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| **C:\Users\rveitch\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F778C276.tmp Our Lady and St Thomas Catholic Primary**  School Development Plan 2024-25 | | | | | | |
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| **Leadership and Management** | | | | | | |
| **Strengths:**   * High expectations of leadership across the school. The arrangements for safeguarding are effective. * All leaders demonstrate a clear and ambitious vision for their areas of responsibility. * Staff, including those new to the school and the profession, receive high levels of support both personally and in managing their workload. Leaders care for staff and their well-being. Staff are proud to work at the school. | | | | | | |
| **Priority for Improvement:**   * **Ensure that teachers receive training and support to provide highly effective adaptations for pupils with SEND(Ofsted)** * **Develop the skill set of new leaders across school in monitoring and assessment.** | | | | | | |
| **Priority/ Problem**  **(why?)**  **SEND Focus** | **Intervention Description(what?)**  *Core Components* | **Implementation**  **Strategies (how?)** | **Implementation**  **Outcomes**  **(how well?)** | **Final Outcomes**  **(and so?)** | **Responsibility** | **Review**  **(RAG)** |
| **Ensure precise Smart targets for SEND pupils in Support Plans to ensure teachers effectively support learning.**  *“The school’s plans to support pupils with SEND are often not precise enough.*  *This means that learning activities for a few pupils with SEND are not well matched to their needs”.* | Teachers CPD to ensure the provision of highly effective adaptations for pupils with SEND (16th Sept 24) from LA.  New SENDCO will begin the NPQ in SEND Leadership.  Support from HT and LA and ½ day management.  SEND pupil books easily identifiable for monitoring purposes across the curriculum.  Pupil Progress meetings highlight pupils with SEND. | Initial CPD from LA  SENDCO release time to peer coach staff on producing an effective Support Plan.  Teachers to make explicit adaptations in planning across the curriculum for pupils with Support Plans.  All staff have a hard copy of Support Plan in class as a working document to annotate.  Interventions are more focused and recorded in file set up by TG (Sept 24).  SENDCO Parental communication – regular face to face meetings to ensure families are happy with provision  Class teacher to meet any child with a Support Plan before Parents Evenings to review support plans. | **Short term:**  Support Plans are signed off by leaders and planned interventions are precise.  **Medium term:**  Interventions are reviewed regularly for impact and adapted according to need.  **Long term:**  Parental feedback evidences confidence in the schools SEND provision. | Data reflects progress of all SEND pupils across the school as currently SEND pupils do not meet age related expectations at Y6.  Staff are confident to make adaptations that have greater impact on SEND pupil progress. | RV  TG  All staff |  |
| **Develop all staff in effective leadership of their curriculum areas**. | Monitoring and Assessment cycle to be implemented for all areas of curriculum responsibility. | SLT will mentor and model.  Rolling programme of focus for staff to ensure each subject has time.  Release time for staff to monitor and lead staff meetings.  Support staff with effective Action Plans for the year ahead for their subjects using the Trust model – (Sept 24)  Subject network meetings, relevant CPD. | Staff feel well supported in the leadership of multiple subject areas through regular check in’s and coaching from SLT.  Subject leaders use monitoring and assessment to have a strategic overview of their subject. | Effective and strategic leadership (drive, independent, resilient, knowledgeable, expert)  Whole school strategic overview  Improved standards across school | RV  AH AB  Middle leaders |  |

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| **Quality of Education**  **(Standards)** | | | | | | |
| **Strengths:**   * OLST is above the national average in all areas – EYFS, Phonics, MTC and KS2 Reading, Writing and Maths. * GD proportions improved at the end of KS2 | | | | | | |
| **Priority for Improvement:**   * **Improve proportions of children achieving GD in Maths from 19% at KS2 and in all classes across the school.** * **A consistent approach to the teaching of times tables across the school to impact on the improving upward trend in our mean MTC average score.** | | | | | | |
| **Priority/ Problem**  **(why?)**  **Maths focus** | **Intervention Description(what?)**  *Core Components* | **Implementation Strategies (how?)** | **Implementation Outcomes**  **(how well?)** | **Final Outcomes**  **(and so?)** | **Responsibility** | **Review**  **(RAG)** |
| **Percentage of children reaching expected level and GD are lower than our usual results based on the last few years.** | CPD – Maths Hub and Maths Lead.  Raise attainment at the end of KS2 by additional arithmetic fluency session per week.  Maths mastery resources.  Specialist Maths TA timetabled weekly to focus on Y4.  Timestables Rockstars in KS2. Incentives and in class competition. | Maths lead to deliver CPD - to ensure teacher knowledge of mastery approach and expected lesson organisation.  Leadership time - Maths lead to monitor maths lessons and provide subsequent training.  Maths lead to support weekly in Y6 with arithmetic fluency.  TA led Times Table groups. | Maths small steps document to be used consistently.  A higher percentage of children achieving expected and GD across the school.  Y4 MTC mean average continues to be above the national average. | **Short term:**  Identified gaps in learning addressed through immediate intervention, pre teaching opportunities or more formal specific interventions.  **Medium term:**  Attainment raised in KS1 and KS2 throughout the year through finely focused booster sessions.  **Long term:**  Children are confident with maths problem solving and fluent with arithmetic.  Raised attainment in expected level and GD at the end of KS2.  Raised attainment in MTC mean score. | AB, RV, TG, AH, EA |  |

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| **Quality of Education** | | | | | | |
| **Strengths:**   * “Pupils love to read. Reading is a priority for the school. Adults read carefully chosen books to pupils daily. Children listen attentively to stories and join in with songs. Staff encourage and support parents to read to and with their children. Reading ambassadors promote reading through events and are successful in obtaining books for the school library. They are rightfully proud of their work”. * “Leaders swiftly identify pupils who are at risk of falling behind with phonics.” (Ofsted 2023) | | | | | | |
| **Priority for Improvement:**   * *“On occasion, some staff do not deliver phonics lessons consistently well. Some of the books that are given to pupils who are at the early stages of reading do not match their phonics knowledge…… The trust and school leaders should ensure that staff receive the appropriate training and expertise to support all pupils to learn to read well.” (Ofsted 23)* | | | | | | |
| **Priority/ Problem**  **(why?)**  **Phonics focus** | **Intervention Description(what?)**  *Core Components* | **Implementation Strategies (how?)** | **Implementation Outcomes**  **(how well?)** | **Final Outcomes**  **(and so?)** | **Responsibility** | **Review**  **(RAG)** |
| **Comprehensive RWI training/refresher needed for all staff delivering RWI Phonics (new staffing profile).** | All staff new to teaching Phonics to receive 2 days RWI training prior to September (8th and 9th July).  Release time (weekly) for Phonics Lead to monitor RWI delivery across school and provide coaching to staff as needed.  RWI Leadership Days delivered by RWI trainer Lisa Spence – Thursday 7th November. | Access to RWI Portal and all the bitesize training videos.  Personalised staff training profiles across the year.  Phonics lead to provide regular coaching during teaching sessions.  ***Teachers*** will ensure that reading books match the children’s phonic knowledge and through regular reading with each individual child, teachers will ensure that fluency is achieved. | Small EYFS/KS1 groupings assessed and reviewed ½ termly by teachers and groups adjusted according to online phonics assessment results.  Formal assessment points – end of EYFS ELGs, Phonics Screening Check.  Individual intervention 1:1 tuition (10 min per day) to ensure rapid progress.  EAL support and intervention. | **Short term:**  Teachers ensure that books match children’s phonic ability.  **Medium term:**  Monitoring evidences high quality and consistent delivery of RWI.  **Long term:**  High standards in Phonics Screening Check maintained.  2024 – 93% pass rate  Only 1 pupil starting KS2 having not passed. Expected to pass by Christmas 24. | AB, AH, TG, RV |  |
| **Invest and Improve RWI resources – additional books that can be sent home.**  **Refresh the banded books in school and create a library system so that sharing books can also go home as many children do not use the local library or have exciting books at home.** | New RWI books  New Reading scheme.  Electronic Library system.  (Business Manager to explore grant funding opportunities). | Explore Trust discount with Oxford Owl for additional books (TG/AB)  PC to look at Grant options to implement an electronic library system so that books can be taken home to further enhance reading for pleasure. | Match funded or discounted RWI books for KS1 to utilise fully and match to individual pupils’ phonic stage.  New book banded reading scheme for KS2.  Electronic Library system launched at OLST. | RWI is fully resourced so that books used in school can go home with children to practice.  Pupils throughout school on the Book Bands make good progress and have a love of reading.  Reading for pleasure further enhanced through the OLST Library and pupils experience sharing at home. |  |  |

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| **Quality of Education (Curriculum)** | | | | | | |
| **Strengths:**   * ‘The school’s curriculum is well planned. It is broken down into manageable chunks so that it is clear what pupils need to learn and when. * Teachers have secure subject knowledge. They use resources consistently well to help pupils understand tricky concepts. Staff model the correct subject-specific vocabulary, insisting that pupils do the same. * Throughout school, teachers design learning so that pupils revisit important knowledge as a matter of routine. Teachers clearly explain new information that builds on pupils’ existing knowledge. As a result, pupils remember what they have learned and can apply it’. (Ofsted 23) | | | | | | |
| **Priority for Improvement:**   * Greater depth for writing in years 2, 3, 4 and 5 were not as hoped, staff needing more CPD using the introduced writing scheme as well as new writing assessment tool and moderation, in order to raise standards across the school both for expected and greater depth. * Inconsistent approach to teaching writing across the school. Standardise the process using the writing ITAF’s. | | | | | | |
| **Priority/ Problem**  **(why?)**  **Writing focus** | **Intervention Description(what?)**  *Core Components* | **Implementation Strategies (how?)** | **Implementation Outcomes**  **(how well?)** | **Final Outcomes**  **(and so?)** | **Responsibility** | **Review**  **(RAG)** |
| **Attainment in writing is low across the school at both expected and GD.**  Y1 – 79%  Y2 – 79%  Y3 – 71%  Y4 – 62%  Y5 – 56%  Y6 – 79% | Regular staff meeting input by subject lead.  Peer coaching for Y5  Focused Monitoring  Whole staff ½ termly moderations  Cross Curricular Writing Opportunities. | Book scrutiny half termly & CPD  A whole staff consistent approach to handwriting using the bubble writing.  Implement a spelling strategy to raise standards  improve staff subject knowledge in writing and making effective use of writing toolkits. | ITAF’s completed next steps planned effectively – ½ termly.  Pupil Progress meetings evidence attainment improving.  Wonder wall to celebrate high standards of presentation.  Toolkits used effectively and evidence of the writing process | **Short term:**  Evidence of the writing process followed correctly in books and ITAFS completed.  **Medium term:**  Evidence of sustained high standards of writing across the curriculum.  **Long term:**  An improved proportion of children throughout the school will achieve expected.  At least 2 children per class will have achieved greater depth in writing. | TG/RV  All staff |  |

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| **Behaviour and Attitudes** | | | | | | |
| **Strengths:**   * ‘The school has high expectations for pupils’ behaviour and achievement. Pupils’ behaviour is excellent both in lessons and around school. They demonstrate consistently positive attitudes to their learning. Older pupils successfully model these exemplary behaviours to younger children, such as taking turns and listening to others. This results in younger children showing high levels of self-control too’. * ‘Pupils’ behaviour is exceptional. Excellent relationships exist between staff and pupils throughout school. Children in early years are well supported by knowledgeable adults. Children settle quickly and know the early years routines well. Older pupils like the rewards that they receive for their work and their positive attitudes to learning’. (Ofsted 223) | | | | | | |
| **Priority for Improvement:**   * Persistent absence among disadvantaged pupils | | | | | | |
| **Priority/ Problem**  **(why?)**  **Attendance** | **Intervention Description(what?)**  *Core Components* | **Implementation Strategies (how?)** | **Implementation Outcomes**  **(how well?)** | **Final Outcomes**  **(and so?)** | **Responsibility** | **Review**  **(RAG)** |
| **Reduce persistent absence amongst our vulnerable/disadvantaged pupils** | Weekly monitoring of anyone below 95% as per Trust procedures.  Robust systems for flagging pupils and families  Bromcom/ Attendance resources  DFE toolkit to compare and contrast data  Linked to PM for office staff for  Attendance Lead Network meetings | Letters/ phone call weekly to families.  Attendance on weekly newsletter.  Reward system for the best class attendance  Introduce fining for x5 days unauthorised absence.  Support families through bespoke attendance plan | Data for each class is regularly above 97% (school target)  School holiday request reduction  Disadvantaged PA is reduced. | PA of our disadvantaged improves from 23/24  School attendance is strong and remains above the national average | RV, PC, JA  All staff to monitor and be vigilant. |  |

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| **Personal Development - (Pastoral/Wider opportunities)** | | | | | | |
| **Strengths:**   * Adults take pupils’ worries and/or concerns seriously. Leaders actively seek pupils’ views around a range of issues. For example, pupils contribute wholeheartedly to making the school an even safer environment for learning. Pupils are delighted when their suggestions are adopted by the school. * Pupils carry out leadership roles such as school councillors, and mathematics and art ambassadors confidently. These roles help to develop pupils’ character. Pupils take their responsibilities seriously and make a difference, both in school and in the wider community. * Leaders provide a programme for pupils to learn valuable life skills. Pupils understand what healthy and unhealthy relationships look like. They know how to keep themselves safe, both online and in the wider community. Pupils show a thorough understanding of fundamental British values and why they are important. | | | | | | |
| **Priority for Improvement:**   * **Improve ‘After School’ and enrichment opportunities with a focus on encouraging greater participation from our disadvantaged pupils.** * **Implement a PD passport for every year group to ensure each cohort has a rich and wide variety of opportunities and experiences across the academic year.** * **Embed Trust Virtues and our character for learning through the use of the Commando Joe resources** | | | | | | |
| **Priority/ Problem**  **(why?)** | **Intervention Description(what?)**  *Core Components* | **Implementation Strategies (how?)** | **Implementation Outcomes**  **(how well?)** | **Final Outcomes**  **(and so?)** | **Responsibility** | **Review**  **(RAG)** |
| **Our disadvantaged and vulnerable pupils do not usually attend after school clubs even when free or subsidised.**  **Implement a termly programme of enrichment through Tea Club and lunchtimes.**  **Map wider opportunities and experiences at OLST.**  **Structured approach to embed the Trust virtues and characteristics for learning.** | Internal Tea Club  Forest School offer  Wider variety of after school clubs.  Play Leaders  PD passport for each class of enrichment and wider opportunities to experience at OLST.  Virtue awards weekly  Launch Commando Joe’s | Improve our Tea Club offer through themed nights.  Plan termly after school clubs that are run by a mixture of staff and external providers.  Use school council ideas to enhance lunchtimes at school.  Launch the Art Shed. | Numbers increase for uptake  Pupil questionnaires evidence that pupils are enjoying provision. | OLST has a termly programme of enrichment opportunities available during the school day.  Tracking data evidences our disadvantaged accessing a variety of wider opportunities.  Personal Development Passports linked to PSHE in place and shared with parents.  Pupils are able to talk | RV  AH |  |

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| **EYFS** | | | | | | |
| **Strengths:**   * High quality provision to meet the needs of all pupils. * Experienced and exemplary EYFS lead that has designed an exciting and engaging curriculum for our younger pupils. * A highly nurturing and caring ethos which sets the standard for behavior and attitudes in school and promotes school readiness. | | | | | | |
| **Priority for Improvement:**   * **On baseline entry assessment to EYFS, a high proportion of pupils have poor speech, language and communication skills.** * **Nursery intake 2023-24 (now Reception) has been particularly poor on entry in the prime areas which may impact on GLD.** | | | | | | |
| **Priority/ Problem**  **(why?)**  **Communication and Language** | **Intervention Description(what?)**  *Core Components* | **Implementation Strategies (how?)** | **Implementation Outcomes**  **(how well?)** | **Final Outcomes**  **(and so?)** | **Responsibility** | **Review**  **(RAG)** |
| Poor speech, language and communication skills amongst our EYFS group is a significant issue and impacts on learning.  Sound production particularly impacts on the early acquisition of phonics.  Understanding of language impacts on all aspects of social development and communication. | Increased staffing levels in EYFS and in phonics teaching.  Cambridge University research project with ‘Language Link’ will allow us to screen all pupils on entry. We will then provide follow up intervention for pupils.  Assigned a Teaching Assistant with Speech and Language qualification to complete regular intervention with identified children and providing activities for parents to complete at home. | Parents of 3-and 4-year-olds will be referred to the Sure Start centre where they can access a free communication and language assessment using ‘Wellcomm’.  EYFS Lead will begin to refer pupils directly to the NHS with parental consent.  Targeted Family workshops will take place across the year to support issues including communication and language.  Referrals will be followed up and speeded up via termly meetings with Jo Wathall, Health Visitor.  Staff in school will use activities provided through NHS assessments in school.  School will use Mable Therapy, an online speech therapy provider. We will refer children with parental consent then supervise the sessions in school. | 39% of children in Class 1 have some form of speech, communication or language difficulty at present.  26% (8 children) with speech, communication or language difficulties and a further 13% (4 children) EAL children with communication difficulties due to English being their second language.  Data will evidence progress in the ‘Communication and Language’ Early Learning Goal. | **Short term:**  Early identification of needs will instigate intervention from the very start in EYFS. Following this each child will be screened through ‘Language Link’ which will highlight areas of need. Immediate intervention will take place via the systems the EY lead has set up.  **Medium term:**  Pupils will receive the necessary input and support through bespoke interventions.  Referrals will be made to the Speech and Language team.  **Long term:**  Systems in place will Impact on EYFS GLD attainment and Y1 Phonics data. | AB, RV |  |

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| **Catholic Life**  **(Religious Education/Collective Worship)** | | | | | | |
| **Strengths:**   * School and Parish links and work in the wider community * Regular opportunities to worship at whole school Mass and Father Jim a visible presence in the life of the school * Pastoral House groups involving the whole school community | | | | | | |
| **Priority for Improvement:**   * **Introduce and embed CST through Catholic life and Collective Worship at OLST (CL)** * **Quality marking in RE is consistent throughout the school to impact on learning (RE)** | | | | | | |
| **Priority/ Problem**  **(why?)**  **CST and Marking** | **Intervention Description(what?)**  *Core Components* | **Implementation Strategies (how?)** | **Implementation Outcomes**  **(how well?)** | **Final Outcomes**  **(and so?)** | **Responsibility** | **Review**  **(RAG)** |
| Introduce and embed Catholic Social Teaching | Explicit teaching of CST Principles using the CAFOD model which uses more child friendly language and images.  Provide opportunities for pupils to live out their faith in the community and wider world. | CPD – intent of CST and introduction (9th Sept 24)  ½ termly house group focus on each principle with CPD input for staff prior.  Mini Vinnie Group – Mrs Hall to lead  Stay and Pray opportunities to share CST learning with our families. | Staff, pupils and parents can articulate, and live out their faith through their actions (CST)  CST opportunities are identified across the curriculum  Pupil prayer/ reflection journals in KS2 and floor books in KS1 evidence pupils understanding of CST. | Long term  CST is an integral part of school life and community.  Medium term:  Pupils have knowledge of CST principles, and show this through their behaviour and actions.  Short term:  CST award to raise profile across school as part of Celebration. | AH and RV |  |
| Ensure that books evidence quality RE marking to impact on pupil progress against the RE attainment standards | Non-negotiables introduced for RE books (September 2nd PD focus)  Learning objectives must include the driver words and should use words specific to age related expectations of your year group  Marking must reflect the RE learning objective – it needs to be succinct, effective and challenging. | Probing questions must allow children to deepen their understanding – use driver words in questions.  Provide regular opportunities for children to respond to feedback and marking and to reflect on activities covered. | Children’s responses will be high quality. These should be marked and any misconceptions addressed.  Respond task must be completed at the end of every topic.  Model how to complete tasks in a thoughtful and reflective manner. | RE standards in books are strong.  Pupils are able to explain the learning that has taken place.  Staff are confident in the planning, delivery and assessment of RE.  Monitoring of RE data evidences a greater focus on end points of each phase. | AH and RV |  |