

School Development Plan 2020-2025

1. Quality of Education

Objective 1 (Intent): To raise standards in teaching and learning to ensure that KS2 results exceed the national average in five years' time.

School 2019 results Reading, Writing, Maths Combined: 62%
National Average 2019 Reading, Writing, Maths combined: 65%
Full results from 2019 can be viewed [here](#).

Success Criteria (Impact):

Children receive a broad, balanced and full curriculum which meets their needs and prepares them for the next stage of their education
Reading is given priority and there is evidence that gaps are identified early
Curriculum is well sequenced and end points are clear
Assessment is used effectively to ensure that gaps are identified and dealt with quickly (keep up not catch up)
Attainment results will be in line with the national average in 2 years (2022 SATS) and be above national in 5 years' time (2025)
Pupil progress from Reception to Y6 will be in line with the National average in 2022 and above national in 5 Years' time (2025)
Subject leaders feel confident talking about their subjects and actions when discussing with link governors

1.1 To raise standards in Reading

Implementation for 2020/21

- Embed, monitor and review (in Lesson Looks) the Read for Writing scheme
- Assess effectiveness of the new phonics reading books in the Spring term and order more books if necessary
- Consider assessment of reading and effectiveness of NFER tests to give an accurate reflection of attainment
- Reading Leader to audit and assess how the bottom 20% in reading are being supported in each year group and identify how this can be improved
- Reading lead to take part in the local authority training through Literacy First and disseminate to all staff
- Research junior reading schemes and their effectiveness
- Ensure outstanding provision for Phonics in R and KS1 through monitoring programme and targeted CPD

Implementation for 2021 - 2023

- Develop the Read for Writing scheme to include reading in other curriculum areas delivered with the same structure
- Hold staff training review of Guided Reading Autumn 2020
- Refine and improve guided reading method by identifying lead practitioners in reading for other teachers to observe and learn from
- Introduce a method of collating the reading benchmarking assessments and monitoring progress
- Create how-to videos to support early reading at home and increase parental engagement/confidence
- Increase access to poetry by providing poems in the library areas and for each unit of work
- Increase access to reading in Science by providing books & magazines in the library and in the curriculum.
- Ensure reading assessment is robust and effective and informing planning

<ul style="list-style-type: none"> • Conduct robust question level analysis and inform the action plan accordingly 	<ul style="list-style-type: none"> • Create a proforma for question level analysis to guide teachers in their planning • Further improve the provision for the bottom 20% of readers based on reading lead's audit • Ensure the texts used in school are challenging and that they cover a variety of genres
1.2 To ensure assessment is robust and purposeful and informs excellent pupil progress so that progress is above national in 5 years' time	
Implementation for 2020/21	Implementation for 2021 - 2023
<ul style="list-style-type: none"> • Embed the use of FFT tracker to collate and analyse data • Introduce mind maps and quizzes at the start of topics to assess knowledge and progress • Assess the reliability of NFER tests and consider others available to purchase. • Provide support with assessment and moderation in Reception with EY2P and internal monitoring and support • Monitor the use of Tapestry in the EY to ensure it is effective and is gathering evidence of progression • Time built into the assessment week for teachers to assess SEND pupils against B Squared & AET to update targets with support of the SENDCo • Training in B squared & AET framework) • Consider how data for foundation subjects is gathered and stored so as not to create extra workload 	<ul style="list-style-type: none"> • Embed the use of mind maps and quizzes to assess knowledge • Review the curriculum maps to develop a progression of skills document ,across the 7 years, to embed sticky knowledge • CPD on use of assessment in new RE format for RE lead to be disseminated • CPD for all staff on effective formative assessment • Training pupils to self-assess effectively <p>Re-establish moderation groups across WEP/AHLC</p>

2. Personal Development

Objective 2 (Intent): To provide a variety of opportunities in the curriculum, in a coherently planned way, and ensure that our pupils contribute positively to society, celebrate diversity, and know they are made in the image and likeness of God.

Success Criteria (Impact):

Evidence of a curriculum which provides opportunities for pupils to find passions and talents through extra-curricular activities and experiences

Evidence that we are promoting resilience, confidence and independence through programmes we are using, pupil confidence in surveys and in the number of incidents recorded by staff

That pupils can talk about keeping fit and healthy - mentally and physically

Children are bringing healthier food options to school

2.1 To ensure pupils and staff know how to be healthy and safe – Physically and mentally	
Implementation for 2020/21	Implementation for 2021 - 2023
<ul style="list-style-type: none"> • Focus on bringing healthy snacks to school • Healthy week to promote the need for exercise and healthy food • Raise awareness of the amount of sugar in food/drinks • Integrate yoga/movement breaks for all children throughout the day • KAPOW mental wellbeing • Hold an Anti-bullying week each year • Safeguarding month in 2021 • Ensure clear safeguarding curriculum objectives 	<ul style="list-style-type: none"> • Focus on Healthy lunchboxes and snacks in healthy week 2021 • Work with the school caterers to introduce fruit or sugar free puddings • Maintain Platinum Sports Award • Give opportunity for pupils to experience a range of alternative sports - fencing, golf, martial arts etc • To improve access to sensory stimulus for those who need it • Encourage high uptake of after school clubs including PP pupils
2.2 To ensure the curriculum and the opportunities given to children reflect a commitment to Catholic social teaching, to care for our common home and to the dignity of every human person.	
Implementation for 2020/21	Implementation for 2021-2023
<ul style="list-style-type: none"> • Review the curriculum to assess cultural capital • Review cultural capital elements to ensure a breadth of opportunities • Audit SEND provision and inform SDP with the actions • Embed Gospel Values in the Curriculum and link to topics/books • Refine the experiences and life skills gained as a result of participation in Mini Vinnies/TEAM Benedict/ School council/ • Consider school trips and residential in Cultural capital plan to ensure a variety • Intertwine the Gospel values with the curriculum • Improve and develop the Collective Worship offering • Equality Act training for all staff and governors 	<ul style="list-style-type: none"> • Define key concepts for each subject to ensure sticky knowledge • Assess the links for teaching about social justice within the curriculum • Embed the Fundamental British Value with whole school assemblies, follow up sessions in class and information to parents • Improve the opportunities to study the arts within the curriculum • Support packs for staff to enable them to be more culturally aware and culturally sensitive to children in their care

3. Leadership and Management

Objective 3 (Intent): To ensure that there are clear, strong policies and practices in place to ensure high quality education for all

Success Criteria (Impact):

Teachers receive focused and highly effective professional development which will build knowledge over time

The use of assessment across all subjects will be robust

The practice and subject knowledge of staff, including newly qualified teachers, will build and improve over time

There will be evidence of regularly reviewed and robust policies which enhance the teaching of the curriculum available to all stakeholders

There will be evidence that staff wellbeing is a priority and staff surveys will show they are supported and not overwhelmed

Ensure robust safeguarding processes

3.1 To refine practices and policies following CPD/training to ensure they are robust and have a clear structure for monitoring and reviewing

<p style="text-align: center;">Intent Implementation for 2020/21</p>	<p style="text-align: center;">Implementation for 2021 - 2023</p>
<ul style="list-style-type: none"> • Mental Health First Aid training for HM (£300) • Update Wellbeing policy to reflect the training and circulate to all staff • Safer Recruitment training (£50) • Update processes to reflect the Safer Recruitment training • Train all staff to use CPOMS to record all incidents that could reflect a pattern (eg no school dinner, conflicts with peers) • Conduct the Safeguarding Audit in the Autumn Term • Create a CPD plan when Lesson Looks have taken place • Review monitoring schedule to ensure it is robust and focusses on school improvement • Employ a School Improvement Partner to give focus to the school plan 	<ul style="list-style-type: none"> • SCIES training on identifying Domestic Violence • NGA audit of governance • Leadership training for AHT and DHT •

3.2 To raise standards so that the quality of teaching is typically good by 2022

Implementation for 2020/21	Implementation for 2021 - 2023
<ul style="list-style-type: none">• Create a clear structure of monitoring which reflects school priorities and gives clear feedback to teachers• Conduct half termly Book Looks with clear non-negotiables and points for action against which teachers are held to account• Conduct termly Lesson Looks in the Core subjects and RE using QFT strategies as the assessment tool• Fortnightly Learning Walks. Focus to include: Autism/Dyslexia/working memory friendly classrooms and practices; low stimulus environments; high quality book displays; behaviour for learning; timetable checks;• Introduce an NQT mentor pathway• Training with SENDCo to use visuals effectively in classrooms to support learning of all pupils but particularly those with SEND in Spring Term• QFT strategies from Cheshire East's toolkit to be shared and teachers held to account for ensuring the implementation of the strategies monitored during Learning Walks	<ul style="list-style-type: none">• Establish an agreed framework of what constitutes good teaching.• Establish a process of 3 types of lesson observations – formal, informal pop-ins and reflective/collaborative peer observations• Create a programme of peer-modelling to support all teachers in all subjects• CPD in foundation subjects to focus on feedback from lesson looks• Yoga/brain breaks to be embedded as an essential part of the day• Create an exemplary St Benedict's style of lesson (including TEEP structure) for all teachers to follow• Ensure all staff are trained in TEEP to ensure that there is a high level of reciprocal teaching• To establish a culture of peer support to upskill and improve teaching over time

4. Behaviour and Attitudes

Objective 4 (Intent): To ensure that pupils behave consistently well, demonstrating high levels of self-control and have consistently positive attitudes to their education.

Success Criteria (Impact):

Behaviour for learning is exemplary in all lessons and learning walks

Book looks show a high standard of work that children have taken pride in

Documented evidence of fair and highly effective action towards peer conflict or bullying

The 'Promoting Positive Behaviour Policy' has had a positive impact on all pupils so that incidents of bullying are rare.

Attendance is well above average

Implementation for 2020/21

- Embed the use of Good Day/Bad Day to understand potential triggers for children, particularly those with Special Educational Needs
- Embed the new 'Promoting positive behaviour policy' and 'RESPECT' culture
- Embed new house system with the Gospel Values as a driving force for behaviour
- Review attendance policy
- Reward those with improved attendance or attendance above 98%
- Emotional school refuser training
- Take advice from EP to support pupils who have school based anxiety
- Create passports to ensure that all adults working with SEND pupils are aware of their needs
- Review the Attendance Policy to ensure that it is Equality Act compliant
- TEAM Teach training for all to deescalate challenging behaviour

Implementation for 2021 - 2023

- Review the behaviour policy
- Audit behaviour for learning
- Embed the use of Think Sheets to have an impact on behaviour
- Employ growth mind-set strategies and programmes like 'My Happy Mind' to improve pupil resilience to learning and to social interactions
- Complete the anti-bullying audit from the national bullying alliance
- Monitor behaviour in lessons
- Complete pupil voice on Behaviour in class

Catholic Life

Objective 4: (Intent) Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response. There is a genuine enthusiasm for collective worship, reflected in the quality of communal singing, in the quality of prayerful silence and the depth of reverent participation in communal prayer.

Success criteria (Impact):

Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response which is evidenced in sessions and in pupil surveys

The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils which is evidenced in sessions and in pupil surveys

To ensure the themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education which the children can articulate

Implementation for 2020/21

- Diocesan Staff training on Collective Worship
- Internal staff training on using engaging resources within collective worship
- Lat Blaylock training disseminated to all staff by AHT and DHT
- To review, improve or create robust policies which enhance the provision of Collective Worship
- To ensure a programme of CPD which builds on staff knowledge and practice over time
- To encourage the use of song in class collective worship
- Encourage the use of a range of methods to share and enjoy the Word
- Create an inspiring and reflective area of prayer in the playground for independent child-led prayer

Implementation for 2021 - 2023

- Developing the practice of child led worship
- Improve understanding of the liturgical year, seasons and feasts
- Introduce a variety of approaches to prayer
- To buy resources to ensure Collective Worship is engaging and interactive
- To invite parents to join in with Collective Worship in classes in as a whole school