



School Development Planning – 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 very 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.

Archdiocesan priorities

As a Catholic school and proud to be so, we must meet the changing requirements of the Church, for example 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. 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 – 2019-2020

Here is a list of the main priorities in the coming academic year. This gives parents a strategic overview of priorities and the intended outcomes for the children. The full SDP contains detailed action plans for each priority.

Improvement Strategy:	Outcomes for pupils
<p>Leadership & Management - Curriculum – planning and implementation Focus on enhancing the existing creative, broad, balanced, differentiated curriculum offer through teachers confident implementation of the revised schemes of work and assessment procedures for all subjects.</p>	<p>The children will have better subject-specific knowledge (Propositional-content & Procedural-skills) and understanding. They will understand links across the curriculum, e.g. events, places, people and ideas.</p>
<p>Leadership & management – Curriculum – monitoring and evaluation Subject leaders will monitor implementation of the revised schemes of work and evaluate for intended and incidental impact.</p>	<p>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. This is called 'cultural capital'.</p>
<p>Curriculum – English – speaking and listening There will be a high focus on improving speaking and listening skills through continuous provision, role play areas, extending language and vocabulary across the curriculum.</p>	<p>The aim for the children is firstly to improve the skill 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.</p>
<p>Curriculum – English - Reading Provide further opportunities for reflective, personal reading. Further extend opportunities for reading to an audience</p>	<p>The children should show improvements in their ability to reflect on what they have read. They will be more motivated to read and read with greater purpose. They know their contributions to the class will be valued, but they will be more confident and more fluent in reading to an audience.</p>
<p>Curriculum – Mathematics In Reception, improvements in mathematics focus on a holistic approach to Number. The Singapore Mathematics Scheme has already been successfully implemented. For the coming academic year, the scheme of work for mathematics has been revised again to include the White Rose Programme.</p>	<p>We are looking for confident children who can work together but also independently to solve problems.</p>
<p>Leadership & Management – Self-evaluation and improvement planning Although the school is exempt from inspection as an 'outstanding' school under the 2011 Education Act, the governors have decided to use the revised Ofsted Framework and Inspection Data Summary Report (IDSR) to review our self-evaluation and school improvement planning procedures.</p>	<p>Over time, the new inspection arrangements will equip all schools with the professional expertise to self-evaluate more accurately.</p>

<p>Leadership & Management – Curriculum - Religious Education</p> <p>The school will be inspected for RE in the Autumn Term. We will use this opportunity to work in partnership with inspectors to refine our teaching, assessment, monitoring and reporting procedures for RE and to give additional support to staff who have not experienced a RE inspection and those that have changed year groups.</p>	<p>The children enjoy their learning in RE and they should make even better progress through refined assessment procedures, which mean for example that they are clearer about where they need to improve.</p>
<p>Pupil premium</p> <p>Implement the pupil premium strategy.</p> <p>See school website.</p>	<p>All children achieve their potential and maximise progress</p> <p>By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading and writing and maths</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children nationally at EXS+ and GDS in reading, writing and maths</p>
<p>Early Years</p>	<p>Quality of Provision in the Early Years</p> <p>EYFS GLD at least in line with National Average (75%) and higher percentage of children exceeding ELG.</p>
<p>Leadership & Management – Lead school in planning for Section 48 inspection scheduled for 21 November 2019 supporting self-review and evaluation of Catholic Life, RE and Collective Worship.</p>	<p>Affirmation through outstanding grade for all areas of the RE Inspection Framework.</p>
<p>Personal Development Behaviour and Attitudes</p> <p>Enhance the personal, social, emotional health and well-being of all children</p> <p>Provide daily Nurture sessions</p> <p>Extend Pupil groups-NAMASTE</p> <p>Implement skills acquired through Mental Health First Aider Training</p>	<p>Personal Development - Behaviour and Attitudes</p> <p>Impacting upon as appropriate to need –self-esteem, readiness to learn, collaborative and critical skills for learning</p>
<p>Behaviour and Attitudes</p> <p>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>Behaviour and Attitudes</p> <p>Children with improved attendance will make far more progress.</p>