



School Improvement and Development Priorities 2023- 2024

Learning and Laughing in the Light of God's Love

Priority	Key Outcomes	Key Actions	Monitoring	Budget
Effectiveness of Leadership and Management of the school Reference code: LM	<ol style="list-style-type: none"> 1. Leadership Structure SLT roles are structured to be able to facilitate the priorities of the school and impact on pupil outcomes. 2. Assessment Intuitive assessment systems are implemented, as well as procedures that support accuracy of judgement so that staff are able to identify gaps in learning and plan next steps. 3. CPD Strategy An effective CPD strategy is in place that promotes an ethos of continual learning and reflection on practice, supported by effective monitoring. 4. Safeguarding DSL team roles and responsibilities are clearly defined so that all the areas under the safeguarding duty umbrella remain prominent across the school. 	<ul style="list-style-type: none"> • Provide leadership coaches for senior and year group leads • Successfully induct and support all new teachers including ECTs and ECT+1 teachers. Ensure they have the relevant mentoring, support and CPD. • Implement Leadership Handbook to provide leadership at all levels with expectations of roles and support with discharging duties. • Plan opportunities for self-evaluation and reflection for all leaders, to feed into line manager and governor monitoring. • Ensure the use of assessment data is linked to supporting the teaching of the curriculum and that leaders are using the analysis to support staff with informing next steps in curriculum and quality first teaching. • Ensure regular monitoring of assessment for key groups is effective, and provides leaders with information on emerging issues so that measures can be put in place to address issues. • Overhaul the approach to assessment and the systems used to capture hard and soft data. • Plan and implement effective CPD with input from leaders at all levels to drive school improvement and develop staff performance and skills. • Define DSL roles and provide regular supervision to ensure best outcomes for children and their families. 	Curriculum and EDR Committee	
Quality of RE Provision and	<ol style="list-style-type: none"> 1. Curriculum 	<ul style="list-style-type: none"> • Ensure that expectations of standards in RE are in line with expectations and standards in English. 	EDR Committee	

<p>the Catholic Life of the School</p> <p>Reference code: RE</p>	<p>The school's RE curriculum is embedded in Reception, Year 1 and Y6 (use of RED resources)</p> <p>2. New Framework The school is prepared for the new RE inspection CSI framework.</p> <p>3. Spiritual Development Principles of Catholic Social Teaching are embedded.</p> <p>4. Prayer Life of the School The implementation of the new Prayer and Liturgy Directory is planned and shared with the school community.</p>	<ul style="list-style-type: none"> • Develop robust systems for monitoring RE and collective worship. • Provide training and support for staff, including support from the diocese: delivery and planning of collective worship; knowledge and understanding of Catholic Teaching; the new curriculum across the whole school; development of prayer areas. • Work towards achieving the Oscar Romero Award. • Embed outstanding pupil-led collective worship across the school. • Develop and write CSED to support needs in RE across the school. • Plan and implement hybrid RED and Come and See schemes, to ensure use of new driver words in Y2-5 		
<p>Teaching and Learning, Assessment and Quality of Education</p> <p>Reference code: QoE</p>	<p>1. Progress and attainment - Reading: Fluency is developed across the school with continued progress in early reading for EYFS and KS1 children and the teaching of discrete skills across the school.</p> <p>2. Progress and attainment -Writing: The percentage of children achieving EXS and GD is improved, to strengthen combined achievement.</p> <p>3. Progress and attainment - Maths: The planning, teaching and assessment cycle informs accurate identification of gaps as well as planning for next steps.</p> <p>4. Pedagogy Staff develop their understanding of adaptive teaching by broadening strategies used to facilitate access to the curriculum as well as stretch and challenge so that outcomes are improved for all children.</p>	<p>Phonics – evaluate teaching of phonics to take into account levels of staffing; to fully embed the Read, Write Inc approach to the teaching of phonics to have fidelity with the programme.</p> <p>Reading – continue to embed Read Write Inc program; developing consistency and standards of guided reading across the school</p> <p>Writing – rolling development of Talk for Writing from Y1-6; looking at access and challenge for all abilities.</p> <p>Spelling – Implement Spelling Shed Scheme across the school</p> <p>Vocabulary – Implement short taught sessions of word aware across the school, linked to the wider curriculum and core subjects.</p> <p>Maths – Trial use of maths workbooks in Y2, 3 and 6 – alongside same day intervention; close monitoring and tracking for impact on standards across the whole school</p> <p>Pedagogy – Introduce expectations documents to support teaching and learning; Plan and implement Rosenshine's Principles with staff teams; Continue to develop support staff strategies for working in class and individual specialisms.</p>	<p>Curriculum Committee</p>	

<p>Behaviour, attitudes and Personal Development</p> <p>Reference code: PD</p>	<p>1. Policy The school's Behaviour and Relationships Policy is fully embedded in order to build positive relationships across the school community.</p> <p>2. Personal Development We provide opportunities for children to equip themselves with the knowledge, skills and cultural capital they need to succeed in life. There is a holistic approach to the development and management of mental health and wellbeing.</p> <p>3. Sustainability Begin the implementation of our Sustainability Strategy with pupils taking an integral role.</p>	<p>Behaviour for learning expectations introduced to staff; INSET on the policy and principles behind it. Compassionate schools' approach is used for evaluation and reflection, as well as identifying development areas to tie the policy to the mental health and wellbeing provision across the curriculum and the school day. Team approach to co-ordinating provision for personal development, mental health and wellbeing across the curriculum. Staff wellbeing – championed by wellbeing team; to develop a shared language and understanding of staff wellbeing. Plans for the first phase of the sustainability strategy to be implemented.</p> <p>Sustainability key events and actions planned and led by Sustainability lead.</p>	<p>EDR Committee</p>	
<p>Early Years Foundation Stage</p> <p>Reference code: EYFS</p>	<p>1. Curriculum The new White Rose Maths for EYFS curriculum is planned and implemented in EYFS.</p> <p>2. Personal Development The EYFS curriculum is planned to ensure access for all children; PSED and Social and Communication are target areas.</p>	<p>Lead and teachers to access training and work together to implement the new curriculum. Foundational learning and links with KS1 curriculum are developed through curriculum planning. Evaluation of improved outcomes to look at what is working well, alongside the emerging needs of the new cohort leading to next steps planning.</p>	<p>Curriculum Committee</p>	

Key Priorities from Inspection

Ofsted February 2022

- To continue to provide staff training in phonics to avoid inconsistencies and further strengthen expertise, in order to ensure clarity on how to teach our phonics programme.
- To sharpen assessment in foundation subjects, in order to ensure that over time teachers know what essential knowledge has been learned and can plan accordingly.

Section 48

- Continue to raise standards in religious education by increasing the proportion of lessons demonstrating aspects of teaching and learning.
- Further develop the role of pupils in planning, preparing and leading school Masses and liturgies.
- Develop school Self evaluation to be securely evidence based and reflect the impact of planned improvement.