

Our Lady and St Joseph Primary School Development Plan 2019- 2020

Area	Objectives	Strategies and actions	Time and staff	Budgets & Resources	Evaluation & Review
Quality of Education	In every year group and subject all pupils make good progress building on their knowledge and skills.	Monitor our curriculum termly to give all pupils, including SEND and DA pupils, the cultural capital they need to succeed in life. Provide CPD to ensure that good and outstanding teaching is systemic in all key stages	All teachers and staff in the school	As required	Termly
To review the impact of the new core reading scheme for KS2 – Destination Reader	Even more pupils getting GD in KS2 outcomes end of KS2 because of increased knowledge of inference, deduction etc	Destination Reader is an approach to teaching reading in KS2. Developed in Hackney Destination Reader supports the creation of a culture of reading for pleasure and purpose. It encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum by: creating deep understanding of texts, developing oracy around reading and increasing children's breadth of reading.	Monitor and evaluate by SLT	New books for KS2 every year	Termly
Participate in new Hackney Assessment Forum	Assessment will be of high quality and effective, resulting in diagnostic and useful analysis that will result in increased pupil standards. More information on best practice and reduce Workload	Refine and embed accurate termly assessment procedures with all staff. Implement use of diagnostic assessment through observations, books, pupil discussion, reporting the progress of different pupil groups. Moderate assessments and evaluate impact. Monitor and evaluate, formulating actions to improve the progress of any underperforming pupil groups.	CPD Lesson visits Book and work scrutiny Pupil discussion – new EIF model Monitoring and evaluation schedule	SLT and assessment lead	Half-termly meetings
Implement 'No More Marking' writing assessment	Writing assessment will be more accurate and faster, .	Ensure accurate assessment of writing and reduce marking and workload. Develop further the teachers' understanding of the teaching of writing. Review and revise writing opportunities across the whole wider curriculum.	Half termly meeting between new staff and SLT	CPD time	
Supplement our core RE scheme with greater opportunities for art and music and wider curriculum links.	Develop outstanding provision for SMSC even further. 'Awe and wonder' via art and music.	Half-termly links to great artists, architects and designers in every class. Same with music and great composers and musical styles every half-term. More music playing in class by teachers to enhance our outstanding musical provision	Review and record half-termly.	SLT review time.	

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<p>Early Years Foundation Stage</p>	<p>The EYFS curriculum delivers outstanding provision for all children of all abilities.</p>	<p>The EYFS curriculum is ambitious and meets the needs of all children from the moment they enter.</p> <p>High quality phonics starts from Day 1 in Nursery and Reception year delivered by all staff.</p> <p>Children share and cooperate well and start to learn the values that are distinctive and characteristic of our school.</p>	<p>EYFS staff and SLT</p>	<p>EYFS budget</p>	<p>Termly</p>
<p>Behaviour and Attitudes</p>	<p>To work together to create school where pupils, parents and staff work together to secure the best possible outcomes for all.</p>	<p>Pupils behave with high levels of respect for all others. As outlined in our school motto known by all children- <i>‘Shine with love, kindness and respect’.</i></p> <p>Pupils have highly positive attitudes and commitment to their education. Pupils actively support the well- being and are kind to other pupils.</p> <p>Pupils behave consistently well and have positive attitudes to their education.</p>	<p>Daily</p>	<p>Whole school</p>	<p>Daily reviews.</p>
<p>Personal Development</p>	<p>To secure outstanding provision for Personal Development.</p>	<p>The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. There is strong take-up by all pupils, including SEND and DA pupils, of the opportunities provided by the school.</p> <p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities.</p> <p>The way the school goes about developing personal development is exemplary and is worthy of being shared with others as highlighted in our Section 48 Report June 2018.</p>	<p>DA pupils lead and SENDCO as part of SLT weekly meetings.</p>	<p>Pupil premium money to be carefully planned and accounted for with Impact statements and registers.</p>	<p>Termly</p>
<p>Leadership and Management</p>	<p>Leaders inspire all members of the school community to secure a culture of high aspirations based on our shared values as a Catholic school.</p>	<p>Develop further a clear understanding of roles and responsibilities of leaders to develop the wider curriculum in light of the new EIF September 2019</p>	<p>All SLT and Governors</p>	<p>Time and CPD</p>	<p>Termly</p>
<p>Safeguarding</p>	<p>Ensure there is a continuing strong culture of safeguarding within the school.</p>	<p>Expand the Vulnerable Pupils Group to the Attendance Officer and continue this outstanding practice of Identifying, Managing and Helping all pupils in our school.</p> <p>Extend C-POMs online reporting to all support staff and provide CPD.</p>	<p>Safeguarding is everyone’s responsibility 24 / 7.</p>	<p>As required</p>	<p>Daily</p>

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