



We live, love and learn together joyfully in Jesus' name.

School Development Priorities 2023/24



What is the school doing to improve outcomes for our children?

Ofsted – What does the school need to do to improve?

- Methods of assessment are not fully developed, and they are sometimes applied inconsistently in some foundation subjects and the early years. In these cases, pupils and teachers are not as clear as they should be about what to do next. Leaders should ensure that assessment provides reliable guidance for teachers to inform forthcoming learning, and give pupils the best chance to learn from their mistakes.



- Senior leaders have recently appointed a number of new subject leaders, for example in Spanish and design technology. These subject leaders lack experience of the role. Senior leaders should ensure that these leaders are fully skilled in what the school expects them to do, including evaluating the impact of their subject, so that they can make further refinements to the curriculum and provide staff with additional guidance.

Catholic Schools Inspectorate (CSI) -What does the school need to do to improve?

- Develop the pupils' understanding of Catholic Social Teaching to enable them to articulate how it impacts on their daily lives.



- Further strengthen the strategic leadership of religious education to drive improvements in the subject, with an explicit focus on achieving consistency in providing feedback to pupils that enables them to understand how to improve.
- Develop teacher and pupil ownership of delivering and evaluating Prayer and Liturgy.

Our school's performance is assessed under 7 headings

- *Religious Education*
- *Catholic Life and Mission of the School*
- *Safeguarding*
- *Leadership and Management*
- *Quality of Education*
- *Behaviour and Attitudes*
- *Personal Development*

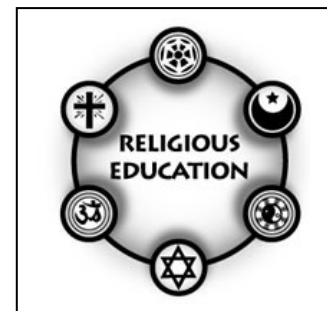


We constantly evaluate how well we are doing in these areas and collect evidence from all stakeholders. We take in to account key points made during external inspections from the Diocese and Ofsted. We gather information through our monitoring and evaluation, questionnaires and review our SDP at several points through the year. The governors are responsible for agreeing the priorities and ensuring that each plan is implemented.

What are our priorities?

Religious Education Priorities

- Considering the new Religious Education Directory, design and begin to implement a plan for how Catholic Social Teaching will be explicitly linked within and throughout the RE curriculum across all phases of learning.
- To further strengthen pupils' learning experiences in RE, teachers should effectively secure subject knowledge to broaden delivery of lesson content, for example, through art, drama, music and technology.



Catholic Life Priorities

- To promote pupil leadership (EYFS-Y6), in initiating, planning and evaluating their prayer life and collective worship.
- To enable and inspire all pupils to contribute, in a planned and systematic way, to the school's evaluation of its Catholic life and mission and then to allow the pupils to take a clear lead in planning improvements to it.



Safeguarding Priorities

- To ensure that our curriculum equips children to develop an excellent understanding of how to keep themselves physically safe and mentally healthy. This should also include work to understand that their behaviours can have an impact on those around them.
- Use of a range of strategies to remove barriers, raise expectations, match learning abilities and to engage and motivate all pupils- including those with SEND.



Leadership and Management Priorities

- To ensure opportunities for continual professional development, including pedagogical content for staff, which is aligned with the curriculum and enables for shared leadership in the school's approach to the curriculum review and implementation.
- To develop consistency and coherence across the school in relation to expectations for pupils books.
- Subject leaders have a clear picture of their subject and its role within the school curriculum. All leaders to report accurately to governors to give them an insight in to standards across the curriculum.



Quality of Education Priorities (incl. Early Years & Inclusion)

- Implementing a more robust whole school approach to marking, feedback and assessment which informs pupils of the next steps needed to make progress in their learning; all subjects, including RE, to be included in this approach.
- To further improve attainment and progress in writing outcomes in all year groups so that all pupils acquire the stamina and ability to write across the curriculum and for a ranges of purposes.
- To develop consistency in approach to the presentation of learning in books, especially in core subjects following curriculum subject leader analysis.
- To increase the percentage of pupils achieving a high score / GDS, particularly in respect to the percentage of pupils achieving high score / GDS in all of RWM, by the end of KS1. To ensure accelerated progress is made by pupils in the current Year 3 cohort in reading, writing and mathematics.



