



School Development Plan 22/23: Our Lady and St Thomas Catholic Primary, Willington



Development Plan: Leadership

Strengths:

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils.
- The curriculum is ambitious, leaders ensure an inclusive culture with SEND and disadvantaged pupils at the heart of provision, so no child is left behind.
- Leaders engage effectively with pupils and their families. Strong relationships exist in the Parish community. Parental surveys are extremely positive.

Priority for Improvement:

- Leadership across the school to support the effective management and workload of staff leading on multiple curriculum areas.
- OLST to support new ECT staff in the early stages of their careers whilst building in succession planning.
- OLST to ensure the new Nursery provision is successful to impact on pupil numbers and school growth.

Problem/ Priority	Key / Active ingredients	Implementation Activities	Implementation Outcomes	Success Criteria	Responsibility	Review
Refresh Teaching and Learning Policy to ensure all staff are clear on the elements that impact knowing and remembering more. Pupils are able to recall past learning and make links with ease.	1.Teaching and Learning Policy of OLST is concise and clear. 2.Recall evident in all lessons. 3.Clive Davies resources. 4.CPD on strategies.	1.SLT to create what teaching and learning looks like and OLST. 2.Staff training and associated monitoring. 3.Book looks and triangulation 4.Pupil voice	All lessons utilise all elements of OLST's teaching and learning policy. Consistency is evident across the school.	Pupils improve their recall skills as this is a consistent element of every lesson across each class in the school	SLT	Termly Summer 23



School Development Plan 22/23: Our Lady and St Thomas Catholic Primary, Willington



<p>Limited pool of staff to divide curriculum areas between coupled with the staff well-being agenda and budget issues.</p> <p>Leadership across the school to support the effective management and workload of staff leading on multiple curriculum areas.</p>	<p>1.UPS3 staff to lead on up to four subjects including 1 core. 2.Staff meeting time and a team approach to the development of our curriculum offer. 3.PE time with coach staff = 1-hour management 4.DHT 1-day management time weekly to lead on Reading and RE. 5.CW time for ECT mentor duties. HT and Deputy to share role, 6.HT to take on SEND, PE and PSHE. 7.SLT Staff well-being award to be explored.</p>	<p>1.Staff meeting to share and agree workload and responsibilities of UPS 3 staff (only 3 FT and 1 PT). 2.ECT staff to shadow English and Maths with a view to succession planning. 3.Autumn 1 – History deep dive focus 4.Science, computing and Art schemes purchased. 5.RWI Leadership to be established and joint monitoring and training planned and carried out by MF and JW.</p>	<p>Short term: All staff receive adequate additional time to carry out multiple leadership roles. Staff all produce a manageable curriculum action plan for each area of responsibility. Staff well-being day and retreat. Medium Term: Interim review evidence indicates that all staff feel supported to fulfil their leadership role and are making progress against set targets. Long term: Staff are able to provide CPD to our new members of staff and set the building blocks for succession planning in the core subjects. SLT Staff well-being award to be achieved.</p>	<p>Staff well-being good. (questionnaire evidence)</p> <p>Leaders are mindful of meetings and workload and Marking Policy supports this.</p> <p>Quality CPD opportunities.</p> <p>Peer support.</p> <p>Additional time allocated to carry out their leadership roles effectively.</p>	<p>SLT</p> <p>Governors</p>	<p>Spring 23</p> <p>Summer 23</p>
<p>New ECT staff that cannot take on any subject leadership. Small staff so workload increase for all experienced staff.</p>	<p>1.Use established coaching staff to support the release time of UPS staff weekly for management time. 2.Supply to be used LG for key monitoring tasks. 3.SLT to take on most responsibility and divide the rest. 4.DH to have weekly leadership time.</p>	<p>1.PE meeting and action plan set for the year. 2. Expectations set through PM and action plans from leads agreed. 3. Time carved out for staff and SLT lead by example. 4. Reading monitored weekly. 5. Regular mentor sessions combined with UCL and</p>	<p>Short term: All staff clear through PM and goals and priorities for this academic year. Medium Term: ECT's feel well supported in their role as class teacher in school and develop their wider responsibilities in ECO kids/ Young Leaders/E-Safety leads. Long Term:</p>	<p>ECT staff feel confident and well supported in their roles.</p> <p>Experienced staff feel supported and have</p>	<p>SLT</p> <p>Governors</p>	<p>Spring 23</p> <p>Summer 23</p>



School Development Plan 22/23: Our Lady and St Thomas Catholic Primary, Willington



OLST to support new ECT staff in the early stages of their careers whilst building in succession planning.	5.ECT to shadow English and Maths leads.	Tees Valley Teaching Partnership.	Through CPD and established collaborative work opportunities, ECT staff feel well supported and able to contribute more fully to the wider life of the school.	time to carry out their additional responsibilities effectively.		
Nursery Provision to be established to boost pupil numbers. OLST to ensure the new Nursery provision is successful to impact on pupil numbers and school growth.	1.New EYFS specialist TA to be employed. 2.6k investment in resourcing and converting existing provision into a multi-functional EYFS unit to include 3-year-old provision. 3.Support from Durham LA. 4.Marketing materials from Trust. Open events. 5. Positive feedback from first intake.	1. EYFS staffing and environment to be transformed. 2. Leaders to be supported by Durham LA in setting up the financial and management systems for the effective running of a nursery provision. 3.Support from EYFS leads in Trust – Helen Mulholland and local schools with existing provision – St. Cuthbert's.	Short term: Classroom to be transformed into an EYFS unit to integrate 3-year-old provision into existing Reception provision. Medium term: Advertise and actively market Nursery to the local community. Long term: Nursery places filled and a tangible impact on numbers to ensure a full Reception intake.	OLST has established a highly successful EYFS unit and staff are confident in their leadership of provision. Families have a viable successful Catholic alternative to current Nursery provision in Willington for 3 year olds.	HT Mrs Brown Mrs Mckendrick Governors	Autumn 22 Spring 22 Summer 22



School Development Plan 22/23: Our Lady and St Thomas Catholic Primary, Willington



Development Plan: Quality of Education

Strengths:

- The curriculum is progressive and sequential. It reflects the school's local context where possible and staff are highly skilled in addressing gaps in pupils' knowledge and skills.
- All teaching staff are highly experienced classroom practitioners. Teaching is good in all classes. Teachers respond effectively to the needs of all pupils and adapt their teaching as necessary.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in work produced and what pupils can articulate.

Priority for Improvement:

- All Staff to have a continued focus on transition and implementation of the BHCET Trust Curriculum.
- Increase GD proportions in R,W,M in each cohort.
- To raise the profile of reading at OLST to impact on attainment of all pupils. To ensure there is a strong culture of reading for pleasure that permeates the curriculum and pupils are fluent, avid and passionate readers.

Problem/ Priority	Key / Active ingredients	Implementation Activities	Implementation Outcomes	Success Criteria	Responsibility	Review
--------------------------	--------------------------	---------------------------	-------------------------	------------------	----------------	--------



School Development Plan 22/23: Our Lady and St Thomas Catholic Primary, Willington



<p>Leaders in foundation subjects to improve outcomes.</p> <p>New Trust Curriculum Plans are fully embedded across the school by all staff.</p>	<ol style="list-style-type: none"> 1. Carry out termly monitoring through scrutiny. New scheme – KAPOW and Science. 2. Support staff with implementing the new curriculum. 3. Feedback to staff. 4. Maintain records. 5. Attainment data in Foundation Subjects 	<ol style="list-style-type: none"> 1. Training in the new curriculum History, Geography, Science, MFL and Art. 2. Time allocation for work to take place. 3. Book scrutiny termly. 	<p>Short term: Middle leaders aware of each year group outcomes/end points and support given to staff as this is implemented. Purchase schemes to support ECT's with planning and resourcing in Science and Art.</p> <p>Medium Term: Leaders will be confident to discuss their subject areas including threshold concepts.</p> <p>Long term: Staff will confidently lead their subjects and raise standards.</p>	<p>Trust Plans fully embedded.</p> <p>Leaders have improved subject knowledge.</p> <p>New schemes provide support to all staff.</p> <p>Leaders are prepared to carry out deep dives.</p> <p>Curriculum outcomes improve for all pupils</p>	<p>Mrs Whitfield</p> <p>Head teacher to oversee</p>	<p>Spring 2023</p> <p>Summer 23</p>
<p>GD proportions are not as high following the pandemic. (Focus-disadvantaged)</p> <p>All staff to focus on targeting a small group or individuals for GD in R, W, M.</p>	<ol style="list-style-type: none"> 1. Staff have identified target pupils in each subject. 2. Challenge opportunities in all lessons – monitoring focus. 3. Pupil confidence. 4. Additional Booster and small group intervention to teach explicitly higher order skills when possible. 	<ol style="list-style-type: none"> 1. Each class to focus on at least 2 pupils to target for GD. 2. GAP analysis and plan for support. 3. Whole school resources for supporting specific subjects explored. 4. Use of mastery or expert resources/ Technology to extend and deepen learning. 	<p>Short term: Staff will be focused on key children in the planning and delivery of lessons. Evidence of challenge in books.</p> <p>Medium term: Pupils will be showing more evidence of being higher ability in their books through their responses.</p> <p>Long term: Proportions of GD with increase in all classes from a low starting point at the beginning of the year.</p>	<p>Proportions of GD with increase in all classes from a low starting point at the beginning of the year.</p> <p>Evidence of challenge will be present in all subjects.</p>	<p>All staff</p> <p>SLT to monitor, support and feedback.</p>	<p>Spring 2023</p> <p>Summer 2023</p>



School Development Plan 22/23: Our Lady and St Thomas Catholic Primary, Willington



<p>Reading for pleasure culture to be obvious immediately.</p> <p>Reading results to increase to usual above average standards.</p>	<p>1. Reading Lead to be given an additional day per week dedicated to improving reading standards and monitoring RWI provision.</p> <p>2. RWI training contract to include RWI resources and access to the Ruth Miskin training materials.</p> <p>3. £500 for new books to increase our genre range and include diversity, subject specific books and inspirational people 'Little People, Big Dreams' range.</p> <p>5. Creative use of staffing and paired readers to support daily reading for the lowest 20%.</p> <p>6. Reading focus at the start of the day in every class and timetabled story time daily in every class across school.</p>	<p>1. Staff training RWI refresher and planning of vocabulary rich classrooms.</p> <p>2. Reading Lead established, and systems set up for supporting the lowest 20%.</p> <p>3. Plans designed for the creation of a dedicated whole school reading space.</p> <p>4. Artist engaged, and books and resources ordered. Waterstones partnership/village library.</p> <p>5. Parental engagement for Early Years through family story sessions.</p> <p>6. Reading Robins established.</p> <p>6. Arts Week – Poet to visit OLST to inspire and develop a love of poetry.</p>	<p>Short term: Reading data to reflect pupils on track to reach the expected standard. Reading Journey formally developed – class novels/shared texts across the year to ensure progression and no repetition.</p> <p>Medium Term: Focus on traditional tales in KS1 and World Book Day. All KS2 pupils will have visited a book shop and spent their voucher. Story sessions to immerse children in a love of books.</p> <p>Long term: Library to be created by the end of the Spring term. Children will be able to access a range of rich texts covering a wide range of genres.</p>	<p>KS1: Children recite nursery rhymes, know traditional tales and access a rich reading diet.</p> <p>All children expand their love of books and read for pleasure. They can talk about books they have read in school.</p> <p>Outcomes for pupils throughout school exceed the National average as per pre pandemic.</p> <p>Parent engagement improved through modelled story sessions.</p>	<p>All Staff</p> <p>SLT</p> <p>Mrs Fulton</p> <p>Mrs Veitch</p>	<p>Spring 2023</p>
---	--	--	--	---	---	--------------------



School Development Plan 22/23: Our Lady and St Thomas Catholic Primary, Willington



Development Plan: Personal Development/ Behaviour and Attitudes

Strengths:

- The school provides high-quality pastoral and nurturing support.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.

Priority for Improvement:

- Ensure our PSHE programme is sequenced to meet the needs of the pupils at OLST. Explicitly teach fundamental British Values.
- Improve the attendance of our disadvantaged pupils as data suggests they are more likely to become PA.
- To develop a programme of visitors to develop high aspirations and inspire future careers.

Priority/ Problem	Key / Active	Implementation Activities	Implementation Outcomes	Success Criteria	Responsibility	Review
Staff recognise the limitations of a scheme for PSHE – Ten Ten does not go deep enough or make explicit areas we feel are important for our children.	1. Online Safety is given the highest priority. 2. Children are taught explicitly Black History and British Values. 3. Aspirations evident across school. 4. Bullying Ambassadors and E Cadets	1. Online Safety assemblies teach children in a memorable way how to always act respectfully and what to do when they are worried or uncomfortable. 2. E-Cadets set up to enhance our safeguarding. 3. PSHE curriculum to evolve over the academic year and our long-term plan and overview to be supplemented. 4. Anti-Bullying Ambassadors set up and the BIG Award applied.	Short term: long term plan addressed as part of our September PD Day. Medium Term: E-Cadets meet regularly with Mrs Pearson and any issues emerging resolved quickly and effectively. Pupils know what to do if worried or concerned about something. Long term: Pupils can articulate how to keep themselves safe confidently. Systems are explicit in school to support this.	Pupils will know how to keep themselves safe particularly online. The E-Cadets pupil group will be an active group to support their peers and inform adults of any issues. The PSHE programme is sequenced and makes explicit the teaching of Black History, Anti-Bullying, Online safety and British Values. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.	Head teacher All staff	Spring 2023



School Development Plan 22/23: Our Lady and St Thomas Catholic Primary, Willington



			E-Cadets and Anti-Bullying Ambassadors enhance our provision.	BIG Anti-Bullying Award is achieved.		
Development Plan: EYFS						
Strengths: <ul style="list-style-type: none"> Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of reception, children use their knowledge of phonics to confidently read simple sentences accurately. Children are Year 1 ready by the end of EYFS including those with lower starting points. Teaching in EYFS is strong. The EYFS lead is extremely effective in supporting the pupils and their families, especially those with SEND or multiple vulnerabilities. 						
Priority for Improvement: <ul style="list-style-type: none"> OLST to establish a new Nursery provision for 3 year olds. Develop new Curriculum Plans for a 2 year rolling programme. Further enhance parental communication so they can see what their child is doing at school - increased use of social media to share learning experiences. 						
Priority/ Problem	Key / Active ingredients	Implementation Activities	Implementation Outcomes	Success Criteria	Responsibility	Review
Establish the Nursery – provision for 3 year olds alongside existing Reception provision. Improving how we keep parents informed of what children are learning in EYFS.	1.Meet and Greet for new pupils. 2.New EYFS classroom environment following significant investment internally. 3.Time for EYFS lead to be built in weekly. 4.Increased opportunities for	1.Developing of strong parental relationships. Class teacher visible at the start of each day. 2. Family story time to be developed within the classroom environment. Reading stories is modelled, questioning and how to support scaffolded for parents. 3. Opportunities for parents to read to the class.	Short term: Staff to welcome families to the new EYFS unit. Pupils to settle into new routines well. Tapestry to be implemented as a way of keeping parents fully informed. Establish Mrs McKendrick as an integral part of the EYFS team. Medium term: Parents will know how their child is	Pupils will be happy and settled in our EYFS unit. Families will feel confident in the provision and well supported. New staff will integrate well and enhance the environment through their role and contributions. Parents will be aware what their child is learning about each week.	EYFS lead	Spring 2022



School Development Plan 22/23: Our Lady and St Thomas Catholic Primary, Willington



	developing family learning. 4. EYFS posts on social media once per week.	4. Use of Facebook to be increased to showcase learning in school and aid discussion at home.	progressing and feel informed and in Long term: Parental Survey at the end of EYFS will evidence keeping well informed and supported.	Parents will know how to support their child at home especially with Early Reading. OLST Nursery will be successful and impact on new admissions to school.		
--	---	---	---	--	--	--