



School Improvement and Development Priorities 2022- 2023

Learning and Laughing in the Light of God's Love

| Priority | Objectives |
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| Effectiveness of Leadership and Management of the school Reference code: LM | 1. To ensure all safeguarding procedures and policies are effective and communicated to all stakeholders. 2. To ensure SLTs roles are structured to be able to facilitate the priorities of the school and impact on pupil outcomes. Taking into account the role of the newly appointed Assistant Headteacher. 3. To restructure the roles and responsibilities of the office team to ensure efficiency and support the handover to the new SBM. 4. Governors continue to impact on the strategic direction of the school and hold all leaders to account. 5. To ensure leaders evaluate the impact of CPD and that all teachers are provided with support to be able to address gaps in their subject knowledge. 6. To successfully induct and support all new teachers including ECTs and ECT+1 teachers. Ensure they have the relevant mentoring, support and CPD. 7. To be aware of factors effecting child poverty and families suffering as a result of cost-of-living crisis. Adapt school policies and events to support families. |
| Teaching and Learning, Assessment and Quality of Education Reference code: QoE | 1. Ensure that gaps in children's learning are documented and that effective intervention and catch up is planned. 2. To ensure teachers use strategies to promote long term memory as well as retrieval practice and promoting fluency. 3. To embed the Teaching for Learning Policy and adopt Rosenshein's principles of effective learning 4. To improve writing at the expected standard in KS1 and KS2 5. To improve % of children achieving Greater Depth in writing at KS2 6. To improve overall Good Level of Development at end of EYFS to be in line with national and Surrey 7. To ensure that curriculum is broad and balanced and provides for all pupils, including the most disadvantaged and those with SEND. 8. To ensure ISPs and SEND paperwork matches the needs of children and that progress is evidenced. 9. To ensure curriculum - intent, implementation and impact is clearly communicated and evidenced for all subjects. To ensure a consistent approach across the whole school. |

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| | <ul style="list-style-type: none"> 10. To ensure the use of assessment data is linked to supporting the teaching of the curriculum and that leaders are using the analysis to inform curriculum and teaching. 11. To ensure progress in early reading as a priority for EYFS and KS1 children. Ensure that the lowest 20% of readers in each class are supported effectively to promote accelerated progress. Leaders will need to ensure effective CPD and monitoring exists to be able to secure progress. 12. To provide opportunities for children to equip themselves with the knowledge and cultural capital they need to succeed in life. 13. To have a whole school focus on spelling, to ensure spelling patterns are taught consistently across the school allowing for children to be more accurate with spelling. Develop children's vocabulary through use of word aware. 14. To ensure we have a whole school approach to reading and promotion of love of reading. 15. To ensure children have opportunities for longer and language rich conversations with adults, children and peer on peer. |
| RE Reference code: RE | <ul style="list-style-type: none"> 1. To ensure the school's RE curriculum is implemented and the impact is evaluated by leaders. 2. To prepare the school for the new RE inspection framework. 3. Implement new curriculum directory objectives starting with EYFS. 4. To develop the school's Chaplain's role across the school to support the Catholic life of the school and prayer and worship. |
| Behaviour, Attitudes and Personal Development Reference code: PD | <ul style="list-style-type: none"> 1. To ensure the school has a robust PSHE and RSE curriculum. This will be used to evaluate children's personal development. 2. To fully implement and embed the school's Behaviour and Relationships Policy in order to build positive relationships across the school. 3. To continue to challenge any types of bullying and promote inclusion and belonging. 4. To continue to develop children's ability to keep physically and mentally healthy. |
| Early Years Reference code: EYFS | <ul style="list-style-type: none"> 1. EYFS curriculum -To ensure changes are implemented and that the curriculum and care practices meet the needs of all children, particularly any with SEND. 2. Early reading and phonics are carefully planned and delivered to ensure children's progress is tracked 3. Foundational learning and links with KS1 curriculum are developed through curriculum planning. 4. Implementation of new RE curriculum. Lead and teachers to access training. 5. Improvement of GLD to be inline with national and Surrey. |