



St. Bede's Catholic Infant School – Headline Priorities – Summary for Parents

School Development Planning and Headline Priorities 2023-2024

Learn to Love
Love to Learn

Why is it essential to plan?

The purpose or intent of the School Development Plan (SDP) is to fulfil the School's Mission and aims by giving direction and purpose to developments in all aspects of the School's life and work. It is drawn up through a process of consultation involving the headteacher, staff (teaching and support), governors, parents and as appropriate external agencies and the wider community. The aim or intent of school development planning is to systematically improve the quality of the educational provision for every pupil.

Recurring priorities

In many SDPs, these are referred to as 'ongoing' priorities, because they are repeated year-on-year. This school believes this is incorrect and gives a false impression. In fact, although, for example, our school reviews the mission statement each year, this is done within a rapidly changing context. Our society is ever-changing and as a school it is our responsibility to actively promote British Values and to prepare and respond to our evolving world, to prepare our children to be global citizens to be equipped with a wide range of knowledge and skills and as a Catholic School to respond to the demands of living a Christian life.

School priorities

Our SDP priorities are closely linked to relevant National and Local priorities, appraisal targets, analysis of Early Years Foundation Stage and Key Stage results and ASP/IDSR data. 2023 school outcomes evidence a return to pre-Covid standards. A high focus remains on ensuring children continue to achieve outstanding rates of progress.

Headline Priorities (2023-2024)

Whole school

The school's intention is that all pupils fulfil their unique potential and achieve outstanding progress across all areas of the curriculum.

Improvement Strategy:

Outcomes for pupils

1. Curriculum

Whilst a high focus is given to basic skills in English and Mathematics, our school has a continued commitment to an ambitious and broad curriculum.

Teachers in Reception will focus on the prime areas of learning, including: communication and language, personal, social and emotional development and physical development.

Children apply their subject specific knowledge confidently, independently and collaboratively supporting the acquisition of planned and incidental learning and consolidation of prior learning and connectedness across the curriculum.
Cultural Capital-All aspects of the children's work will add to their knowledge about the world in which they



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<p>Teachers across both EYFS and KS1 will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.</p> <p>Our school curriculum across all subject areas is fully embedded. Schemes of work are sequenced, progressive and enable opportunities for building upon prior knowledge and retrieval. Ongoing reflection and monitoring means that we are always looking to enhance the delivery of this even further. This year, this includes the use of Access Art, Sparkyard in Music, Explorify in Science and Purple Mash in Computing.</p> <p>Subject Leads will continue to monitor the implementation of schemes of work and evaluate outcomes.</p> <p>Subject Leads will continue to consider and share good practice in school and through networking. They will consider practice and research (including Ofsted) around the use and impact of subject specific pedagogy.</p>	<p>live, supporting them to make positive contributions to society.</p>
<p>2. <u>Behaviour</u></p> <p>Post-pandemic to continue to promote discipline firmly rooted in respect for self and others.</p>	<p>On-entry, the school ethos and culture supports readiness to learn with positive attitudes, supporting rapid progress and achievement of all children in reaching their potential.</p>
<p>3. <u>Inclusion</u></p> <p>Continued early identification of specific needs with a high focus on the increasing number of complex needs.</p> <p>To continue adapting, developing and personalising educational provision to meet these needs.</p>	<p>Continued inclusive practice in school, supporting the range of SEND, ensuring personalised learning and 'Quality First' teaching for all children.</p>
<p>4. <u>Personal Development and Well-Being</u></p> <p>Enhance the personal, social, emotional, physical and mental health and well-being, of all children. (PSHE/RSHE)</p>	<p>Children will be supported as appropriate to develop self-esteem, positive attitudes to learning and collaborative and critical skills and aspirations. All children will have improved knowledge about the ways in which physical and mental health are interlinked and will be even more confident in their understanding of and control of their emotions.</p>