

Holy Family School Development Plan 2023 – 2024

We will approach the priority objectives as shown below:

Key objective	What will we do?	What will it look like when achieved?
Rigorous focus on enhancing the depth & quality of reading comprehension across the school (AH, MT, LL)	Key appraisal target for all staff. Implementation of VIPERS strategy, regular teacher-led whole class guided reading sessions, intervention/support sessions in place for targeted children Refurbish & re-energise the school & class library areas	Reading comprehension skills & outcomes raised, children displaying greater accuracy, confidence and fluency Consistent teaching & learning style in place across KS2 allowing children to build deeper understanding year on year
Key focus in improving progress & outcomes for the lower performing 20% of children across the school. (SF, MT, LT)	Clearly identify targeted children. Plan, deliver, monitor and assess focused teaching & learning support programmes	Teachers & LSA's adopt a rigorous approach to supporting all children in the lowest 20% All children in bottom 20% for each class make good progress from starting points in R/W/M
Begin to teach RE in Year 1&6 via the new RE Curriculum Directory. Rigorous focus on all areas of Catholic Life, Collective Worship and Religious Education as we continue preparations for the next Catholic School Inspection (JH, NH, AH, LW)	Full audit of current provision and review of our SEF using latest documentation templates Regular monitoring of teaching, learning, assessment and outcomes in RE Appoint additional teaching staff to the RE Leadership team	Audit completed and updated SEF used as a working document Monitoring shows clear results of bringing about improvement across the school Year 1 & Year 6 teachers effectively using the new RECD Outcomes & evidence satisfy internal moderation of meeting most of the outstanding statements for Catholic School Inspection
Middle leaders to ensure rigorous tracking and assessment in their subject areas, provide outstanding leadership & provide opportunities for all staff to share best practice Fully embed a cohesive whole-school approach to planning and assessment of foundation subjects within the curriculum (ST, AO'N, JH, LL, JHo)	Teachers in new subject leadership roles established and supported fully Provide focused CPD & dedicated staff meeting time for all teachers Provide dedicated subject leadership staff meeting time each half term for teachers to monitor, track, assess performance Fully review curriculum coverage of knowledge and skills to ensure continuity and progression Create a topic planning overview template to be used by all teachers Ensure all subject leaders complete subject reports & action plans in line with intent, implementation, impact Staff support teams set up to share ideas and workload Appraisal system used to provide support by SLT All subject leaders to meet regularly with SLT to discuss issues, progress, ideas/initiatives Opportunities provided for teachers to visit MAT colleagues/other schools	All teachers will report greater confidence and understanding in their role Evidence for performance, progress and outcomes in each subject will be robust and action plans will fully reflect current school priorities All subject areas will show an increase in profile across the school Topic overviews for skills will be presented uniformly, All teachers will be confident in using and articulating the planning Tracking of skills coverage across the school will be very clear and easy Assessment of foundation subjects will be used confidently by all teachers by the end of the academic year
Ensure curriculum provision fully embeds a broad understanding & appreciation of equality, diversity & inclusion within our world (JH, ST, LL)	Fully audit & review current provision Create a scheduled programme of	Revised curriculum offer will feature a broad & balanced coverage with children studying & experiencing a full range of diverse cultures, traditions, stories & inspirational people
Review staffing and SEND provision with the aim to become more efficient by summer 2024 (ST, SF, LT)	Fully audit current needs, assess staff roles and the impact of their work Work alongside Xavier CET to ensure any strategies are in line with those planned for across Xavier	Targeted deployment of LSA's to deliver specific interventions which will be monitored by class teachers reporting to SEND team All support staff clearly adding defined value through their work

Blue = Quality of Education
Attitudes

Green = Personal Development

Purple = Leadership & Management Red = Behaviour &

We will approach the additional objectives as shown below:

<p>Further enhance problem solving, reasoning and language in maths through practical, active and investigative activities (AO'N, FO'K)</p>	<p>Provide CPD and time for discussion on best practice for teachers Learning walk and book trawls to highlight best practice All years groups to ensure problem solving is a focus area each week Pupil voice to assess attitudes and seek opinions</p>	<p>Assessment analysis will show more children picking up more marks on problem solving questions by end of year Pupil voice will highlight increased confidence with targeted children Ample evidence in books of high quality developing strategies and accurate outcomes in problem solving</p>
<p>Continue rigorous pursuit of enhancing mental health for all members of the school community including further opportunities for physical activity across the curriculum (ST, HC, LT)</p>	<p>Prioritise a target group of children to focus support this year via the pastoral team CT's & Inclusion team to set up a programme of support and liaise regularly to assess progress Pupil voice to assess favourite activities, lessons and places in school – meet with school council to discuss results and action points Explore further development of outdoor learning environments including woodland area Ensure all classes & staff are regularly using gardens, kitchen, The Space, outdoor areas for learning Introduce 'My passport to a healthy life' initially in Year 5&6...now all KS2</p>	<p>Targeted children will display decreased anxiety and increased positivity about themselves Analysis of use of learning environment will show that all classes have regularly used key areas for effective learning A plan will be set for development of the woodland area 'My passport to a healthy life' positively received and used by staff, children & parents Mental health Champions for staff, governors, parents & children will have been appointed and be working together on specific programmes or areas of focus</p>
<p>Rigorous focus on enhancing the impact of the governing body in all aspects of school vision, implementation monitoring & CPD (JHo, LW, ST)</p>	<p>Ensure all governors regularly attend CPD via Xavier CET/Diocese/Babcock Implement a new one-page summary sheet for all governors to report back to all meetings on tasks/work undertaken Set clear targets for each governor, and the team, to complete by the end of the year Governor familiarisation visits/meetings to be compulsory for all</p>	<p>All governors (particularly new members of the team) will report greater confidence in carrying out their role, greater depth of understanding of their key roles All summary reports completed, submitted & reported upon on time Individual and team targets completed to an outstanding standard</p>
<p>Rigorous focus on high quality, age-appropriate teaching of e-safety within the curriculum (JH, AH, ST, JHo, KK),</p>	<p>Ensure all teachers have clear planning for delivery, assessment and monitoring of e-safety teaching & learning Encourage classes to showcase and share their work/learning (peer to peer) E-safety to be discussed fortnightly at staff meetings .monitored by AHT</p>	<p>Evidence across the school of a clear programme of developmental teaching & learning shown in books, classroom displays, discussions Pupil voice to highlight clear understanding of how to stay safe online and when using social media</p>

Here are the 5 priorities discussed & agreed with Xavier for next year:

1. Design and implement a new staffing structure which addresses budget constraints, succession planning and leadership capacity.
2. Improve the teaching and profile of reading beyond phonics so that all children read every day and improve the range of vocabulary they use.
3. Focus on improving the outcomes for children who are in the bottom 20%.
4. Implement inclusion strategies to meet the needs of high needs children and reduce the disruptive impact they may have on the learning of others.
5. Implement the new RE curriculum and prepare for CSI.