p>SLT line managers Governors</p> <p>Results will be in line with the school expectations and national.</p>
<p>To close the gap between the PPG students and other groups of students at the school. To ensure that PPG and other groups of students continue to remain above the national average for these groups</p>	<p>An understanding of who the concerns are in the different groups and this is to be discussed at the progress meetings</p> <p>An action plan for those students needs to be articulated during the progress meetings</p> <p>All staff are made aware of the key students who are causing concern with their progress</p> <p>Further develop the school's evaluation of approaches to</p>	<p>MAL, Kathy, HOD, HOF</p>	<p>Through the year</p>	<p>Staff meetings, middle leader meetings, CPD</p>	<p>Students of concern make the expected progress for the majority of their subjects due to the intervention and support in place.</p> <p>The reviews at progress meetings show a positive impact on targeted students</p>	<p>SLT, governors</p> <p>Reports will be provided to governors at the teaching and learning committee and the impact the interventions and support is having for students at the different key stages</p>

	<p>supporting disadvantaged students.</p> <p>Parents to be invited into school by Kathy with a plan put into place between home and the school</p>					
<p>The provision for students within specific groups are making at least good progress.</p>	<p>Pupil passports and IEP's are being used by the teacher and are kept in the folder provided by the school.</p> <p>PPG students are provided with what they need in order to make progress</p> <p>All parents of PPG students will attend a review meeting and receive an Individual Education Plan.</p> <p>Reading ages are taken into account when planning lessons and materials</p>	<p>EAB, Kathy SENCo, SLT, All teaching staff</p>	<p>March 2025</p>	<p>CPD Directed time, dept time, learning walks</p>	<p>Adaptive teaching is evident in lessons and in student exercise books</p> <p>Students are making the expected progress</p> <p>Students take pride in their work and their books are reflective of this</p> <p>Students are able to explain the literature they are reading and has been adapted specifically to meet their needs.</p>	<p>EAB, LAW, AMD, SLT line managers, HoDs, Governors</p> <p>Student voice and questionnaires will be used and fed back to staff an governors</p>
<p>Interventions are robust, timely, with a clear focus and</p>	<p>Interventions have a focus with specific students. EG moving students from a 3 to a 4 etc.</p>	<p>Kathy, HOD, HOF</p>	<p>Jan 2026</p>	<p>Time for the smooth running of interventions</p>	<p>Intervention timetables are clear for students, parents and staff</p>	<p>Kathy, HOD, HOF, SLT, Governors</p>

<p>plan for those students who need it</p>	<p>Interventions have a clear focus on an area of the curriculum certain students are struggling with.</p> <p>Students are clear on why they are having intervention and it is not a 'catch up' or revision</p> <p>Parents are communicated to about the intervention</p> <p>All interventions are to be timetabled via Cathy and all requests for intervention are to be via her so to avoid students being asked to attend multiple sessions on the same day.</p>				<p>Interventions are timely and change according to the needs of the students and what intervention is needed</p>	<p>Feedback from parents and students is key. Staff feedback will also be obtained via link meetings on how the new system is working</p> <p>Reports will be provided to governors at the teaching and learning committee and the impact the interventions and support is having for students at the different key stages</p>
<p>Progress of students in the sixth form matches more closely, the strong progress students make at KS4</p>	<p>Embed the A level learning mindset and support students in becoming independent learners.</p> <p>Improve the quality of learning at KS5 through the active use of the PACE principles – particularly focusing upon scaffolding and modelling.</p>	<p>SLT</p>	<p>From Sept 2025</p>		<p>Value added scores show sustained progress that is above national expectations Evidence is seen in learning walks from SLT and HOF HOD</p>	<p>SLT ELO to provide governors with reports on the progress of sixth form students</p>

	<p>Increase the average A level Grade from a C+ to a B- (this is the specifics of the improving outcomes).</p> <p>Support staff and students in the expectations of KS5 learning through the development of staff and students KS5 handbooks.</p>					
<p>To ensure all learning spaces are appropriate for the curriculum</p>	<p>All teaching spaces have highly effective display which supports the learning process</p> <p>Displays are updated termly with relevant student work</p>	<p>EAB, SLT, HOD/HOF</p>	<p>From Sept 2025</p>	<p>Through the directed hours allocated to display</p>	<p>Staff will be able to use the time to update their displays.</p> <p>By being updated termly, they are current to the students and their learning</p>	<p>SLT, HOD/HOF</p>
<p>Inquiry work to be departmental with a focus on their subject and the school's context with cohorts especially at KS3 and Year 7 with a significant increase in</p>	<p>All departments/faculties to share their area of focus and what they will be doing with EAB and their line manager</p> <p>Staff will be given one departmental 'practical' time to work as a team (once per half term) on what they have chosen to be the area of focus.</p>	<p>EAB, SLT, HOD, HOF</p>	<p>From Sept 2024</p>	<p>Department practical time, twilight, CPD, staff meeting where EAB will launch</p>	<p>Staff will be able to use the time proactively and the impact will be evident in lessons and books.</p> <p>Staff will be able to present in departments to the other departments on their area of focus and be able to share best practice.</p>	<p>EAB, HT. Governors Evaluation from staff at the end of the year to find out their thoughts and if this form of CPD worked for them and the department</p>

students with EHCP's	All departments will feedback at the last twilight on what their focus has been, what they have done and the impact it has had over the course of the year to their students and how do they know					
To create an engaging extra curricular and enrichment program for all students in the school	All departments are taking an active role in extra curricular for students	MBE	From Sept 2025	Time	Publicised document of all the extra curricular activities. Positive form parents and students is positive	Evaluation from staff students and parents throughout the academic year

3. Behaviour, Attitudes and Personal Development & Wellbeing,

Target	Action	Responsibility	Deadline	Resources/ Training	Success Criteria	Monitoring of Progress and Evaluation
Students and staffs mental health and wellbeing continue to be a priority at the school with clear plans and strategies in place	All staff have access to Benenden Healthcare Provision is available and known by staff and students Signposting is clear and up to date	Pastoral Team, SMJ, SLT	From Sept 2025	Insets, staff briefings and meetings, PSHE, assemblies	Students and staff are aware of the provision in place and are actively using it when needed Staff are accessing Benenden when needed Website is clear and up to date with provision and sign posting	HT, SLT, Governors, staff and Student Evaluations demonstrate positive responses from staff and students about our current provision. Questionnaires and feedback are fed back to

						SMJ so that the provision can be further improved
Corridors and the use of the one way system are followed by all and the corridors are well respected and orderly	<p>Students to be made aware of any changes to the one way system in assemblies. This will be followed up in HOY assemblies and form time</p> <p>Code of conduct will be signed for any students who are not going the right way or are excessively loud</p>	SLT, HoYs, FTs and all staff	From Sept 2023	Assemblies, and form time	Corridors are calmer with all students following the one way for health and safety reasons.	SLT
KS4 and 5 PSHE to be fully embedded into form time with robust planning in place for students	<p>Learning walks from SLT and HOY are taking place to monitor the delivery of PSHE during form time</p> <p>Head of PSHE will ensure all lessons are given in advance for staff</p> <p>Head of PSHE will ensure all relevant letters for RSE and any key letters are sent to parents</p>	JCT, HOY, FT	From Sept 2025	Tutor time Staff meetings	<p>PSHE during form time is completely embedded with a purposeful atmosphere in form rooms.</p> <p>Students actively engaged with the content of the PSHE lesson</p>	ELO , JCT, SLT Student voice on the PSHE during form time. Evaluations to be discussed at SLT and teaching and learning committee
To fulfil updated statutory guidance and Gatsby Benchmarks, supporting all staff to contribute to career learning and	New guidance is fully understood by staff and students through the careers in PSHE and staff meetings and briefings	ELO, LPH	From Sept 2025	Time Dept meetings PSHE	<p>All students are aware of the impact on them via PSHE</p> <p>Staff feel equipped at teaching the careers programme via PSHE</p>	Governors meetings to have a section on careers

every learner to benefit from inclusive and aspirational career education and guidance.						
Develop a lockdown warning system and maximise security in the reception area	To enquire about the best system for the school and for it to be installed To use current plans and quotes to ensure the safety for all in the reception area	KLG, remises, SLT	Jan 2026	Time	Current systems will be enhanced with a system that tells the school community to stay in classrooms until told differently	

4. Leadership & management

Target	Action	Responsibility	Deadline	Resources/ Training	Success Criteria	Monitoring of Progress and Evaluation
New members of SLT and the staff body to be inducted into the school community	Staff members are settled in their roles	SLT	From Sept 2025	Relevant training for them as needed	All new staff are successfully inducted, are getting to grips with the policies and procedures of the school feeling settled and welcome. They know who to go to if they need support	

Reduce staff absence through monitoring, application of policy and H.R processes	Regular monitoring of attendance and cover costs Back to work interviews to take place on the first day back after an absence	SLT	From Sept 2025	Time for SLT to take the meetings, and form cover by HOY/SLT when needed	The cover costs are significantly less than the previous year	Governors, SLT
To ensure the school provides healthy, affordable, nutritious food options. Queues are less due to better facilities offered	Out sourcing of a company is in place Staff and student questionnaires to find out opinions and if there have been improvements Improve the current model with queuing and the food available in the different catering areas	KLG	From Sept 2025	Any relevant training to the catering staff	The company are providing value for money meals which are well received by the students and staff with positive feedback	Governors, SLT
To ensure the school is making effective use of all the spaces available and where possible spaces are multi purpose	Library is moved and up and running as a modern, learning space. The new hall is being used effectively across the school community The new meeting room is fit for purpose	KLG, SLT and premises	From Sept 2025	Time and money	All spaces are working well and there are more spaces available for staff to use with their students or for meetings	Governors, SLT

	<p>and is a tidy organised space</p> <p>Repro is established and up and running in S01</p>					
<p>HT to work with SBM to ensure school can continue to innovate within budget constraints.</p>	<p>Careful monitoring of the budget and spending</p> <p>Cover costs to be closely monitored</p> <p>Photocopying to be looked at especially with the new contract</p> <p>HOD/HOF are discussing regularly the budgets and the spending of the department</p>	<p>Line Managers</p>	<p>Throughout the year</p>	<p>Mgmt time for SLT and MLs;</p>	<p>The school to be in a positive financial position at the end of the academic year</p>	
<p>To implement and embed the use of EduLink for all parents and staff</p>	<p>All staff to have training on the software</p> <p>All parents to sign up to EduLink and to be using it to communicate with the school</p>	<p>I.T, all staff</p>	<p>Sept 2025</p>	<p>Inset day, staff training, communication to the parents</p>	<p>All staff, parents and students are using EduLink effectively.</p> <p>Regular updates and communication with the parents who have not accessed EduLink and support given to them if needed</p>	<p>Parent, student questionnaires. Governors updated about the use of EduLink</p>