



## **School Development Plan 2020-21**

Quality of Education	Quality of Education (continued)	Behaviour and Attitudes	Personal Development	Leadership and Management	High Achieving Catholic Community
<p>Continue to build on the school's blended learning plan to ensure all pupils have access to a high quality, well sequenced curriculum that reflects classroom practice.</p> <p>To evaluate, review and further develop the catch-up curriculum to ensure that any gaps exacerbated by school closures are addressed and closed quickly.</p> <p>Increase the attainment of boys reading at the end of Key Stage 1.</p> <p>To continue to rapidly build upon the school's strengths, including strong attainment and progress by:</p> <ul style="list-style-type: none"> <li>- Develop a consistent delivery of the spelling, punctuation and grammar (SPAG) curriculum so that pupils can be</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain high standards in maths, focusing on the development of reasoning skills.</li> <li>- To eliminate the gap in performance for any pupil identified as disadvantaged.</li> <li>- Maintain the high levels of SEN pupil progress so that we increase the percentage of SEND achieving age expected standards at the end of KS1 and KS2</li> <li>- Continue to a robust assessment system in foundation subjects.</li> <li>- Continue to develop and embed the key skills</li> </ul>	<p>Continue to develop attendance procedures so that they target the minority of pupils where attendance is below the school average as a result of regular absence.</p> <p>Continue to develop behaviour for learning by giving children the necessary skills to be confident and self-assured learners.</p>	<p>To develop the wellbeing support system for all pupils to minimise the impact of the coronavirus pandemic on their mental health and wellbeing.</p> <p>Continue to ensure that school safeguarding systems are robust and fit for purpose</p> <p>All children, with a particular focus on the Pupil Premium, have access to vibrant and exciting wider school experiences.</p>	<p>Continue to develop a highly effective Local Advisory Board that is supportive of the school but challenging so that they expect all to achieve highly by: Challenging the school to achieve above average standard for attainment and progress at the end of Key Stages.</p> <p>Holding leaders to account for the quality of teaching across each class so that it remains at least good.</p>	<p><b><u>Curriculum RE:</u></b> To Further embed feedback for learning so that pupils are guided to make improvements to their work in greater depth in order to move learning forward.</p> <p>Ensure work is clearly differentiated across all year groups to ensure very good progress is made by all pupils.</p> <p><b><u>Collective Worship:</u></b> Develop the role of children further in preparing Collective Worship across the school.</p> <p><b><u>Catholic Life:</u></b> Identify ways to poverty proof the school to ensure disadvantaged pupils are not marginalised.</p>



<p>cognitively freed from these when writing.</p> <ul style="list-style-type: none"><li>- Further develop the reading curriculum giving all children the skills and knowledge to be able to read fluently, process text, understand the meaning and integrate with prior learning.</li></ul>					
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## INSPECTION REPORT

Date of last inspection: October 2017, Overall Effectiveness: Inadequate

### What does the school need to do to improve further?

**1. Improve the quality of teaching so that all groups of pupils make at least good progress, especially in mathematics, by:**

- planning and delivering activities that are well matched to pupils' needs and that ensure that gaps in learning are promptly addressed
- having higher expectations for pupils' outcomes based around the school's recently established pupil progress tracking information linked to the national curriculum
- consistently implementing the school's marking policy

**2. Further improve attendance levels and reduce persistent absence**

**3. Improve systems for recording pupils' behaviour, including ensuring that the school's documentation for exclusions is in line with national guidance.**

**4. Improve outcomes for pupils, including disadvantaged pupils, by:-**

- ensuring that subject leaders for English and mathematics take prompt action to rapidly improve the quality of teaching and pupils' outcomes in their areas of responsibility
- ensuring that senior and subject leaders regularly and rigorously check that planned actions are improving the quality of teaching, learning and assessment and outcomes for pupils
- further improving the quality of the curriculum so that it better meets the needs of pupils, particularly in mathematics and science
- improving the strategic challenge provided by governors building on the work of the recently established local authority monitoring and support group
- improving the planning, monitoring and evaluation of pupil premium spending,
- ensuring that all eligible pupils across the school benefit and make good progress.

**5. An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.**

**6. An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved. Newly qualified teachers may not be appointed.**



**End of EYFS**

<b>Skills on Entry</b>	Below expectations with a significant number with weak skills in communication and language and personal, social and emotional development.
<b>Historical % achieving good level of development</b>	2014: 28% 2015: 50% 2016: 60% 2017: 62% 2018: 72% 2019: 69%

**Year 1 Phonics Screen**

**Phonics Screen**

<b>Year</b>	<b>% passed</b>	<b>% girls passed</b>	<b>% boys passed</b>	<b>National Average</b>
2015	43	50	33	77
2016	83	85	81	81
2017	79	75	83	81
2018	80	77	83	83
2019	90	94	86	81

**Year 2 (including Year 1 matched data)**

<b>Year</b>	<b>% passed</b>	<b>National Average</b>
2016	77	91
2017	84	92
2018	96	92
2019	87	91



**Attainment Outcomes: End of Year 2 (All Pupils)**

	2016 Ex Sch	2016 Ex Nat	2017 Ex Sch	2017 Ex Nat	2018 Ex Sch	2018 Ex Nat	2019 Ex Sch	2016 GD Sch	2016 GD Nat	2017 GD Sch	2017 GD Nat	2018 GD Sch	2018 GD Nat	2019 GD Sch
Reading	60	74	65	76	76	76	73	3	24	15	25	28	26	20
Writing	60	72	65	68	69	70	70	13	13	8	16	14	16	13
Maths	60	73	73	75	79	76	73	17	18	23	21	24	22	13
Science	60	81	80	83	83		77							

**Attainment Outcomes End of Year 6: All Pupils**

	2016 Ex Sch	2016 Ex Nat	2017 Ex Sch	2017 Ex Nat	2018 Ex Sch	2018 Ex Nat	2019 Ex Sch	2016 GD Sch	2016 GD Nat	2017 GD Sch	2017 GD Nat	2018 GD Sch	2018 GD Nat	2019 GD Sch
Reading	60	66	67	71	76	75	76	14	19	17	25	21	28	30
Writing	67	74	80	76	83	78	88	17	15	23	18	21	20	24
Maths	53	70	93	75	69	76	88	14	17	30	23	21	24	30
EGPS	66	72	87	77	86	76	94	24	22	30	31	24	34	30
R/W/M	48	53	67	61	66	64	73	7	5	10	9	7	10	15
Science		81		82		81	91							15



**1. Quality of Education- outcomes for pupils**

**Ensure high standards are attained throughout the school so that the challenging targets are achieved, especially for disadvantaged pupils, by:**

**Objective: Ensure that we close the gap in performance to any pupil identified as disadvantaged**

<u>Action</u>	<u>Monitoring and Evaluation</u>	<u>Success Criteria</u> (Impact and Outcome)
<p>All disadvantaged pupils are clearly identified on short-term planning.</p> <p>Disadvantaged pupils to be identified and tracked in all monitoring. Tracking of pupils on a termly data analysis shows that pupils are predicted to make good progress.</p> <p>Early identification of specific gaps and targeted intervention provided regularly.</p> <p>Ensure that the disadvantaged pupils are targeted for additional reading sessions.</p> <p>Targeted parental involvement of disadvantage pupils.</p> <p>PP strategy will identify current attainment, barriers to future attainment, expenditure and desired outcomes.</p> <p>An internal PP Review with the Bishop Bewick Catholic Education Trust will be carried out in Spring term.</p> <p>PP pupils provided with an electronic device to access remote learning from home.</p>	<p>Monitoring and tracking of key groups through lesson observations, book scrutiny, pupil voice and data tracking by the leadership team. (Half termly)</p> <p>Engagement with skilled adults and effective pupil feedback leading to rapid progress. (ongoing)</p> <p>Assessment and observational data tracked and moderated. (Termly)</p> <p>Pupil Progress meetings with teachers and teaching assistants, highlighting the PP pupils and their progress. (Termly)</p> <p>Regular team meetings within year groups to monitor PP children.</p> <p>Monitor parental involvement of pupil premium children attending school events and workshops. (Termly)</p> <p>HT will monitor PP funding and the impact it has on PP children alongside the link PP Governor (Annually).</p> <p>Evaluation from PP Review (Annually).</p>	<p>All pupils make good or better progress in all year groups based upon termly analysis (termly data check, followed by annual review of yearly performance)</p> <p>If any child has not made age related expectations, ensure their progress is good and better from their starting points.</p> <p>Small groups of children are tracked and targeted for intervention. (termly data check, followed by annual review of yearly performance)</p> <p>All PP pupils who require an electronic device have one and are able to fully access remote learning.</p>

**Objective: Improve the percentage of children achieving the expected standard and greater depth standards.**



<p>Differentiated teaching across the school.</p> <p>Ability setting in Year 1 and Year 2 for phonics.</p> <p>Additional adult support in Year 6.</p> <p>Mastery specific approach to the teaching of maths through targeted staff training on bar modelling, reasoning skills and practical maths</p>	<p>Monitoring and evaluation of teaching and learning carried out regularly in the form of lesson observations, book scrutiny, pupil voice and data tracking (Half termly).</p> <p>Annual review of yearly performance for staff.</p>	<p>Differentiation is evident across the curriculum on planning and in lesson observations.</p> <p>Book scrutiny clearly shows increased level of challenge in books.</p>
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<p>activities to achieve secure, long-term understanding.</p> <p>Targeted intervention work for higher ability children across KS1 and KS2.</p> <p>Extra staff deployed in Reception, Year 2 and Year 6 as a result of swift identification of need.</p> <p>Ability setting for Y6 English and Maths to ensure teaching stretches the most able.</p> <p>Use of pre-teach and Same day intervention supports and challenges pupil progress.</p>	<p>Data analysis moderated (Termly).</p> <p>Triangular observations between staff (Annually).</p> <p>Interventions reviewed, and progress measured in Pupil Progress meetings (Termly).</p>	<p>Analysis shows rising levels of higher attaining children at the end of KS2.</p> <p>Higher number of pupils achieving age expected standard and greater depth across the curriculum.</p>
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**Objective: Maintain the high levels of SEN pupil progress so that we increase the percentage of SEND achieving age expected standards at the end of KS1 and KS2**



<p>Develop the provision mapping for the SEN pupils so that it is more concise, pertinent to pupils needs and impacts upon pupil progress</p> <p>Increase number of evidence based targeted interventions to close the attainment gap in reading, writing and maths.</p> <p>Offer high quality CPD opportunities for teaching assistants.</p> <p>Personalised curriculum for children with complex needs including high quality timetabled adult support</p> <p>Using practical learning to embed contextual understanding that ensures pupils with SEN experience mathematical concepts and are able to embed a secure understanding of small steps to learning that fill gaps.</p> <p>Review all SEND provision across school to ensure all pupils who are not attaining age-related expectations are not 'left behind, especially in the core subjects.</p>	<p>Review of progress towards attainment and progress targets using personalised action plans (Termly).</p> <p>Scrutiny of planning and work samples (ongoing).</p> <p>Direct observations of teaching for SEND pupils (Termly).</p> <p>Review of personalised timetables in Pupil Progress meetings.</p> <p>Feedback with pupils/ staff/ parents (Termly).</p>	<p>Higher number of children achieving age expected standards at the end of KS2.</p> <p>Analysis helps to inform monitoring and CPD focus for whole staff and individuals</p> <p>Analysis identifies individual and group needs for intervention (termly check then annual review of performance)</p>
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**Objective: Continue to embed the reading curriculum, with a focus of developing vocabulary to ensure fluency and comprehension.**



<p>Half termly staff meeting time focusing on developing vocabulary and word knowledge through Raid the Reader.</p> <p>Establish a 'taught not caught' principle to the teaching of vocabulary to support children's understanding and comprehension of a text.</p> <p>Staff to continue to have Primary Writing training updates internally, in order to ensure the teaching of specific reading skills are strong.</p> <p>Ensure children progress through the reading system correctly, gaining higher end inference skills as they move up each level. Ensure a wide range of texts are available in all class libraries (Literature spine/ page turners).</p>	<p>Lesson and book monitoring procedures identify an increased focus on the direct teaching of vocabulary and word knowledge (Termly).</p> <p>Pupils performance with comprehension related activities are analysed (ongoing).</p> <p>Reading book audit ensures a wide range of texts are available to the children in EYFS, KS1 and KS2 (2 x yearly).</p> <p>A trial of Year 6 pupils' ability to read accurately at speed is measured and tracked (ongoing).</p> <p>Raid the Reader lessons are monitored through observation, Book Talk and pupil voice (ongoing).</p>	<p>Pupil performance with comprehension related activities is improved.</p> <p>Pupil written work and verbal responses evidence an increased vocabulary and word knowledge.</p> <p>Reading fluency is improved with more children reading at a level appropriate to their age.</p> <p>Pupils are able to read a range of texts with confidence. They develop a real love for reading.</p> <p>Pupils and parents are engaged in the home reading system.</p>
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<p>Home reading record books are reviewed regularly, and parents are supportive in listening to their child read at home.</p> <p>Reading and Phonics cafes to inform parents of reading and phonics curriculum and how they can support at home.</p> <p>Establish an online reading system for children to access while isolating at home or in the event of school closures.</p> <p>Ensure the reading curriculum in Key Stage 1 engages and motivates all learners, especially the boys, including links to outdoor learning and the forest school curriculum.</p>	<p>Teachers to review reading records regularly. Teaching assistants as well as parent readers are to read with those children who don't read regularly at home (ongoing).</p> <p>Parent workshop attendance is monitored closely (Termly).</p>	<p>Pupils can access remote learning books through an online platform.</p> <p>Boys are engaged in the reading curriculum and make better than expected progress. The gap between boys and girls reading attainment in Key Stage 1 narrows.</p>
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**Objective: Develop the quality of the teaching and tracking of phonics so that it is highly effective enabling children to tackle unfamiliar words.**



<p>Staff training on Letters and Sounds for teachers and teaching assistants.</p> <p>Phonics policy and action plan, including intent, implement and impact is embedded.</p> <p>Staff trained up through external (LA) and internal CPD sessions.</p> <p>Phonics cafes inform parents of phases and how they can support at home.</p> <p>Phonics is closely assessed and tracked with a new online tracker system. Children are monitored closely. Interventions are swiftly put in place for those children needing catch up.</p>	<p>Monitoring of phonics through curriculum walks, observation, assessment- whole class and group work (Termly).</p> <p>Monitoring of tracking of children throughout all phases (ongoing).</p> <p>Teachers and teaching assistants evaluate phonics sessions on evaluation sheets and planning documents (ongoing).</p> <p>Regular phonics audits check reading books closely match the phonic ability for the child.</p> <p>Parent feedback from phonics cafes and 'Come Read with Me' cafes.</p> <p>Pupils voice shows an increase in the love of reading and reading for enjoyment (Termly).</p>	<p>Pupils make strong progress through phonic phases.</p> <p>Children are able to decide and blend words at greater speed with an improved accuracy.</p> <p>Reading is more fluent due to improved phonic awareness. Children are able to embed their phonics when reading.</p> <p>Spelling is improved in writing due to an improved phonics awareness.</p>
<p><b>Objective: Further develop the teaching of the foundation subjects to ensure that children gain high quality knowledge, skills and understanding in all areas.</b></p>		
<p>Continue to develop the role of middle leaders, empowering them to lead their subject- see individual action plans and timelines.</p> <p>Develop teaching teams across the Key Stages with responsibility for core subjects.</p> <p>Share 'Progression of Skills' documents for Science, Geography and History with all staff and ensure they are used effectively in planning.</p>	<p>Middle leaders use action plans to drive forward improvements in their own subject area (ongoing).</p> <p>Senior and subject leaders regularly and rigorously check that planned actions are improving the quality of teaching learning and assessment for all pupils (ongoing).</p> <p>Progression of skills documents are used during book scrutiny (Termly).</p>	<p>Subject leaders know their subject well and are highly effective at identifying and addressing priorities.</p> <p>Highly effective systems are in place for monitoring teaching and learning across the curriculum.</p> <p>Curriculum coverage is effective, and teachers plan with an awareness of progression in skills documents.</p>



<p>Ensure accurate assessment of topic work by using Assessment Without Level documents for Geography, History and Science, in order to identify gaps in learning.</p> <p>Continue to develop links between specialist Geography, History and Science teachers from Sacred Heart High school and St Michael's staff, so that the level of challenge is age appropriate and progression of skills and knowledge is evident. (Continuing with Geography/ With a focus on History and Science).</p> <p>Delivery of whole staff training around topic knowledge and progression of skills.</p> <p>Ensure educational visits are focused, well planned and followed up so that they create a hook in to learning, supporting and embedding knowledge of the subject.</p>	<p>Pupil voice questionnaires evident that children are engaged in learning (Termly).</p> <p>Teachers have regular meetings with curriculum specialists to ensure their subject knowledge is of a high standard across the curriculum (Termly- Autumn- History and Science).</p> <p>A regular review on educational trips and visits to ensure they are purposeful and closely matched to learning outcomes in the curriculum.</p>	
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**Objective: Continue to maximise pupil feedback, ensuring it is effective at accelerating pupil progress.**

<p>Ensure opportunities are provided for pupils to respond to any written feedback.</p> <p>Establish shared and consistent procedures for recording feedback.</p> <p>Ensure whole class/ group misconceptions are swiftly addresses and inform next steps in teaching.</p>	<p>Lesson and book monitoring procedures (Termly).</p> <p>Pupil voice acknowledges an awareness of next steps in learning (Termly).</p>	<p>Progress within lessons and across units of work is rapid.</p> <p>Strong and clear evidence of pupil response and resulting progress</p>
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**Objective: Ensure that pupils who are falling behind are identified quickly and measures of support applied**



<p>Carry out ECAT assessment on all nursery pupils to inform referrals to Speech and Language.</p> <p>Use termly data analysis to identify pupils at risk of falling behind.</p> <p>Ensure that all staff are proactive at closing any gaps rapidly by providing training or guidance to allow purposeful and targeted intervention.</p> <p>Same day intervention in all year groups.</p> <p>Pupil Progress meetings identify those at risk of falling behind.</p>	<p>Data tracking swiftly identifies any child who is not making at least expected progress (Termly).</p> <p>Intervention support and meetings with TAs to review and evaluate early intervention offer (Half termly).</p> <p>Intervention summaries clearly indicate impact of intervention (ongoing).</p>	<p>Early intervention procedures are robust and effective.</p> <p>Teachers and TAs manage and coordinate interventions for targeted children. Interventions are purposeful and have measured impact.</p> <p>For any child who has not made age related expectations, progress is good and better from their starting points. (pen portraits)</p>
<p><b>Objective: Improve attainment of disadvantaged pupils, increasing the number achieving a Good Level of Development by the end of the Reception year</b></p>		
<p>Establish highly effective parent partnerships.</p> <p>Ensure that the disadvantaged pupils are targeted for additional story time sessions with reading volunteers. Plan additional 1:1 reading opportunities for disadvantaged pupils.</p> <p>Tracking of disadvantaged pupils as part of pupil progress meetings.</p> <p>Early identification of specific gaps and targeted Intervention provided regularly.</p> <p>A personalised curriculum and 1:1 provision in place where necessary for pupils.</p>	<p>Monitoring attendance of our disadvantaged families at learning cafes and parent workshops (Termly)</p> <p>Monitoring and tracking of key groups of pupils through lesson observations, book scrutiny, pupil voice and data tracking (Termly).</p> <p>Engagement with skilled adults and effective pupil feedback leading to rapid progress and sufficient challenge (ongoing).</p> <p>Pupil Progress meetings with teachers and teaching assistants (Termly).</p> <p>Pen portraits for children whereby attainment does not reflect the significance of progress made from starting points (ongoing).</p> <p>Regular Early Years team meetings ensure all children's next steps are identified and activities are set in order for them to be met in continuous provision.</p>	<p>An increase in the number of disadvantaged pupils who achieve the Good Level of Development.</p> <p>All pupils make good or better progress in all areas based upon termly analysis (termly data check, followed by annual review of yearly performance).</p> <p>For any child who has not made age related expectations, progress is good and better from their starting points. (pen portraits)</p>

### 3. Behaviour and Attitudes



**Objective: Continue to develop behaviour for learning by giving children the necessary skills to be confident and self-assured learners.**

<u>Action</u>	<u>Monitoring and Evaluation</u>	<u>Success Criteria</u> (Impact and Outcome)
<p>Behaviour for learning expectations set out clearly at the beginning of the year with children in class and whole school assembly.</p> <p>Expectations of behaviour shared with staff in staff meeting and regularly there after (11.09)</p> <p>High expectations of children's behaviour and attitude to learning</p> <p>Differentiation meets children's starting points to promote independence in children within lessons. Pre-teach gives pupils a head start on learning.</p>	<p>Monitoring of behaviour in lessons shows an improvement in attitudes to learning (ongoing).</p> <p>Staff and pupil voice are evidence of pupils developing a real love of learning.</p> <p>Staff, pupil and parent voice questionnaires show that all stakeholders fully understand the behaviour policy (Termly).</p> <p>Differentiation and pre-teach activities are clear on planning. Activities meet children's starting points (ongoing).</p>	<p>Lessons are calm and children are focused on task in hand.</p> <p>Children are committed to their learning. They are aspirational and see the bigger picture to the importance of learning.</p> <p>Children show a great sense of urgency to complete tasks and are able to persevere with challenges.</p> <p>Children are able to select own tools and resources to aid with learning.</p>

### 3. Personal development

**Ensure a positive learning culture committed to supporting pupils' personal development and wellbeing and one which promotes self-confidence, self-awareness and understanding of how to be a successful learner.**

**Objective: Continue to ensure that school safeguarding systems are robust and fit for purpose**



<u>Action</u>	<u>Monitoring and Evaluation</u>	<u>Success Criteria (Impact and Outcomes)</u>
<p>Complete annual audit of Safeguarding</p> <p>Hold Safeguarding Review, led by LAB members,</p> <p>Complete regular bite sized safeguarding staff training.</p> <p>All staff to agree to safeguarding procedures as part of Staff Code of conduct.</p> <p>Develop high quality E safety training for pupils and raise awareness for parents.</p> <p>Train staff on new safeguarding national priorities in line with KCSIE (2019)- including Peer to Peer abuse.</p>	<p>External evaluation by school SIA as part of advisor visits (Termly).</p> <p>Audit and evaluation completed by Clennell Education Services (Annually).</p> <p>Pupil Voice questionnaires provide an insight into new learning regarding E safety (Termly)</p> <p>Regular monitoring and evaluating of safeguarding policies.</p>	<p>Outstanding system in place for safeguarding children.</p> <p>All staff fully aware of safeguarding procedures and are fully up to date with any legislation and changes to KCSIE.</p>

**Objective: To develop the wellbeing support system for all pupils to minimise the impact of the coronavirus pandemic on their mental health.**



<p>Mental Health and Well Being support for parents and families</p> <p>A sequential and progressive PSHE curriculum ensures pupils have the opportunity to learn about current issues relevant to their age and stage.</p> <p>Wellbeing support at every level- class, group and 1:1</p> <p>Trained mentors in school and school counsellor</p> <p>Sessions in Key Stage 2 led by Operation Encompass teach pupils about how to stay safe outside of school.</p> <p>Relationship and Sex Education taught across the school.</p> <p>Wellbeing Warriors launched in every phase.</p> <p>Wellbeing initiatives introduced- Wellbeing Wednesday and worry boxes in every classroom.</p>	<p>Attendance of workshops and cafes monitored closely (ongoing).</p> <p>Monitoring of Operation Encompass lesson, PSHE and RSE lessons (ongoing).</p> <p>Pupil and parent surveys are monitored.</p>	<p>A whole school robust plan of wellbeing support is in place. Staff are better informed and have greater clarity about how to support children with mental health needs.</p> <p>Pupils who are anxious or worried receive appropriate intervention and support.</p> <p>Pupils who have mental health concerns receive appropriate intervention and support. Pupils' mental health and wellbeing is monitored regularly so appropriate intervention can be put in place</p>
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#### 4. Effectiveness of leadership and management

Ensure leadership at all levels is moving to outstanding by:

**Objective: Continue to develop a highly effective Local Advisory Board that is supportive of the school but challenging so that they expect all to achieve highly by:**

- Challenging the school to achieve above average standard for attainment and progress at the end of Key Stages
- Holding leaders to account for the quality of teaching across each class so that it remains at least good and more areas move to outstanding

<u>Action</u>	<u>Monitoring and Evaluation</u>	<u>Success Criteria (Impact and Outcome)</u>
<p>Hold a review of Governance</p> <p>Re-examine roles and responsibilities so that governors have a clear understanding of what they do. Develop a code of conduct</p> <p>Ensure that governors are actively involved in the school so they can evaluate its effectiveness based upon first-hand knowledge and high quality reports</p> <p>Undertake audit to ensure the school is compliant in safeguarding/ SEN/ Pupil Premium</p>	<p>Leaders including Governors to work alongside a National Leader of Governance to establish a programme of support and challenge to ensure the Governors systematically hold leaders to account.</p> <p>Monitor the 'Governor Drop In' days to ensure all LAB members are actively involved in their area of responsibility (half termly).</p>	<p>An external review of Governance strengthens governance in the school and builds capacity among LAB members.</p> <p>Governor visits and learning walks to be firmly embedded and established in order to further develop Governor awareness and understanding of teaching, learning and curriculum developments across the school.</p>



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**6. High Achieving Catholic Community**

**Ensure St Michael's has Outstanding Catholic Life, Outstanding Curriculum RE and Outstanding Collective Worship**

**Curriculum RE objective: To Further embed feedback for learning so that pupils are guided to make improvements to their work in greater depth in order to move learning forward.**

<u>Action</u>	<u>Monitoring and Evaluation</u>	<u>Success Criteria</u> (Impact and Outcomes)
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<p>Ensure feedback to pupils extends learning for all pupils.</p> <p>Ensure they are confident and familiar with using and relating to scripture and achieve higher outcomes in line with the new diocesan assessments.</p> <p>Provide extended opportunities for pupils to write longer pieces of writing that clearly shows developing RE understanding through links to real experiences, scripture and other religious sources.</p>	<p>Data analysis moderated by Leadership team (Termly).</p> <p>Book scrutiny, Book Talk and lesson observations show children are given the tools and resources to extend their learning to Greater Depth (on going).</p> <p>Pupil Voice is evidence that pupils fully understand the feedback policy and appreciate the positive impact that feedback has on their learning.</p>	<p>Moderation activities indicate pupils have regular coverage of RE skills and progress is evident through regular opportunities for extended writing.</p> <p>80%+ of pupils meeting curriculum expectations in each year group (20% above age expectations) End of year, progress check termly</p> <p>All children make at least good progress across each key stage.</p>
<p><b>Curriculum RE objective: Ensure work is clearly differentiated across all year groups to ensure very good progress is made by all pupils.</b></p>		
<p>Planning to be completed on diocesan sheets and to clearly indicate target groups.</p> <p>Exciting activities planned around the key learning intentions with a range of resources to ensure all pupils achieve higher outcomes.</p>	<p>Termly planning scrutiny in line with diocesan guidelines to identify planned differentiation and evidence of following 'Come and See' scheme of learning (Half termly).</p>	<p>During book scrutiny differentiation is clearly seen across all books</p> <p>Clear evidence of progress seen through analysis of termly and end of year data</p>
<p><b>Catholic Life objective: Identify ways to poverty proof the school to ensure disadvantaged pupils are not marginalised</b></p>		
<p>Promote the Catholic Life of the school through activities that are not solely monetary based.</p> <p>Ensure all fundraising activities are seen as achievable for all and voluntary, with a focus on giving time and sharing skills rather than simply money.</p>	<p>Record examples of Catholic Life that show a range of ways that the ethos of the school is shared with the community- both local and wider (ongoing).</p> <p>Monitor number of 'fundraising' activities to limit the pressure on vulnerable families.</p>	<p>Floorbook and website show celebrations of how the school's vision is shared.</p>
<p><b>Collective Worship objective: Develop the role of children further in preparing Collective Worship across the school</b></p>		
<p>All classrooms to be given a 'Collective Worship' resource pack that is used by children to plan, deliver and evaluate class collective worship.</p> <p>Children to be included in all year group and whole school collective worship and their views actively sought and implemented.</p> <p>Children to actively evaluate whole, class and group collective worship.</p>	<p>Monthly observation of Collective Worship for individual year groups across the whole school.</p> <p>Collective worship involvement evidenced in file (ongoing).</p> <p>Evaluations collected and monitored in evidence file (Termly).</p>	<p>Pupil involvement in planning, leading and evaluating Collective Worship increases with older pupils.</p> <p>All pupils enjoy and actively participate in different forms of worship-including liturgy, mass, private prayer and retreat.</p>



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