

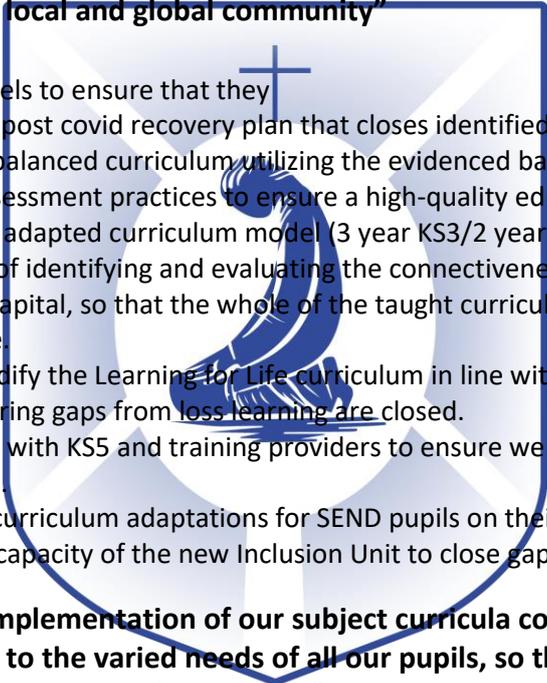
Brownedge St Mary's Catholic High School

Key Priorities

2021-2023 School Improvement Plan

Priority 1 – To continue to review our school curriculum ensuring its structure and intent guarantee:

- the highest expectations for all our pupils, particularly disadvantaged pupils
- gains in knowledge and understanding for each child irrespective of starting point or disadvantage
- progression to appropriate and successful academic or vocational pathways post 16
- opportunities to “develop unique gifts and talents” and “to live out our commitment to love, service and justice in the local and global community”

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- A. Review all progression models to ensure that they
- i. are responsive to a post covid recovery plan that closes identified learning gaps
 - ii. teach a broad and balanced curriculum utilizing the evidenced based research to inform pedagogical approaches and assessment practices to ensure a high-quality education
 - iii. reflect our recently adapted curriculum model (3 year KS3/2 year KS4)
 - iv. develop new ways of identifying and evaluating the connectiveness of learning across school, including Cultural Capital, so that the whole of the taught curriculum is a coherent and compelling learning experience.
- B. Continue to review and modify the Learning for Life curriculum in line with new national guidance on RSE and Health Education, ensuring gaps from loss learning are closed.
- C. Strengthen curriculum links with KS5 and training providers to ensure we continue to offer the breadth of opportunities for our pupils.
- D. Monitor the impact of our curriculum adaptations for SEND pupils on their gains in knowledge, skills and independence and use the capacity of the new Inclusion Unit to close gaps in learning

Priority 2 – To ensure that the implementation of our subject curricula consistently deploys the best pedagogical practice responsive to the varied needs of all our pupils, so that all “develop their unique gifts and talents, striving for excellence in everything we do.”

- A. Continue to train teachers in best pedagogical practice combined with good subject knowledge so to deliver improved progress outcomes in GCSE, including the utilization of the Ofsted subject reviews.
- B. Develop and embed the use of emerging technologies to support pupils' learning and engagement
- C. Further embed our whole school approach to literacy in terms of
- Developing a consistent approach to writing proficiency, to ensure quality and accuracy in all subjects
 - Improving pupils' communication through developing word power, to ensure pupils know how to express themselves clearly, in extended terms.
 - Utilizing the power of reading, both for pleasure and for learning
- D. Embed best practice which improves memory retention and recall so that pupils' long-term memory is developed to support improved outcomes.
- E. Ensure that assessment is used well to help pupils embed and use knowledge fluently or to check understanding and to inform teaching

Priority 3 – To further improve behaviour across school by ensuring established routines are consistently used; the most effective teaching strategies are deployed with due regard to the needs of all pupils; and that interventions are timely and effective in reducing instances of any repeated negative behaviours so to “create an environment of welcome, love and respect for each member of our learning family.”

- A. Continue to embed our explicit Catholic virtues-based culture to improve behaviour for learning through greater consistency and flexibility of teaching strategies, rewards and sanctions.

- B. Re-establish pupil education around bullying, discrimination and safeguarding and respond to the national focus of child-on-child sexual behaviours
- C. Commission the earliest intervention for pupils at risk of disengaging from school, in particular DAP and boys, and monitor its impact closely.
- D. Continue to develop pupils' positive attitudes to their learning, ensuring they are resilient to setbacks and take pride in their achievements and are curious and interested learners, especially boys.

Priority 4 – To reduce the absence and persistent absence of all pupils and secure improvements in the attendance and persistent absence of disadvantaged pupils by “creating an environment of welcome, love and respect for each member of our learning family.”

- A. Improve attendance across the school to return a minimum of pre covid levels, with a particular focus on improving DAP attendance
- B. Reduce persistent absenteeism to ensure it continues to be better than national.
- C. Improve punctuality to school and to lessons to at least pre covid levels, ensuring that pupils maximise learning opportunities.

Priority 5 – To ensure every child takes the extensive opportunities to grow and develop in ‘character’ as unique individuals committed to:

- **“living out their commitment to love, service and justice in the local and global community”**
 - **“nurturing their journey of faith and discovery”**
 - **“and celebrating and reflecting on the love of God, which is at the heart of all we are”**
- A. Reinvigorate the diverse enrichment opportunities available to pupils across the school, particularly targeting those pupils who have been most disadvantaged through Covid.
 - B. Continue to develop the extent to which pupils actively respond and contribute to the opportunities that the school offers to develop their personal character and support our Catholic mission, inspiring them put their faith into action.
 - C. Continue to prepare pupils for life in modern day Britain, developing an understanding of British Values, and how to be responsible, respectful and active citizens
 - D. Review and modify our Careers provision across the school, with particular focus on readdressing gaps in the Gatsby Bench marks that have arisen due to covid restrictions.

Priority 6 – To ensure leadership at all levels in school consistently achieves our mission to “create an environment of welcome, love and respect for each member of our learning family” and “striving for excellence in everything we do”

Let your light shine'

- A. Continue to ensure that all leaders across school have a clear vision and strategy and are held to account for the quality of education.
- B. Develop and embed the use of emerging technologies to support pupils' learning and engagement
- C. Ensure a robust training programme is established to support Early Career Teachers and newly appointed staff
- D. Explore new ways to engage effectively with our parents, enabling them to play an active role, in partnership with school, to support their child's development.
- E. Monitor and evaluate progress towards reducing workload and improving wellbeing so that leaders and governors provide the highest levels of pastoral care for staff, and there is an explicit and concrete commitment to both the physical and mental wellbeing of staff.
- F. To develop school building facilities and resources to ensure that pupils and staff are safe and well cared for.