

School Development Planning and headline priorities 2021-2022 – overview for parents

Learn to Love

Love to Learn

Why is it essential to plan?

The aim or intent of school development planning is to systematically improve the quality of the educational provision for every pupil. The school follows the definition of 'educational provision' given by Ofsted in its inspection handbook.

"Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this 'intent'). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this 'implementation'). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the 'impact')".

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.

How do we decide on priorities?

Schools are frequently urged to limit the number of priorities. This is good advice but in practice difficult to follow, because there are many categories of priorities. This exemplar for parents cannot include the detail of an action plan nor even list every plan.

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.

National and local priorities

There are many national and local priorities which all schools must respond to; examples from the past are the National Literacy and Numeracy Strategies, phonics and the Early Years Foundation Framework. This year includes the response to the Pandemic.

Church priorities

As a Catholic school and proud to be so, we must meet the changing requirements of the Church, for example through the RE programme.

School-determined priorities

So, 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. National and end of year school data will of course be unavailable this year as it was in 2020. From all of these, the school is always looking for good initiatives and ideas. Most frequently, these come from members of staff through the continuous professional development (CPD) programme.

What is the planning cycle?

Like all Catholic Schools, we are subject to inspection under Section 48 of the Education Act. The Archdiocese has a five-year inspection and three-year monitoring visit cycle and the SDP is planned strategically over that period. Within this, the planning cycle revolves around the academic year as this usually marks the start of new initiatives, new organisational structures and timetables and most staff changes take place at this time. The latter can affect budget plans/targets which impacts on the amount of money available for completing development priorities. All priorities support the achievement and maintenance of the highest educational outcomes and reflect the principles of Best Value, making the best possible use of all resources. Every attempt is made to rationalise the planning process to ensure that financial and academic cycles are complementary.

What is the planning structure?

We hope that all parents have read our Ofsted report, which graded St. Bede's as 'outstanding'. If so, you will be familiar with the structure of the report, and therefore with the structure of our self-evaluation statement (SES) and the SDP. You will recognise that we group priorities under the Ofsted headings:

Leadership and management

Quality of educational provision

- Curriculum
- Teaching
- Outcomes

Behaviour and attitudes

Personal development

Quality of provision in the Early Years

Headline Priorities (2021-2022)	
Improvement Strategy:	Outcomes for pupils
<p><u>National/Whole school</u></p> <p>On return to school in September 2021 all pupils to continue on their journey to fulfilling their individual potential.</p>	<p>The school's intention is that those pupils in line with identified need, continue to return to their normal rates of outstanding progress very quickly through provision of support/intervention including tutor groups explicitly linked to the content of daily lessons focusing upon basic skills in English and Mathematics and support/intervention for Personal Health and Well-being.</p> <p>Teachers in Reception will focus on the prime areas of learning, including: communication and language, personal, social and emotional development and physical development. They 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>Other priorities and our school curriculum (see website) demonstrate that this will be in the context of and continued commitment to an ambitious and broad curriculum, the richness of which will be enhanced by the exciting, motivating and relevant visits, visitors/external contributors and extra-curricular opportunities.</p>

<p style="text-align: center;"><u>Curriculum Leadership and Management</u></p> <p>On return to school in September 2021 following the lifting of Covid restrictions to ensure a return to facilitating the more independent application of knowledge and skills through our usual, creative, enabling learning environment and focus on collaborative learning in the context of and continued commitment to an ambitious and broad curriculum.</p> <p>Curriculum – planning and implementation</p> <p>Focus on further enhancing the existing creative, broad, balanced, differentiated curriculum offer through teachers’ continued confident implementation of the schemes of work and assessment procedures for all subjects including as appropriate consolidation of objectives from Spring 2021 Schemes of Work.</p> <p>Curriculum – monitoring and evaluation</p> <p>Curriculum leads and subject leaders will monitor the implementation of schemes of work and evaluate for intended and incidental impact.</p>	<p>Children apply their subject specific knowledge (Propositional-content & Procedural-skills) confidently, independently and collaboratively supporting the acquisition of planned and incidental learning and consolidation of prior learning and connectedness across the curriculum.</p> <p>Cultural Capital - All aspects of their work will add to their knowledge about the world in which they live, the customs and mores of their country and their local community, so as they grow, they will be able to take part and contribute more to society.</p>
<p style="text-align: center;"><u>Curriculum – Speaking and Listening</u></p> <p>Speaking and listening (See action plan from Subject Leader)</p> <p>Focus on continuing to develop speaking and listening skills across the Key Stages extending language and vocabulary, impacting on writing, comprehension, concentration and engagement and supporting progress across the curriculum.</p>	<p>Children will be supported to listen attentively and with discrimination. They will be able to communicate their ideas and opinions accurately and develop the ability to discuss and debate. This will support the improvement of comprehension, concentration and engagement supporting progress across the curriculum and will impact positively on the content and quality of writing.</p>
<p style="text-align: center;"><u>Curriculum – Reading Priority</u></p> <p>Curriculum – English - Reading (See action plan from Subject Leader)</p> <p>To continue to ensure high quality phonics teaching through a systematic synthetic phonics programme, providing a solid base upon which children progress through school.</p> <p>To further develop confident, motivated and purposeful readers who read widely and often for both pleasure and information.</p> <p>To consider the July 2021 Reading Framework alongside the Scheme of Work for Reading.</p> <p>Teachers continue to read daily to their class acting as positive role models.</p> <p>On return in September to re-establish an enabling and engaging reading environment including reading areas.</p> <p>Provide further opportunities for reflective, personal reading.</p> <p>Further extend opportunities for reading to an audience.</p> <p>Further extend opportunities for reading across the curriculum.</p>	<p>The children will show improvements in their ability to reflect on what they have read. Children will be even more motivated to read and read with even greater joy, purpose and understanding.</p> <p>They will be more confident and more fluent in reading to an audience.</p> <p>Clearly, improvements in listening, speaking, and reading will have a positive impact on writing.</p> <p>Children reach their potential.</p>

<p style="text-align: center;"><u>Curriculum – Mathematics Priority</u></p> <p>Curriculum – Mathematics (See action plan from Subject Leader)</p> <p>Implement NCETM ‘Mastering Number Programme’ across all year groups to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and 2.</p> <p>In Reception to continue the focus on a holistic approach to Number supporting firm foundations leading to confident and able mathematicians.</p> <p>In Years One and Two enhance fluency, reasoning and problem solving in mathematics through the continued implementation of the scheme of work using a broader range of resources incorporating White Rose, Maths No Problem and NCETM.</p>	<p>Children leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p>Children will apply their knowledge and skills confidently independently and collaboratively in Mathematics and across the curriculum.</p> <p>Children reach their potential.</p>
<p style="text-align: center;"><u>Curriculum – RE / Spiritual Development Priority</u></p> <p>Curriculum - Religious Education Leadership & Management</p> <p>Use the new National RE Inspection Framework to review our self-evaluation and school improvement planning procedures in RE, Collective Worship and Catholic Life.</p> <p>Focus on further enhancing the environment including the outdoors to support spiritual development and reflection. (Linked to RE objectives).</p>	<p>Inspection Framework supporting accurate self -evaluation processes and procedures.</p> <p>Children will value the time to be still and take the opportunity to reflect and grow spiritually.</p>
<p style="text-align: center;"><u>Curriculum – Remote Education/Learning</u></p> <p>“Remote Education” to continue to be closely aligned to the school curriculum led by Miss Parle (Remote Education Lead) (See school website for Remote Education Policy)</p>	<p>Pupils will continue to access a high quality, broad and balanced remote curriculum when appropriate which reflects in-school provision, supporting children to continue to make progress and achieve their potential.</p> <p>Parents/carers continue to be enabled and confident in supporting children’s learning.</p>
<p style="text-align: center;"><u>Whole-School</u></p> <p>Pupil premium Implement the pupil premium strategy. See school website.</p>	<p>The school is committed to the goal of eliminating any gaps in progress and attainment between any groups of children so that all achieve their potential so that by the end of Key Stage 1 Pupil Premium children in school should attain at least in line with other children nationally at EXS+ and GDS in reading, writing and mathematics.</p>

<p style="text-align: center;"><u>Personal Development and Well-being</u></p> <p>Enhance the personal, social, emotional health and well-being, physical and mental, of all children by: High focus on supporting children, identifying needs of pupils, including specific needs. Continue to implement the scheme of work for PSCHE including the statutory Relationships Education and Health Education content in place from September 2020. (See action plan from Subject Leader) This will include the established annual Emotional Health and Well-being week and Anti-bullying week through planned extended links to external agencies/CPD/workshops. Providing daily Nurture sessions Extending Pupil groups Employing skills acquired through Mental Health First Aider Training</p>	<p>Impacting upon as appropriate to need – self-esteem, readiness to learn, collaborative and critical skills for learning. 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> <p>Support will be provided, appropriate to need including that tailored to support self-esteem, readiness to learn, collaborative and critical-skills and aspirations, to enable children to confidently settle back into school and access learning in September.</p>
<p>Increasing attendance for identified pupils as PA. Overall attendance is above the national average, but the aim is to support children who have been Persistent Absentees through continuous monitoring from previous year.</p>	
<p style="text-align: center;"><u>Whole-School Leadership and Management</u></p> <p>Self-evaluation and improvement planning Use the revised Ofsted Framework and Inspection Data Summary Report (IDSR) to review our self-evaluation and school improvement planning procedures. (See Curriculum Leadership and Management)</p>	<p>Over time, the new inspection arrangements will equip all schools with the professional expertise to self-evaluate more accurately.</p>
<p style="text-align: center;"><u>Early Years Priorities (See also National above)</u></p> <p>Quality of Provision in the Early Years One of the acknowledged strengths of our school is relationships. This is based on an excellent understanding of the children and a very strong partnership with parents and carers, many of whom are past pupils themselves. The pandemic has meant adaptations to our Induction programme which has been undertaken remotely and effectively between staff, parents and pre-schools. We will continue to build upon positive relationships and partnerships with parents and carers (including induction procedures, class emails and curriculum information on the school website).</p>	<p>The continuation of our excellent partnership and relationships with parents and carers. A safe and smooth transition into Reception for all pupils Children engaged and excited by learning displaying positive attitudes to learning. Children make rapid and sustained progress EYFS outcomes for the revised curriculum will be at least in line with the National Average in 2022.</p>

<p>We will continue to work extraordinarily hard to ensure that there is:</p> <p>An emphasis on Baseline assessment to quickly identify children’s needs, identify appropriate support and ensure rapid progress.</p> <p>A smooth and safe transition into Reception through a high focus on the Prime areas of learning. (See Personal Development and Wellbeing)</p> <p>A continued high focus on the development of basic skills through a holistic approach to number and high focus on language development of phonics, reading and writing.</p> <p>A continued high focus on the provision of high-quality outdoor learning, supporting effective continuous provision.</p>	
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