



School development Plan Summary 2018/2019

“We follow in Jesus’ footsteps as we care for each other, when we work, play and pray.”



“... an outstanding school. It is exceptionally well led and managed and enables its pupils to achieve excellent outcomes. Consequently, the school gives outstanding value for money.” (Ofsted 2011)

Priority 1: RE and Catholic Life

Priority 2: Effectiveness of Leadership and Management

Priority 3: Quality of Teaching, Learning and Assessment

Priority 4: Pupils’ personal development, behaviour and welfare

“The pupils benefit enormously from the Catholic life of the school. They make an animated contribution to their collective worship, evident in their wholehearted engagement with the rich opportunities for prayer and worship as well as their outstanding behaviour both in and out of lessons... In short a truly open and inclusive school and parish community.” (Section 48 Inspection 2016)

“There is an effective culture of safeguarding within the school. Safeguarding arrangements are fit for purpose. Pupils are well cared for at all times. They say that they feel safe and they know that the adults in school are there to look after them.” (Ofsted 2018)

“You have a proven track record of developing staff so that their teaching is of the highest standard. This is due to the provision of effective coaching and support.” (Ofsted 2018)

“As a result of working with the other schools in the multi-academy, there is a growing openness and accountability which encourages the sharing of good practice and supports your drive for high standards.” (Ofsted 2018)

Priority 1: RE and Catholic Life	Success Criteria	Lead staff and Governor	Costs
<p>1A - Work towards level 2 pupil partnership with UNICEF Rights Respecting Schools Award, possibly through MAC</p> <p>1B - Developing an understanding of the Catholic faith among all children:</p> <ul style="list-style-type: none"> ● especially the Younger classes (KS1) by experiencing Mass at the Church more often- ● visit church to understand more about church icons and artefacts (support in RE lessons) <p>1C - To develop further the children's knowledge of the Mass and Mass/Prayer responses, understanding the meanings of religious rituals: <i>ie genuflection before the Blessed Sacrament</i></p> <p>1D - Continue to enhance the children's understanding of the Church through: <i>visits to places of Catholic heritage</i></p> <p>1E- To continue to develop child led worship in school and across Academy with children actively planning and leading prayer.</p> <p>1F - Continue to explore parish links with family masses and Camino Passport to Faith.</p> <p>1G- Jesuit Pupil Profile VIRTUES / values as per DES documentation.</p> <p>1H - Embed an understanding of other faiths and festivals FY – Y6 through established curriculum and visits to places of worship.</p> <p>1I - Continue to collaborate through Catholic Life MAC meetings</p>	<p>A,B,C -Increased knowledge and understanding demonstrated by pupils' books and through discussions.</p> <p>B,C,E - More evidence of confident child led worship, whole school approach to living the virtues in our lives.</p> <p>A,G - Whole school approach to further improving Citizenship provision in school.</p> <p>D,H - On-going programme of educational visits to other places of worship.</p> <p>H- Increased knowledge and understanding of culture, celebrations and traditions of other faiths. Visitors to be invited/booked to lead assemblies.</p> <p>I- MAC collaborations strengthened</p> <p>F- Parish links strengthened with increased family involvement</p> <p>J – Children/ family being supported through difficult circumstances, staff more aware of pupil needs.</p>	<p>Deacon Daniel RE Lead SLT</p>	<p>Release time for RE leader (OH) 6x£140= £840</p> <p>trips self-funding</p> <p>UNICEF subscription @£900</p>

1J- Commence counselling and Rainbows bereavement work where needed			
Priority 2: Effectiveness of Leadership and Management	Success Criteria	Lead staff and Governor	Costs
<p>2A -to ensure that all staff have the same high expectations of all children in all lessons, ensuring the ‘non negotiable expectations’ are exhibited at all times in :</p> <ul style="list-style-type: none"> ● Pupil Resilience and ‘not giving up’ ● work Effort and Presentation ● Issue resolution ● standards are maintained via consistent application of rewards and Consequences for :ie lining up, talking in lessons <p>2B- Teaching Staff understand how to analyse and respond to data to improve outcomes for children (including attendance).</p> <p>2C-To develop and share best practice in teaching and learning between staff and TAs (in house) so staff can be more flexible and develop new teaching strategies etc...and generate opportunities for staff to observe / share good practice in other schools to improve progression and transition through collaborative work with Academy Schools.</p> <p>2D- To embed the coaching cycle through Phase Leadership monitoring, monitored and analysed at SLT encouraging and support succession planning by the development of middle leaders.</p> <p>2E- To ensure Academy Committee offer challenge and accountability through their Link Governor role gaining first hand evidence where possible</p>	<p>A- pupils demonstrating high standards and expectations in and out of the classroom.</p> <p>B-High standard of attendance for all pupils</p> <p>C,E- Effective links within Academy further developed – improving standard and outcomes for all learners. Improved knowledge and use of Teachers’ Standards in monitoring and evaluation.</p> <p>E- Effective liaison between staff and link Governors - clear understanding and challenge, communication noted and feedback given at meetings from representative involved.</p> <p>C- Evidence of use of school based research in improvement planning. Effective use of middle leaders In house CPD to be arranged and carried out to share good practice.</p> <p>D- dispersed leadership across the school and staff ensuring staff feel valued and part of the team.</p> <p>F- children able to gain an understanding of the experiences of pupils in another area of Birmingham and reflect on their lives.</p>	<p>Maria Stirrop SLT</p>	<p><i>Release time to meet other school</i> 10 x£140= £1400</p> <p><i>cost for transporting pupils</i> 2X £200 =£400</p>

<p>2F- To build links with schools of a different demographic</p> <p>2G -To increase opportunities to further develop involvement of parents in the pupils learning.</p>	<p>G-Greater parental involvement and support for the children</p>		
<p>Priority 3: Quality of Teaching, Learning and Assessment</p>	<p>Success Criteria</p>	<p>Lead staff and Governor</p>	<p>Costs</p>
<p>3A- To improve quality of learning, teaching and assessment to raise standard of consistently Outstanding teaching through:</p> <ul style="list-style-type: none"> ● Phase leaders and SLT observing all staff informally ● To follow up with CPD or coaching. ● Regular pupil progress meetings to assess impacts and analyse progress of significant groups in school. <p>3B- Develop across the MAC a common understanding of Assessing through moderation at all cohort level. Standards of English and Maths being applied across all subjects.</p> <p>3C- Monitor engagement of teachers with low attaining pupils in each class so that these pupils receive the highest proportion of teachers’ input e.g. guided sessions:</p> <ul style="list-style-type: none"> ● To improve assessment/feedback within lessons. ● use of intervention record sheet to access / evaluate impact of adult input: <p>3D- To ensure children have secure knowledge of age appropriate basic skills:</p> <ul style="list-style-type: none"> ● Expectations of spellings being picked up in written work via through marking, children acting up on these. ● A prescriptive spelling intervention programme that each year group follows: no nonsense spelling ● Timestables given priority in all year groups 	<p>A-Whole school progress – evidences all teaching at least ‘Good’ with much ‘Outstanding’.</p> <p>A-Pupils’ outcomes from all groups are above or rapidly improving to above national and at least in line with similar schools at the end of each key stage Evidence of improved knowledge and use of age appropriate basic skills</p> <p>B- Effective use of assessment within lessons being effective and accurate in both formative and summative forms B- Foundation subject teaching demonstrating greater application of skills with Consistent standards across all subjects. Clear progression through school within the foundation subjects.</p> <p>E-Improved outcomes in reading and reading teaching.</p> <p>F-Evidence of secure subject knowledge of mastery maths</p> <p>A,C,D,E- ‘Drop-in’ feedback and effectiveness, able to sign post staff to good practice elsewhere in school Termly progress meetings</p> <p>A,B,F,- Colleagues supporting each other.</p>	<p>Natalie Brodie SLT</p>	<p><i>Release time for moderation 3x£140= £420. 3 staff engaging in Mastery Maths project @£450 release time</i></p> <p><i>PTA to fund reading resources @£2500</i></p>

<p>3E- To improve outcomes in reading, staff giving greater emphasis towards:</p> <ul style="list-style-type: none"> ● Reading for depth ● Reading for pleasure ● Need to purchase more whole class reading text and books , New books for KS2 <p>3F- To ensure secure knowledge in planning and teaching of mastery mathematics continues across all cohorts.</p>			
<p>Priority 4: Pupils’ personal development, behaviour and welfare</p>	<p>Success Criteria</p>	<p>Lead staff and Governor</p>	<p>Costs</p>
<p>4A- To embed Characteristics of Effective Learning through the reinvention of the House Point system and new specific awards for the promotion of behaviours. Introducing ‘smiley face’ rewards and consequences system consistent across the whole school.</p> <p>4B- ‘Promotion of Exemplary behaviour and expectations to be highlighted more visibly during assemblies, School/Class displays, parent newsletters, PSHE lessons etc.</p> <p>4C- Monitoring of lessons to comment upon the Pupils’ attitudes to learning, with feedback to staff enabling them to strive for attitudes that are exemplary</p> <p>4D- To monitor attendance rigorously - provide support where required. Follow up all below 90% and who have persistent absence/ lateness. Attendance reminders in newsletters when required.</p> <p>4E- To continue to promote a healthy lifestyle to promote ‘Walk to School’ initiative to encourage healthier well-being of pupils through a continuation of the Mode Shift Stars Awards.</p>	<p>A- Positive learning behaviours throughout the school with consistent behaviour management throughout all areas of school. High levels if independence, confidence and resilience from all learners. Pupils having greater responsibility in collection of HP, goals to aim for leading to a reduction in issues and more positive attitude to school and work Children to have a desire to achieve for themselves and for the good of their team.</p> <p>B- All children feel safe within school environment.</p> <p>C- Characteristics of Effective learning embedded throughout school. House meetings built into termly calendar.</p> <p>D- High levels of attendance being seen</p> <p>E- adoption of healthy thinking, lifestyle, and school run routines impacting on a positive well being and reduction in parking issues through less cars outside the school gates.</p>	<p>SLT</p>	<p><i>Rewards resources purchased @£400</i></p>