**School Development Plan 2021 - 2022 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 |
| **Quality of Education** | 1. Ensure the school’s curriculum intent and implementation is embedded consistently across the school so that work is of a consistently high quality in all wider curriculum subject areas. 2. Develop the quality of teaching and learning of Reading 3. Implement full catch up programme to close gaps in learning due to COVID-19 4. Further strengthen the expertise, and exceptional practice, of leaders at all levels (including governors) so that the school is successful in its ability to provide a high-quality education for all pupils |
| **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 3. Implement RHE new statutory curriculum 4. Develop 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 (revise policies) 2. Ensure that all members of staff consistently use the well- established and successful Behaviour Policy (Stay On Green / PEARL Values) 3. Ensure there is a positive and respectful school culture in which staff know and care about pupils 4. 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 |
| **Effectiveness of Leadership and Management** | 1. Empower middle 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 children 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 successfully, a new phonics teaching scheme to enable the effective teaching of phonics and reading; ensuring that a love of reading has its roots in Foundation Stage. 3. Ensure staff have an understanding of the Statutory Baseline and carry it out effectively. 4. Raise the standard of achievement in Communication and Language through interventions, working with parents and ensuring the learning environment is language driven. 5. Ensure 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 - Pupil’s Personal, Social and Emotional Development is at the core of everything we do. |