

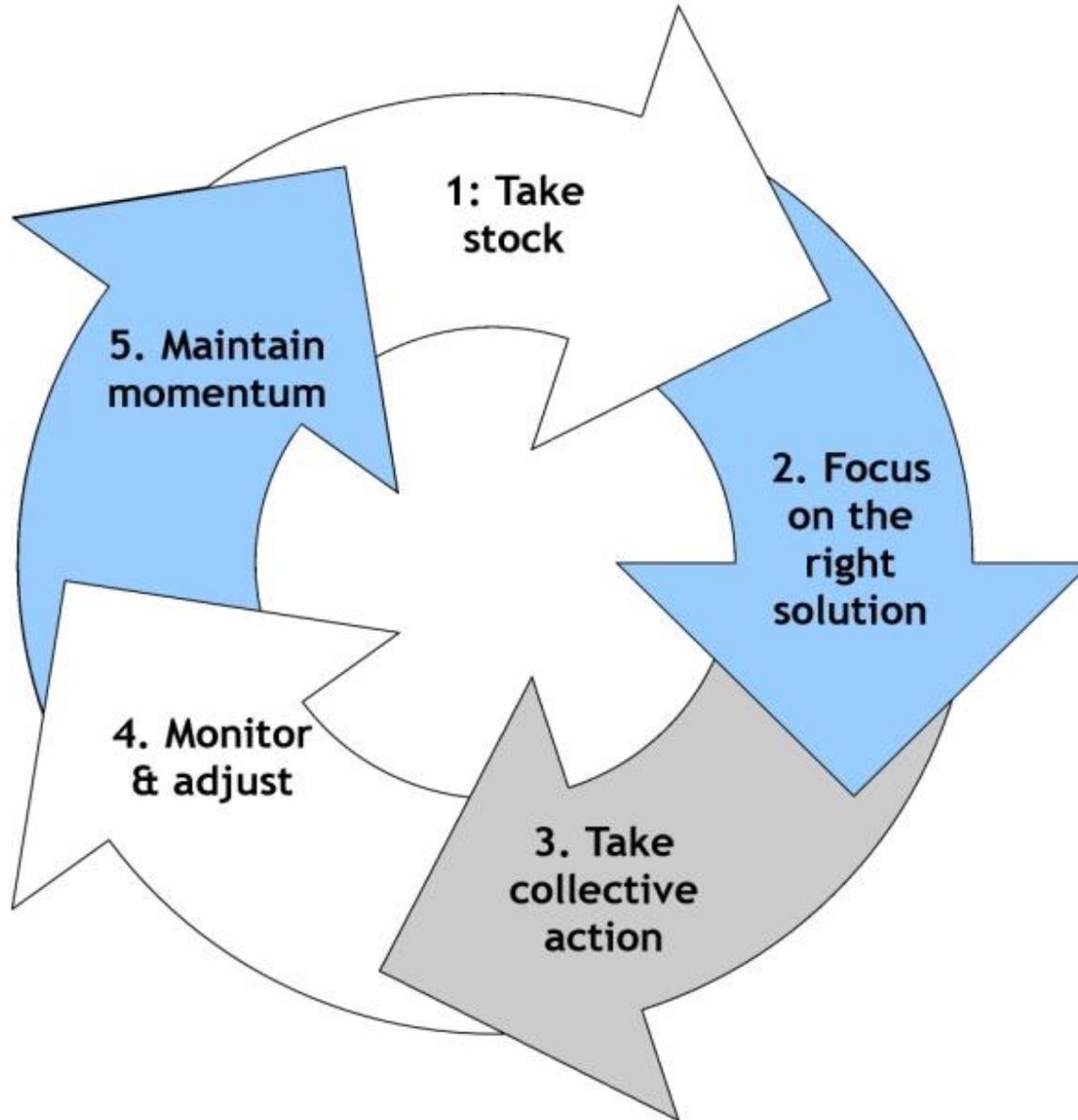
St. Philip's Catholic Primary School

School Development Plan 2016-2017

Rationale and over all aims:

To ensure that the school is offering high quality teaching and learning opportunities for all pupils and staff. That the school is led with a clear and cohesive vision which enables all staff, pupils and parents to work together with the same aim of raising standards and creating opportunities for individual children to flourish in all areas of the curriculum.

To provide a safe, nurturing and challenging environment where children can thrive and grow both spiritually and academically and feel fully supported in their learning. For all parents and pupils to know exactly what they need to do to achieve this.



Specific objectives

Achievement of pupils

Focus Area	Activities	When (time frame)	Who	How will we know?
All pupils to enjoy their learning and make expected or better progress in all areas including reading, writing and mathematics.	Quality First Teaching programme integrating CPD, Appraisals and evaluation processes. Academic guidance. Homelink books sent home to share progress with parents.	September 2016-July 2017	All teachers. And SLT	All Chn make expected or better progress (reaching age related expectation - except for SEN) (75% PM) 75%+ make GLD in EYFS.
Pupil's to have a clear understanding of the purpose of their learning and how they learn best (focus particularly on lower ability but who are not SEN)	What they need to do next through target setting, academic feedback and end of year expectation booklets and implement it into day to day learning. Also using IEPs to support those children who learn in different ways.	Ongoing	LH to lead progress reviews. Teachers to share progress data with chn and parents. Focus on PP and non (closing gap).	Marking and feedback will ensure all chn know what to do next to improve. Know what they did well.
To improve Writing attainment across the school especially at the end of Key Stages. Allowing opportunities for extended writing. Focus particularly on raising attainment of boy's writing (closing the gap). Improve reading attainment and progress.	Writing action plan. Enable regular extended writing opportunities. Guided reading established and effective. Each class to have a designated reading area and a reading trail.	Progress meetings half termly and end of year data.	All teachers , LSAs and SLT	Writing lesson observation. Progress meetings. Books will show evidence. Progress and attainment data.
To encourage children's independence through choice of learning styles and challenge.	Teachers to allow children a choice of activity to progress their learning, best suited to challenging themselves.	From Half Term October 2016	All teachers and LSAs. Evidence found in books.	Children will be challenged at all ability levels and become confident in progressing their own learning at a

Quality of teaching

Focus Area	Activities	When	Who	How will we know?
To provide consistently good or better teaching and learning opportunities for all pupils that are inspirational, imaginative and engaging	Facilitate opportunities for teachers to observe colleagues in Good and outstanding lesson teaching. Using LSAs effectively to enable children to progress in their learning.	Throughout the year.	All teaching staff and LSAs	Book scrutiny (against Ofsted criteria every half term). Looking for input from LSAs also in books. Observations
Expectations are high and this is made explicit to all learners.	Ensure that planning documents provide evidence of high expectations through monitoring and feedback and this is practically observed in lesson observations and in books.	Book scrutinies. Observation once a term.	LH/SB/subject leaders	Marking and feedback in books and challenge where needed. Sharing expectation with parents Sufficient challenge evidenced in books.
Teachers are able to assess individual pupil's progress by using the school systems put in place.	Use age related expectations as a measure against the curriculum to monitor children's progress and attainment. Plan lessons matched to their needs. Baseline testing in Early Years.	Half Termly	LH and Class teachers. YB to track PP & SEN	Children will make good progress in R W and M. Children and parents will know where they are in relation to age related expectation.
To support teachers who may need extra intervention in areas of the curriculum or areas of assessment.	Regular meetings to discuss what needs to be improved. Support from relevant colleagues (e.g. DHT, HT, SENCo). Relevant training.	Ongoing throughout the year		

Behaviour and safety of pupils

Focus area	Activities	When (time frame)	Who	How will we know?
Clear and consistent behaviour expectations.	Ensure children are aware of rewards and sanctions and how the Gospel values are at the centre of the policy.	Sept 2016- July 2017.	All staff to write behaviour slips following an incident. LH to follow up with parents when necessary. SB if LH unavailable.	All incidents written on behaviour slips reported to LH. Evidence of fewer incidents will be seen through lessening of behaviour slips.
All members of the school community have a full awareness of safeguarding issues	All staff DBS checked and name badges worn. Disqualification declaration form completed. Keeping children safe document given to all staff. Child protection policy on website and updated regularly. Update safeguarding folder and ensure staff know where it is kept.	Annually for documentation and policy. Termly for spot check.	SB to spot check name badges termly and CdeS to ensure DBS checks made.	All adults on site DBS checked and all wearing name badges and signed in. All staff aware of 'keeping children safe' document.
All stakeholders to have access to safeguarding training	Lead the staff /governor programme annually (May) and provide a session for staff and Governors who are new to school (Nov). All staff to sign code of conduct doc. Induction guidelines for volunteers, students, supply teachers and new teachers.	Safeguarding training in November for new staff and those who missed training in May	LH or SB to deliver training.	All staff aware of procedures involving signs to look for, disclosures, reporting to designated member of staff.
E-safety	Ensure all children are aware of how to stay safe online. Shared with parents.	September 2016- July 2017	All staff	Children will be aware of the dangers of using the internet. Parents will be vigilant at home.

Leadership

Focus area	Activities	When (time frame)	Who	How will we know?
SLT to ensure SDP is linked to the purpose and role of Governors and other stakeholders.	Each Governor and staff member to be aware of their role in the SDP. To plan their visits accordingly to ensure effective impact of SDP within the school and it's pupils.	October in school training day.	LH and Governors.	Governor visits will reflect their findings and feedback will be provided to the rest of Governing body. Governors will know how much of the SDP is effectively making an impact.
The Governing Body is influential and confident in achieving the best from the school and raising standards	Develop the role of the governing body in the self evaluation process using the in service training day as a model. Governors to link with class and subject leaders. Gov training through LA. Induction of new gov's through training and buddy system.	Throughout the year. Training day October 2016 plus a Deanery training session in September about effective questioning.	LH, Chair of Governors, Governing Body, teachers.	Governors will be challenging in their questioning and have a secure knowledge of the school's strengths and areas for development.
Induction of new Deputy headteacher.	Support from Deanery deputy group. Time out of class during first autumn half term to establish role. Role to include pastoral aspect and assessment.	Autumn 1 2016. Ongoing throughout year.	LH, Deanery deputies, LA support re assessment.	Established in role with parents, pupils, staff and governors. Making an impact on data analysis and therefore on children's progress.

Community involvement

Focus area	Activities	When (time frame)	Who	How will we know?
Ensure that parents are fully aware of the opportunities to share in their children's learning	Age related expectation shared with parents at Autumn P/T consultation. YR targets shared termly. Tapestry used in YR. All curriculum plans, homework grids and spellings on the website. Open door policy for parents. Homelink books sent home with KS2 pupils to aid communication with home/school.	Throughout the year.	All teachers and Office staff.	Parents will support children's learning through supporting homework and attending workshops and P/T consultations.
Arts Award gained	Art club run by parents to gain accreditation for the school.	September 2016-July 17.	Ester Heylen, LH and JR	Accreditation gained.
Working alongside, effectively with the independent Nursery providers on site.	Communication to be ongoing and regular to ensure noise, parking and facilities are not having a detrimental impact on either setting.	Autumn 2016-July 2017	LH, CH, Govs, premises officer and office staff	Feedback from Learning Tree, staff, children and parents.

How will we know?

Confidence – in all pupils, staff and parents

Attainment results improve (esp in higher levels)

Good rate of **progress** for all children with focus on disadvantaged.

Feedback from all stakeholders including the pupils.

Appraisals show that staff feel confident in achieving best from their pupils.

Lesson observations and progress in lessons

Book looks (book scrutinies) showing effective marking, high expectation, sufficient challenge and progress.

Planning and delivery by well trained and focused staff



Who will be involved?

All stakeholders including the local community, Diocese, Local Authority, parents, governors, all teaching and support staff and pupils.