**School Development Plan 2022 - 2023 A Summary of our Key Priorities**

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| **Religious Education** | 1. Ensure classroom religious education and the Catholic life of the school meet all the standards required 2. Develop the role of the RE coordinator |
| **Quality of Education** | 1. Ensure the school’s curriculum intent and implementation is embedded consistently across the school so that all pupils secure skills, knowledge and understanding across all subjects and achieve well. 2. Improve outcomes in Maths across KS2 through developing pupil’s confidence in mathematical skills, in particular in arithmetic and mental Maths. 3. Develop the quality of teaching and learning of Reading in EYFS and KS1 through the Little Wandle scheme. 4. Further strengthen the expertise of senior and middle leaders so that the school is successful in its ability to provide a high-quality education for all pupils. 5. Ensure that teaching and learning is designed to help pupils to remember long term content they have been taught and to integrate new knowledge into larger ideas. |
| **Personal development** | 1. Enhance the curriculum so that the pupils have a wide set of rich experiences at all times because of the opportunities the school offers. 2. Improve and support pupil and staff wellbeing and mental health including through PSHE scheme and nominate a ‘Well-being’ linked governor for the academic year alongside ‘Well- being leads’ for pupils and staff. 3. Embed RHE curriculum across the school. 4. Develop and strengthen the teaching of British Values across the school. 5. Embed milestones for Cultural Capital across the school. |
| **Behaviour and attitudes** | 1. Improve whole school attendance to reach 96%, in particular to reduce the number of persistent absentees - ensure there is a strong focus on attendance and punctuality so that disruption is minimised 2. Ensure that all members of staff consistently use the well- established and successful Behaviour Policy (Stay On Green / PEARL Values) 3. Ensure that pupil attitudes to their education is positive and that they are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements 4. Embed our ‘Power of Yet’ and Growth Mindset strategies in to our daily teachings. |
| **Effectiveness of Leadership and Management** | 1. Empower all leaders to be more effective developing the quality of education 2. Ensure effective safeguarding arrangements are in place, creating a culture which always acts in the best interests of the pupils 3. Further develop and embed the role of designated link governors, to enable governors to hold SLT to account 4. Ensure the well-being and mental health of staff is supported |
| **The Effectiveness of the Early Years Provision** | 1. Ensure all curriculum lead teachers are confident in what their subject looks like in EYFS, including how it links with KS1 and KS2 National curriculum. 2. Adopt a new phonics teaching scheme (Little Wandle) to enable the effective teaching of phonics and reading; ensuring that a love of reading has its roots in Foundation Stage. 3. Raise the standard of achievement in Communication and Language through interventions using the Early Years Talk Boost programme, working with parents and ensuring the learning environment is ‘language driven’. 4. Ensure the personal, social and emotional development of pupils is at the core of our teaching where staff have a thorough understanding of the importance of the school’s PEARL values, self-regulation strategies and well-being, and know how they support pupils to become happy and confident learners. 5. Support the physical development of pupils to ensure they have the foundation they need to become writers. |