



St. Joseph's
Catholic Primary School

SCHOOL DEVELOPMENT PLAN 2020-2021

socially mistakes morally potential
confidently Learn spiritually
Grow Love St Jesus academically world
ourselves faith Joseph's
others

Contents:

- ❖ **Mission Statement**
- ❖ **School Aims**
- ❖ **Priorities for 2020/21**
- ❖ **Area 1 – Religious Education and Catholicity**
- ❖ **Area 2 – Quality of Education**
- ❖ **Area 3 – Behaviour and Attitude**
- ❖ **Area 4 – Personal Development**
- ❖ **Area 5 – Leadership and Management**



School Vision & Aims

“The kingdom of heaven is like a mustard seed, which a man took and sowed in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.” Mt 13:31-32

An excellent school where children and staff are inspired to love, learn and grow together within the Catholic faith.

| AT ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER! | | |
|--------------------------------------------------|---------------------------------|--------------|
| LOVE | LEARN | GROW |
| Love of Learning | Achieve our true potential | Academically |
| Love of our faith | Learn about our faith and Jesus | Spiritually |
| Love ourselves | Learn who we are / who I am | Confidently |
| Love others | Learn from others | Socially |
| Love life/the world | Learn from our mistakes | Morally |

**LINK
GOVERNORS**

Safeguarding:
Simon Hardcastle

Health and Safety / Admissions:
Mike Robinson

Religion:
Fr Michael Spain

English/Humanities:
Barry Moloney

Maths/Science:
Paul Fairbrother

EYFS:
Malcolm Paice

THE ARTS:
Margaret van Duyvenbode

MFL/ICT:
Drew Bish

SEN - Inclusion/Equality/
Pupil Premium / Gifted
and Talented:
Jenny Donnelly

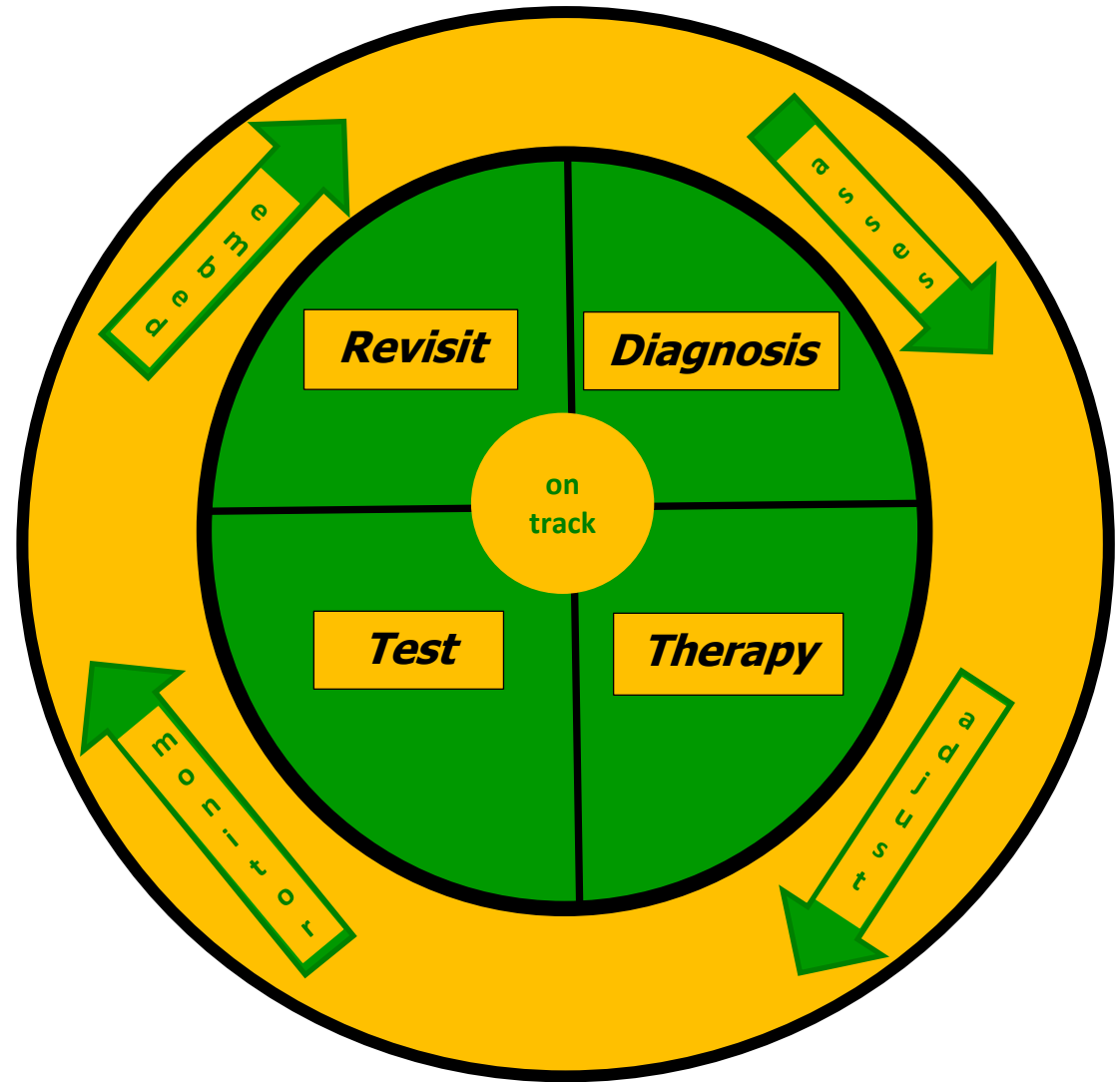
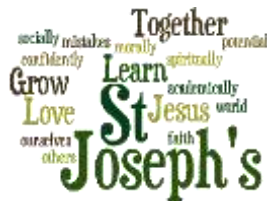
Health and Wellbeing:
(PSHE and PE)
Teresa Ptaszynska-Neophytou

During 2019/2020, the education for pupils at St. Joseph's was significantly disrupted due to the impact of Covid19. Whilst the school remained open for some, and a virtual school was quickly established, many children did not access full time education as we know it for many months.

Clearly, this will have had a detrimental impact on their learning. The full impact of this pandemic, and potential ongoing disruption, is still unknown.

However, in formulating school development priorities for 2020/2021, consideration has been given to ensuring that all children are baselined and due consideration is given to the implementation of appropriate challenge and support in line with the priorities outlined in 2019/2020 development priorities.

In everything that we do, we strive to develop provision in our school so that all pupil Love, Learn and Grow Academically, Spiritually, Morally and Socially. We consider equity and equality to ensure we take necessary action to bridge any gap for pupils.



St Joseph's Key Priority for 2020-2021

To enhance St. Joseph's Curriculum: ensuring progressive and challenging curriculum, which builds upon and develops skills and knowledge which are recalled and transferred between curriculum areas, ensuring that all pupils are prepared and ready for the next stage of their learning and enable them to achieve their full potential.

Broadly our priority addresses four areas:

- Identify and close gaps (academic and emotional) created by Covid 19 lockdown.
- Ensure that writing is of the national standard, in line with that of reading and maths within St Joseph's.
- Ensure that the curriculum is progressive of skills and knowledge and the gaps identified and plugged.
- To provide opportunities for pupils to experience new challenges which enable them to build and strengthen the learning characteristics that will enable them to develop lifelong skills.

Previous Ofsted areas for development:

Increase the quality of teaching so that it is outstanding by ensuring that:

- pupils' achievement in writing improves, especially that of the most able, by;
 - Embedding effective practice in lessons
 - Ensuring that the most able pupils are consistently challenged
- To improve the ability of pupils in Reception and key stage 1 to apply phonetic skills

Religious Education and Catholicity (1):

➤ To continue to strengthen Catholic Identity, Community, Vision and Values

- To use Age-Related Standards in RE to accurately assess pupils
- To develop teacher knowledge to ensure pupils can reach Greater Depth
- To continue to develop individualised prayer and pupil led worship
- To develop the role as Faith Leaders within the school

Quality of Education (2):

➤ (2a) Identify and close gaps (academic and emotional) created by Covid 19 lockdown.

- Ensure baseline assessments identify starting points for pupils upon return, **diagnosing** gaps in learning
- Adjust planning to provide appropriate scaffold and challenge
- Implement specific **therapies** to provide intervention to aid catch up for identified pupils
- Closely monitor progress through on going **testing**
- Embed skills, through **revisiting** key knowledge and concepts throughout the curriculum

➤ (2b) Raise standards in attainment and progress in writing so that they are in line with reading and maths

- Ensure that the teaching of writing follow the writing cycle and is consistent in all year groups
- Ensure that staff have a clear understanding of the expectations at the end of each year group
- Ensure the basic skills of writing are refined and mastered

➤ (2c) Develop Maths Mastery

- Ensuring that the teaching of maths is consistent in all year groups – key skills and concepts are built upon
- Raise the standard of mathematics across all year groups
- Embed CPA (concrete, pictorial, abstract) in all maths teaching and learning

➤ (2d) To develop a curriculum which is progressive and develops the knowledge and skills of all pupils

- To ensure that staff are confident in their knowledge of all curriculum areas taught
- To ensure that the curriculum has links which enables pupils to recall and reuse knowledge and skills
- Evaluate and adjust our curriculum progression documents for each subject (mapped in 2019-20)

(The current Covid 19 situation and the need for transition / catch up curriculum means that there will be adaptations to the curriculum offer for 2020-2021 for some classes / groups of children)

➤ **(2e) To develop consistency and accuracy in assessing what pupils know and can do**

- To develop consistency in the assessment of core subjects (knowledge of the objectives in each year group to reach Expected and Greater Depth)
- To use assessment effectively to identify gaps and provide support/intervention so that gaps can be plugged and learning can be moved on
- Moderate across all curriculum areas to ensure consistency as children progress through school

Behaviour and Attitude (3):

➤ **To develop committed and resilient pupils**

- To develop Forest School and Outdoor learning as a means of building lifelong skills (problem-solving, resilience)
- To develop a thirst for learning, knowledge and skills
- Embed new behaviour policy

Personal development (4):

➤ **To develop confident pupils who can articulate how they can keep safe and happy**

- To highlight St Joseph's Learning Characteristics in all aspects of school life, empowering pupils to reflect, respond and become good citizens in a multicultural society
- Build resilience in light of Covid 19 to ensure balanced mental health of all pupils
- Develop and build pupils confidence to discuss, debate and offer opinions
- Enrich all members within school groups, ensuring qualities of independence and responsibility to grow
- To effectively use additional funds to support disadvantaged pupils (PP and Sports PP)

Leadership & Management (5):

➤ **To continue to strengthen leadership and management throughout the school**

- Develop the knowledge, understanding and leadership qualities of all leaders across the school, sharing expertise through CPD
- Develop subject leaders and their judgements, through triangulated monitoring and feedback, through a rigorous cycle ensuring high standards and expectations in all areas
- Governors challenge and develop leadership within the school through link visits, learning walks and liaising with leaders
- Ensure growth and challenge for ELT through development of whole school projects (parental engagement / Wellbeing of staff)

SDP 1- Religion and Catholicity

| Where are we now? <i>Intent</i> | Intended <i>Impact</i> | Lead | Resources/ Finance | Implementation Milestones 20/21 | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | Advent Actions | Lent Actions | Pentecost |
| <p>School has strong links and is active in the local community, the parish, with other denominations in CSP, the diocese and BSCP.</p> <p>Collective worship as a focus for 2018-20 became evident in many forums within the school (whole school, class based) developing the spirituality of pupils.</p> <p>Faith Ambassadors are an established group with a developing role within school life in leading worship.</p> <p>RE / Catholic Life lead remain up to date with new initiatives – new RE assessment has been introduced and is tracked via insight.</p> <p>Catholic ethos is evident in key communal areas and there are dedicated prayer focus areas in each classroom.</p> | <p>Continue to explore and implement opportunities to develop relationships with the local and wider community.</p> <p>Child led worship to be embedded and consistent across all year groups in school with pupils having ownership of their worship in class.</p> <p>Begin the role of Minnie-Vinnies to work in collaboration with Faith Ambassadors in leading worship and charity events.</p> <p>Ensure teacher confidence in subject knowledge and embed accurate RE assessments across the school.</p> <p>Continue to develop Prayer Focus areas in classrooms with teachers / pupils leading.</p> | <p>RE lead</p> <p>DH</p> | <p>BSCP Subscription - £1000</p> <p>Resources and courses - £1000</p> | <ul style="list-style-type: none"> ➤ Assess pupils termly using the standards, building in time for moderation to ensure consistency – Whole school moderation not possible due to C19 restrictions. ➤ RE lead moderation with BSCP ➤ RE Lead and DH to attend relevant courses and training ➤ Child led groups e.g. FA / MV to lead on whole school worship not possible due to C19 restrictions ➤ Phase approach to assemblies to explore social, moral and spiritual issues at an age appropriate level. ➤ Training for teachers on key subject knowledge for each unit ➤ Training for key TAs on leading discussion / worship around social, cultural, moral and religious issues. ➤ Focus on rosary – ensure all pupils have beads / learn the rosary during month of Oct | <ul style="list-style-type: none"> ➤ Staff to share ideas on child led worship in staff meetings ➤ Opportunities for staff to observe each other and classes with collective worship ➤ Classes to attend Exposition at Church ➤ Training for teachers on key subject knowledge for each unit | <ul style="list-style-type: none"> ➤ May – Rosary led by pupils – opportunities for families ➤ Final Mass of the year outside in school grounds ➤ Liaise with SLR – pupils to actively support parish in this venture (Monday getting food ready) ➤ All KS2 classes to attend Mass ➤ Training for teachers on key subject knowledge for each unit |

SDP 2a- Quality of Education

Identify and close gaps (academic and emotional) created by Covid 19 lockdown.

| Where are we now? <i>Intent</i> | Intended <i>Impact</i> | Lead | Resources/ Finance | Implementation Milestones 20/21 | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | | | | Advent Actions | Lent Actions | Pentecost |
| <p>Lockdown between March-July 2020: Work initially set via the school website, then via Seesaw/Tapestry with Loom videos. This allowed daily contact between teachers – pupils. Follow up calls for disengaged children and vulnerable children. 2020-2021 – identifying gaps academically and emotionally and ensure provision is in place to meet identified needs</p> <p>Year Reception / Year 1 / Year 6 and Year 5 returned to school on reduced timetables June 2020.</p> | <p>Ensure baseline assessments identify starting points for pupils upon return</p> <p>Assessment to diagnose gaps in learning</p> <p>Adjust planning to provide appropriate scaffold and challenge</p> <p>Implement specific therapies to provide intervention to aid catch up for identified pupils</p> <p>Closely monitor progress through on going testing</p> <p>Embed skills, through revisiting key knowledge and concepts</p> | <p>DH</p> <p>Maths Lead</p> <p>English Lead</p> <p>INCO</p> | <p>PiXL Subscription</p> <p>TA time</p> | <ul style="list-style-type: none"> ➢ INSET PiXL transition package July 2020 and September 2020. ➢ PiXL transition package used for the Advent Term: Diagnosis, Therapy, Test, Revisit. ➢ All teachers completing assessments on key focus areas English and Maths. ➢ QLAs completed and analysed to ensure that planning is adjusted to plug identified gaps. ➢ Retesting to monitor progress. ➢ Identified weaker areas revisited in whole class teaching / intervention groups. ➢ Advent Term full assessment /QLAs used to monitor progress from previous KS and previous assessments – identify targeted individuals and groups. ➢ PPM identify pupils for more focused, intense intervention. ➢ Targeted interventions tracked and monitored for progress. | <p>National lockdown Jan 2021:</p> <ul style="list-style-type: none"> ➢ Establish effective and efficient remote learning protocols Daily TTable Registration Communication ➢ Microsoft Teams used to deliver live lessons remotely ➢ Targeted interventions based on rigorous assessment from Advent implemented ➢ TAs trained to deliver specific interventions (2 TAs employed Jan catch up funding) ➢ Clear monitoring of progress for each intervention in place ➢ Subject Leaders to provide analysis of data – and ways to address areas of focus ➢ Introduce Musician of the month ➢ Well being opportunities planned for each year group / whole school ➢ Introduce whole school PE opportunity each week. | <p>TBC – following evaluation of Lent Term actions.</p> |

throughout the curriculum

Identify pupils for more intense intervention through 2020-2021

- PSHE relationships programme (first term) to meet pupils emotional needs returning to school.
- Seasons for Growth offer to all year groups as required – not possible due to c19 restrictions

SDP 2- Quality of Education 2b Writing / Reading

| Where are we now? <i>Intent</i> | Intended <i>Impact</i> | Lead | Resources/ Finance | <i>Implementation Milestones 20/21</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------|-----------------------|----------------------------------------|--------------|-----------|----|---------|-----|-----|---------|-----|-----|-------|-----|-----|-------------|-----|----|---------|-----|-----|---------|-----|-----|-------|-----|-----|------|-----|-----|-----|-----|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | Advent Actions | Lent Actions | Pentecost | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2019 Data</p> <table border="1"> <tr> <td>EYFS - GLD</td> </tr> <tr> <td>73%</td> </tr> </table> <table border="1"> <tr> <td>Y1 Phonics</td> </tr> <tr> <td>87%</td> </tr> </table> <table border="1"> <thead> <tr> <th>Key Stage 1</th> <th>EXP</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>83%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>73%</td> <td>26%</td> </tr> <tr> <td>Maths</td> <td>81%</td> <td>26%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Key Stage 2</th> <th>EXP</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>81%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>25%</td> </tr> <tr> <td>Maths</td> <td>80%</td> <td>23%</td> </tr> <tr> <td>SPaG</td> <td>84%</td> <td>44%</td> </tr> <tr> <td>RWM</td> <td>67%</td> <td>16%</td> </tr> </tbody> </table> <p>Writing KS1 / KS2 10% lower than reading. KS1 8% lower / KS2 10% lower than maths</p> <p>KS2 SPaG 6% above national</p> | EYFS - GLD | 73% | Y1 Phonics | 87% | Key Stage 1 | EXP | GD | Reading | 83% | 40% | Writing | 73% | 26% | Maths | 81% | 26% | Key Stage 2 | EXP | GD | Reading | 81% | 38% | Writing | 70% | 25% | Maths | 80% | 23% | SPaG | 84% | 44% | RWM | 67% | 16% | <p>Raise standards in attainment and progress in writing</p> <p>Writing at ARE in all year groups is in line with Reading and Maths</p> <p>Increase the % of pupils at exp in reading and writing at EYFS</p> <p>Increase the % of Y2 pupils achieving the phonic pass score in Year 2.</p> <p>Leaders know and target areas for development in writing – sharing practices with other schools</p> <p>Leaders monitor and track attainment and progress, with particular focus on identified groups –</p> | <p>SLT ELT</p> | <p>£2000 Adam G course</p> <p>£5000 books for reading scheme (FOSJS)</p> <p>Reading scheme for KS2 - £3000</p> <p>Supply cover in house £25 for one day a week x 38 weeks = £950</p> <p>Spelling shed subscription - £150</p> <p>SIP - £2000</p> <p>NQT training - £1000</p> <p>BASL SUBSCRIPTION - £400</p> | <ul style="list-style-type: none"> ➤ St. Joseph's Reading Principles established – shared with all staff / parents ➤ Revise the choice of readers for whole class, ensuring high quality texts ➤ Accelerated Reader introduced from Yrs 2-6 ➤ Phonic readers introduced Reception – KS1 ➤ Phonics: embed ongoing assessment – tighten monitoring ➤ Re-visit St. Joseph's writing cycle with all staff. ➤ Monitor the planning of writing to ensure St. Joseph's writing cycle is followed ➤ Pre-writing skills EYFS / developing fine motor skills, ensuring pupils in Reception are ready for Phase 5 Year 1 ➤ Re-focus on handwriting – fine motor and pre-writing in EYFS / all years using letterjoin scheme. ➤ EYFS – website (Reception) tips for parents activities to complete at home to develop pre-writing skills ➤ Visit to school identified by PiXL associate as achieving | <ul style="list-style-type: none"> ➤ Coffee morning to share St. Joseph's Reading Principles with parents ➤ Regular Whole School / phase moderation to ensure consistency and accuracy of teacher judgements ➤ Writing F4 for the start of each lesson – based on sentence structure and current learning ➤ Focus on 'Guided writing groups' – teachers scaffolding and supporting pupils ➤ Teaching of handwriting more weighting needs to be given to formation and language | <ul style="list-style-type: none"> ➤ Focus on whole curriculum writing, ensuring English skills are transferred into all areas of the curriculum ➤ Monitor spellings and the impact on all work across the curriculum ➤ Monitor peer and self-assessment and the impact on the pupils as learners ➤ Continued moderation in PPA, ELT, Staff meetings as a means to ensure consistency and accuracy ➤ EYFS – focus on development of independence in writing (getting ready for Year 1) ➤ Develop the selection of spellings for each year group and the use of these words, monitoring this throughout the curriculum ➤ Inset on developing peer and self-assessment - modelling for pupils how to feedback to others ➤ Focus on the teaching and implementation of GPS |
| EYFS - GLD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 Phonics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 87% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Stage 1 | EXP | GD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 83% | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 73% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 81% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Stage 2 | EXP | GD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 81% | 38% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 70% | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 80% | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPaG | 84% | 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RWM | 67% | 16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**EYFS 70% EXS
writing / 62%
reading**

**Yr 1 Phonics in line
national 87%**

**Curriculum maps
shared with parents
and additional year
group information
provided on the
website.**

Middle attainers
and FSM

Parents are clear
about what and
how pupils are
learning at school;
and are confident
and skilled in
supporting their
child at home

high standards in writing and
making good progress – not
possible due to c19
restrictions

- Whole School moderation to
ensure consistency and
accuracy of teacher
judgements — not possible
due to c19 restrictions
- change to PPA times to allow
phase moderations more
frequently – re-evaluated and
felt not to be worth pursuing

SDP 2- Quality of Education 2c Develop Maths Mastery

| Where are we now? <i>Intent</i> | Intended <i>Impact</i> | Lead | Resources / Finance | <i>Implementation Milestones 20/21</i> | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------|------------------------|----------------------------------------|--------------|-----------|------|-----|-----|------|-----|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| | | | | Advent Actions | Lent Actions | Pentecost | | | | | | | | | | | | |
| <p>Develop Maths Mastery across the school</p> <p>Maths KS2 Data:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>EXP+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>80%</td> <td>30%</td> </tr> <tr> <td>2018</td> <td>71%</td> <td>33%</td> </tr> <tr> <td>2019</td> <td>80%</td> <td>23%</td> </tr> </tbody> </table> <p>Internal maths data displays a fall in both Exp+ and GD.</p> <p>The school have completed the first year as part of the BBO (Buckinghamshire, Berkshire & Oxford) Maths Mastery Hub.</p> <p>The school are registered to complete the second year of the BBO – which will now be disseminated to all year groups</p> <p>School is now following the 'White Rose Maths' Programme to develop consistency within the school.</p> | Year | EXP+ | GD | 2017 | 80% | 30% | 2018 | 71% | 33% | 2019 | 80% | 23% | <p>Raise standards in Mathematics across all year groups</p> <p>Ensure that the teaching of maths in consistent in all year groups – that all key skills and concepts are built upon through mapping progression</p> <p>Embed the use of 'WRM' in all year groups. Strategies to develop consistency in embedding CPA (concrete, pictorial, abstract) in all maths teaching and learning</p> | <p>Maths Lead</p> | <p>£500 Power of Maths resources</p> | <ul style="list-style-type: none"> ➤ Staff inset to outline the key messages for teaching mathematics in St Joseph's in September. ➤ PiXL transition package used for the Advent Term: Diagnosis, Therapy, Test, Revisit. ➤ Maths Assessments to inform QLA's and ensure the teaching of gaps in knowledge. ➤ Develop the use of CPA in all maths lessons, ensuring that classrooms are resourced adequately. ➤ Maths Lead and member of KS2 to attend Year 2 of the BBO and disseminate and monitor maths mastery with staff. ➤ Develop mental arithmetic teaching with higher frequency in all year groups. ➤ Review Maths interventions across the school to ensure that pupils are supported successfully. ➤ Update calculations policy in line with maths mastery approach and WRM. ➤ Homework focus – raising basic skills (4 operations) | <ul style="list-style-type: none"> ➤ Dedicated time for hub staff (SB and MM) to support planning, team teach, demonstrate mastery approach. ➤ Subject Lead to visit a school following Maths Mastery ➤ Focus on QLAs – arithmetic in all year groups ➤ Timestable rockstars to be rejuvenated ➤ Interventions for TTables to be implemented ➤ Introduction of the Daily 10. | <p>TBC – following evaluation of Lent Term actions.</p> |
| Year | EXP+ | GD | | | | | | | | | | | | | | | | |
| 2017 | 80% | 30% | | | | | | | | | | | | | | | | |
| 2018 | 71% | 33% | | | | | | | | | | | | | | | | |
| 2019 | 80% | 23% | | | | | | | | | | | | | | | | |

SDP 2- Quality of Education 2d – Curriculum

| Where are we now? <i>Intent</i> | Intended <i>Impact</i> | Lead | Resources/ Finance | <i>Implementation Milestones 20/21</i> | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | Advent Actions | Lent Actions | Pentecost |
| <p>Vision and development of overall curriculum and subject specific intent, implementation and impact has taken place.</p> <p>Curriculum progression documents</p> <p>Some middle leaders new to their position</p> <p>Governors have had training on the New Ofsted Framework</p> | <p>Progressive curriculum develops skills and knowledge and creates links between subject across the school</p> <p>Develop subject leader knowledge of their curriculum across the school</p> <p>Teacher confidence increased in all areas of the curriculum</p> <p>Ensure curriculum as a whole enables pupils to develop their 'cultural capital'</p> <p>Leaders know and develop a clear and progressive curriculum</p> | <p>SLT ELT</p> | <p>£2000 forest school training and forest school revamp (FOSJS)</p> <p>Supply cover at £25 a day a week for 38 weeks - £950</p> <p>Music programme subscription KS1 - £350</p> <p>Language Angels - £600</p> <p>STOPS problem solving - £160</p> <p>Rockstars – timetables - £350</p> | <ul style="list-style-type: none"> ➤ St. Joseph's Curriculum completed and broken into Year groups / phases for all subject areas ➤ Refocus on St. Joseph's Learning Characteristics ➤ Transition curriculum for Yrs 2-6 Advent Term 1 – following DTTR (PiXL) / continuous provision for Year 1 ➤ Forest School timetables for KS1 / KS2 ➤ Knowledge Organisers developed and replace title pages in all curriculum areas ➤ Subject Leaders Monitor across the school ➤ Revamp Feedback and Marking processes to ensure it is purposeful in aiding chn to make next steps ➤ PPA specific focus on assembly, Collective Worship and PSHCE ➤ Structured and developmental programme for subject leaders | <ul style="list-style-type: none"> ➤ Subject leads to ensure that staff are supported in the development of subject knowledge, through targeted CPD ➤ Review the impact and learning within Forest School ➤ Subject Leaders Monitor across the school ➤ RSE curriculum – consultation | <ul style="list-style-type: none"> ➤ Evaluate curriculum document links between subjects and knowledge and skills ➤ Review the impact and learning within Forest School ➤ Staff to review action plans and identify areas for 2020-2021 ➤ Pupil curriculum passport developed |

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------|--|--|--|
| <p>Learning Outside the Classroom Leader has been appointed and launch days took place in Pentecost 2019</p> | <p>Leaders track and monitor attainment and progress, identifying and monitoring identified groups – Middle attainers and FSM</p> <p>Governors understand the New Ofsted Framework</p> <p>Governors are effective in their roles</p> <p>All Governors have an understanding of the schools strengths and areas of development</p> <p>Pupils develop life skills of problem solving and resilience through outdoor learning</p> | | <p>PSHCE Association - £120</p> <p>Coram Life - £1500</p> <p>D&T Association - £150</p> | | | |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------|--|--|--|

SDP - Quality of Education

2e- Assessment

| Where are we now? <i>Intent</i> | Intended <i>Impact</i> | Lead | Resources/ Finance | Implementation Milestones 20/21 | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | Advent Actions | Lent Actions | Pentecost |
| <p>Some staff experienced in the assessment of writing, but due to a turnover of staff, a focus on assessing writing is needed this year.</p> <p>The Insight Assessment system now used for formative and summative assessment (English, Maths, Science, RE) Needs development as a formative tool. Staff able to access additional tools – progress matrix.</p> <p>QLAs are now well established following summative assessment – develop analysis further and use in influencing classroom practice.</p> <p>Introduce a system of foundation subject</p> | <p>To develop consistency of assessment in writing</p> <p>To ensure all staff understand the objectives needed to be expected in their year group</p> <p>To develop the use of Insight Assessment tool as a formative tool Staff are confident in manipulating and accessing assessment data for purposeful use</p> <p>Staff use QLAs to plug gaps of class, groups and individuals to ensure accelerated progress</p> <p>Staff assess pupils confidently in foundation</p> | <p>SLT ELT</p> | <p>FFT Aspire - £300</p> <p>Insight Assessment tracker - £1500</p> <p>PiXL - £2500</p> | <ul style="list-style-type: none"> ➤ Feedback and Marking policy review and implementation of new policy ➤ Moderation to become a standing item as part of phase PPA / staff meeting- C19 restrictions halted the process ➤ Share the exemplification of EYFS, Y2 and Y6 for writing – clarify the objectives for other year groups ➤ Attend EYFS network meeting to share and disseminate good practice ➤ Subject leaders to develop the criteria for assessing pupils at various levels – what EXP and GD look like in each subject. ➤ Staff to become more competent in the use of QLAs to identify gaps for specific classes ➤ New tracking of results for pupils in foundation subjects – Subject leads to analysis data in their area, alongside book looks etc... | <ul style="list-style-type: none"> ➤ Moderation to become standard practice as part of PPA / ELT ➤ Purposeful use of QLAs to inform during Pupil progress Meetings and identify pupils not making progress ➤ Inset on peer and self-assessment as pupils support and identify their next steps for learning ➤ SLT review the school report to ensure that it is giving clear messages ➤ Subject leaders to develop the criteria for assessing pupils at various levels – what EXP and GD look like in each subject. ➤ Staff to become more competent in the use of QLAs to identify gaps for specific classes ➤ Tracking system moved to insight in foundation subjects – Subject leads to analysis data in their area, alongside book looks etc... | <ul style="list-style-type: none"> ➤ Moderation to become a standing item on weekly staff meeting (Class teachers to pair and moderate with differing partners, gathering for debate and discussion). ➤ Share report format with staff and make amendments to ensure they are clear and understandable for parents ➤ Review objectives for Core Subject areas |

| | | | | | | |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| assessment and criteria for EXS and GD | subjects, recognising those pupils at and above the ARE | | | | | |
| Peer and self-assessment are not consistent across the school – make consistent in Key stages. | All leaders monitor and track attainment in their subject area – ensuring accuracy and consistency | | | | | |
| Revise reporting to parents (end of the year) | Develop the use of peer and self-assessment in ensuring that pupils know their next step targets and can help peers to move their learning on, through teacher facilitation. | | | | | |
| Tapestry used in EYFS to inform parents of children’s learning and monitor/target learning | To ensure that end of year reports are informative and purposeful – guiding parents in understanding the needs of their child Tapestry programme used effectively to inform teachers of next steps in learning and identify gaps | | | | | |

Actions carried out regularly as part of the SDP

Yearly subject action plans written, monitored and reviewed

Termly subject review documents completed for Governors

Governor Workshops to share focus areas

Governor Link visits

FGB meetings

HT's report to report on curriculum areas and data

External reports

SLT and ELT meetings to share and disseminate/evaluate priorities for school development, to then be shared with all staff

Regular insets to be led by subject leaders to extend knowledge and share developments

Ongoing monitoring, through observations, learning walks, peer observations, book scrutinies, pupil voice and analysis of data – to identify where teacher / pupil support is required

Leaders evaluate the needs of staff and address through CPD

Keeping abreast of educational and subject developments through leaders attending relevant courses

Liaise with specialist outside agencies to develop improvement strategies

Moderation to ensure consistency and accuracy

Pupil Progress meetings to monitor pupils attainment and progress. Identify interventions if required.

Parent Coffee Morning/ Workshop and Governor Workshops to share a variety of topics/focuses throughout the year.

Joint PPA planning sessions in year group / phase to ensure consistency of planning.

Subject Leader weekly monitoring activity

