



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

### **School Development Priorities 2024/25**



### **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*

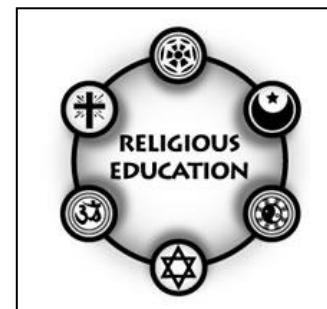


We constantly evaluate how well we are doing in these areas and collect evidence from all stakeholders. We take in to account key points made during external inspections from the Diocese and Ofsted. We gather information through our monitoring and evaluation, questionnaires and review our SDP at several 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

- Building on our work last academic year, ensure that Catholic Social Teaching is explicitly linked within and throughout the curriculum across all phases of learning.
- To further strengthen pupils' learning in RE, ensure that there is an explicit focus on achieving consistency in providing feedback to pupils that enables them to understand how to improve.



## Catholic Life Priorities

- To develop prayer and liturgy across the school, with a strong emphasis on increasing pupil-led events. Ensure that procedures in place to evaluate and monitor have an impact and are more deeply embedded in a cycle of improvement.
- To develop the spiritual and musical element of prayer and liturgy.



### **Safeguarding Priorities**

- To ensure that there is strong whole school approach to safeguarding at our school encompassing all key areas including online safety, mental health and child-on-child abuse.
- 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**

- Provide CPD for teaching staff to ensure that methods of assessment are fully developed, and applied consistently in all subjects including foundation subjects and the early years.
- To strengthen the knowledge and experience of subject leaders so that they can develop a rounded understanding of and application of assessment in their subject.
- To enhance SEND (Special Educational Needs and Disabilities) provision and provide effective staff CPD (Continuing Professional Development) to further develop inclusive practices within the school.



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

- Refresh approaches to the management of pupils in receipt of Pupil Premium funding so that all staff use agreed strategies in place to remove barriers to learning; this group are targeted to make accelerated progress, especially by the end of KS2.
- To improve standards of teaching reading across school and the amount of time explicitly dedicated to teaching it.
- All staff and governors to develop a full understanding of the EYFS curriculum and learning environment and its contribution to the preparation of pupils for the National Curriculum.
- Building on successful CPD and practice developed in the last academic year, meet the daily needs of SEND pupils, especially those with complex needs; pursue the external support and diagnosis needed for some pupils.

## Behaviour and Attitudes Priorities

- To carefully monitor absence rates, particularly for those with persistent absence, and to work to improve persistent absence rate figures.
- Continue to engage with external support agencies to develop further strategies to support a range of pupils with their well-being and individual behaviour needs.

