

St Bernadette Catholic Primary School
SCHOOL DEVELOPMENT PLAN
2016-19

The aim of this plan is to direct the efforts of the school to meet our overall vision.

The School Development Plan sets out the school's strategy and development planning for the three years from 2016-19

The Plan is developed through discussion by, and consultation with Staff, Governors, Parents and children and is informed by School Self-evaluation.

The plan will be reviewed at least annually and School Self-evaluation may lead to amendment of the plan throughout the year.
Annual action plans are produced for each of the strategic objectives.

CONTENTS:

- 1.** School vision: What St Bernadette Catholic Primary School aims to achieve
- 2.** Evaluation of the impact of the previous SchoolDevelopment Plan 2013-16
- 3.** Strategic Planning: our strategy, for the next 3 years, to realise our vision and achieve our aims
- 4.** Development Plan: priorities for the next 3 years, drawn from our strategic plan. These priorities are determined through the process of school self-evaluation as well as in response to external priorities, opportunities, requirements and the recommendations made by Ofsted and the Dioceses following inspections of the school.

1. St Bernadette School Vision

At St. Bernadette School children are taught to think, to learn, to listen, to read, to write, to know when to speak and how to speak well and to have compassion for each other. The Gospel values of Jesus Christ are the framework by which the School operates. At St. Bernadette School, we the adults share the belief that all of our children can succeed, and feel successful, and we support all of our children to help transform their lives.

At St. Bernadette School we seek to give children roots to grow and wings to fly.

2. Evaluation of the impact of the SDP 2013-16

1. To be the best possible Catholic School we can be

Our RE Inspection in September 2014 judged the Catholic life of the school to be outstanding

Children have a much greater understanding of what being a Catholic means to them in their everyday lives – They have a better understanding of why we support charities and have been actively involved in raising money. Our children have become more familiar with the beliefs and practices of other faiths. Our RE curriculum meets the requirements of the curriculum directory, as well as our Christian Living topics providing the children with opportunities to explore how the way they act is shaped by their faith.

2. To continue to raise standards in reading, writing and maths in KS1 & KS2

End of KS1: L2B reading, writing and maths results have risen since 2013;

End of KS2: L5 reading has risen since 2015; maths results have shown some improvement while writing remains a concern

3. To maintain high standards in FS

Progress of identified children of concern is good. EYFSP results at the end of Reception have improved. Phonics training for parents has helped to impact on attainment and progress in reading and writing

4. To ensure our whole school curriculum meets the needs of all of our children

Revised curriculum successfully introduced for all KS1 and KS2, with a focus on teaching the basics for each stage well before moving children onto new learning. We are continuing to monitor the impact on attainment and progress for all groups including those with SEN, as well as children of higher ability and those of lower ability.

5. To ensure our children are IT literate and can make good choices about when and how to use ICT to enhance their learning

Staff have received training to support the delivery of good teaching in the classroom. Limited use of mobile technology to date.

6. To ensure we maintain a highly skilled and professional workforce able to support our children in all areas of their learning and development

Very low staff turnover: 2 NQTs recruited in 2014 and 1 in 2015. 2 teachers have been seconded to the SLT. More LSAs trained to deliver specific interventions with dedicated timetables, despite budget cuts leading to Education Support Staff restructuring. Continuing priority.

3. Strategic Intentions of the SDP 2016-19

1. To continue to be the best possible *Catholic* School we can be

2. To continue to raise standards in reading, writing and maths in KS1 & KS2

3. To maintain high standards in FS

4. To ensure our whole school curriculum, including Computing across the curriculum, meets the needs of all of our children

5. To ensure we maintain a highly skilled and professional workforce able to support our children in all areas of their learning and development

6. To improve the mental health and well-being of all of our children and staff

4. Development Plan 2016-19

| Strategic Intention 1: To be the best possible <i>Catholic</i> school we can be | | | | |
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| Development Priority: | Timescale | Lead Responsibility | Success Criteria | Evaluation Strategy |
| To encourage our children to be knowledgeable about their faith | 2016-19 | RW/SH | Children: <ul style="list-style-type: none"> • Know a range of prayers appropriate to their age • Have knowledge of the Sacraments • Have knowledge of Saints and feast days • Have knowledge of Mass and all its parts and responses • Know about Catholic places of worship and pilgrimage around the world | Action plan milestones Termly reports to HT & RE governor Annual review and update of 3 year plan Annual updates to Governors |
| To know and understand the effects of cultural background on the way our Catholic faith is lived out | 2016-19 | RW/SH | <ul style="list-style-type: none"> • Children understand that Catholics in different parts of the world may express their beliefs in different ways | Action plan milestones Termly reports to HT & RE governor Annual review and update of 3 year plan Annual updates to Governors |
| To provide opportunities for the children to carry out acts of service in the local community | 2016-19 | RW/SH | <ul style="list-style-type: none"> • Children understand and demonstrate their understanding of the importance of service through a calendar of planned activities | Action plan milestones Termly reports to HT & RE governor Annual review and update of 3 year plan Annual updates to Governors |
| For our children to know, understand and respect the faith beliefs of Jews, Muslims, Hindus, and Sikhs | 2016-19 | RW/SH | Children: <ul style="list-style-type: none"> • know about the faith beliefs of faiths different to their own • understand similarities in beliefs and worship • recognise and respect differences in practices and worship | Action plan milestones Termly reports to HT & RE governor Annual review and update of 3 year plan |

| | | | | Annual updates to Governors |
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| Strategic Intention 2: to continue to raise standards in reading, writing and maths in KS1 & KS2 | | | | |
| Development Priority: | Timescale | Lead Responsibility | Success Criteria | Evaluation Strategy |
| To raise standards in reading in KS1 | 2016-19 | CMe | <ul style="list-style-type: none"> 80% of children achieve Age Related Expectations at the end of KS1 by July 2016 90% of children achieve Age Related Expectations at the end of KS1 by July 2017 93% of children achieve Age Related Expectations at the end of KS1 by July 2018 95% children achieve Age Related Expectations at the end of KS1 by July 2019 | <p>Action plan milestones</p> <p>Termly reports to HT & English governor</p> <p>Annual review and update* of 3 year plan</p> <p>Annual updates to Governors</p> |
| To raise standards of reading in KS2 | 2016-19 | CMe | <ul style="list-style-type: none"> 80% of children will have achieved Age Related Expectations at the end of KS2 by July 2016 80% of children will have achieved Age Related Expectations by July 2017 90% of children will have achieved Age Related Expectations by July 2018 95% of all children will have achieved Age Related Expectations at the end of KS2 by July 2019 | <p>Action plan milestones</p> <p>Termly reports to HT & English governor</p> <p>Annual review and update* of 3 year plan</p> <p>Annual updates to Governors</p> |
| To raise standards of writing in KS1 | 2016-19 | CMe | <ul style="list-style-type: none"> 60% of children achieve Age Related Expectations at the end of KS1 by July 2016 80% of children achieve Age Related Expectations at the end of KS1 by July 2017 85% of children achieve Age Related Expectations at the end of KS1 by July 2018 90% children achieve Age Related Expectations at the end of KS1 by July 2019 | <p>Action plan milestones</p> <p>Termly reports to HT & English governor</p> <p>Annual review and update* of 3 year plan</p> <p>Annual updates to Governors</p> |
| To raise standards of writing in KS2 | 2016-19 | CMe | <ul style="list-style-type: none"> 40% of children will have achieved Age Related Expectations at the end of KS2 by July 2016 50% of children will have achieved Age Related Expectations by July 2017 70% of children will have achieved Age Related Expectations by July 2018 | <p>Action plan milestones</p> <p>Termly reports to HT & English governor</p> <p>Annual review and update* of 3</p> |

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| | | | <ul style="list-style-type: none"> 85% of all children will have achieved Age Related Expectations at the end of KS2 by July 2019 | <p>year plan Annual updates to Governors</p> |
| To raise standards of maths in KS1 | 2016-19 | VR | <ul style="list-style-type: none"> 80% of children achieve Age Related Expectations at the end of KS1 by July 2016 90% of children achieve Age Related Expectations at the end of KS1 by July 2017 93% of children achieve Age Related Expectations at the end of KS1 by July 2018 95% children achieve Age Related Expectations at the end of KS1 by July 2019 | <p>Action plan milestones</p> <p>Termly reports to HT & Maths governor</p> <p>Annual review and update* of 3 year plan Annual updates to Governors</p> |
| To raise standards of maths in KS2 | 2016-19 | VR | <ul style="list-style-type: none"> 80% of children will have achieved Age Related Expectations at the end of KS2 by July 2016 80% of children will have achieved Age Related Expectations by July 2017 90% of children will have achieved Age Related Expectations by July 2018 95% of all children will have achieved Age Related Expectations at the end of KS2 by July 2019 | <p>Action plan milestones</p> <p>Termly reports to HT & Maths governor</p> <p>Annual review and update* of 3 year plan Annual updates to Governors</p> |

* Annual update will set targets for % of children expected to exceed Age Related Expectations in reading, writing and maths at the end of KS1 and KS2

Strategic Intention 3: to maintain high standards of attainment and progress in the Foundation Stage

| Development Priority: | Timescale | Lead Responsibility | Success Criteria | Evaluation Strategy |
|--|------------------|----------------------------|--|---|
| To maintain high standards of attainment in Nursery | 2016-19 | JS | <ul style="list-style-type: none"> Majority of children at end of Nursery are working within 40-60 month age band Teaching and learning is at least good | <p>Action plan milestones</p> <p>Termly reports to HT</p> <p>Termly updates to Governors</p> <p>Annual review and update of 3 year plan</p> |
| To maintain high standards of progress in Nursery | 2016-19 | JS | <ul style="list-style-type: none"> 90% of children make at least 2 points of progress during their time in Nursery, with HA children making at least 3 points of progress Teaching and learning is at least good | <p>Action plan milestones</p> <p>Termly reports to HT</p> <p>Termly updates to Governors</p> |

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| | | | | Annual review and update of 3 year plan |
| To maintain high standards of attainment in Reception | 2016-19 | JS | <ul style="list-style-type: none"> 75% of children are working within the Early Learning Goals that make up the Good Level of Development Teaching and learning is at least good | Action plan milestones Termly reports to HT Termly updates to Governors Annual review and update of 3 year plan |
| To maintain high standards of progress in Reception | 2016-19 | JS | <ul style="list-style-type: none"> 85% of children move from one age band to at least the next, including ELGs | Action plan milestones Termly reports to HT Termly updates to Governors Annual review and update of 3 year plan |
| Strategic Intention 4: To ensure our whole school curriculum, including Computing across the curriculum, meets the needs of all of our children | | | | |
| For our curriculum to reflect the London area in which we live | 2016-19 | CMo | <ul style="list-style-type: none"> Our annual curriculum maps show planned opportunities across the curriculum to learn more about the city in which we live and its past Each year group has a range of cross-curricular opportunities based on London 'issues/events/locations' There are opportunities for the children to find out about other faiths within the Capital | Action plan milestones Termly reports to HT Termly updates to Governors Annual review and update of 3 year plan |
| For our curriculum to provide opportunities for outdoors learning | 2016-19 | Subject leaders | <ul style="list-style-type: none"> Curriculum has more opportunities for children to work outside | Action plan milestones Termly reports to HT Termly updates to Governors Annual review and update of 3 year plan |
| Developing children's independent learning skills | 2016-19 | CMo | <ul style="list-style-type: none"> Children are more independent in their learning as seen by 5Rs, questions, inquisitive, 5Rs | Action plan milestones Termly reports to HT |

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| | | | | Termly updates to Governors Annual review and update of 3 year plan |
| For our children to be confident in using a range of technology to support their learning | 2016-19 | LV | <ul style="list-style-type: none"> Our children are confident in using a range of technology to support their learning | Action plan milestones Termly reports to HT Termly updates to Governors Annual review and update of 3 year plan |

Strategic Intention 5: to ensure we maintain a highly professional and skilled workforce able to support our children in all areas of their learning and development

| Development Priority: | Timescale | Lead Responsibility | Success Criteria | Evaluation Strategy |
|--|------------------|----------------------------|--|--|
| Better results and progress over time | | | <ul style="list-style-type: none"> Teachers to move from good to outstanding Teachers who are already outstanding remain so and support teachers who are not yet outstanding Teachers in their 2nd and 3rd progress to becoming good Support staff deliver effective interventions as measured by their impact on the children in the classroom Support staff know how to support individual children with needs to make maximum progress over time General LSAs are familiar with the class teachers' plans and are confident in working with groups in English and maths Middle Leaders effectively lead their area of responsibility through becoming better skilled SMSAs are skilled at engaging with the children at lunchtime, including playing a range of games | Action plan milestones Termly reports to HT Termly updates to Governors Annual review and update of 3 year plan |

Strategic Intention 6: To improve the mental health and well-being of all of our children and staff

| Development Priority: | Timescale | Lead Responsibility | Success Criteria | Evaluation Strategy |
|--|------------------|----------------------------|---|--|
| All children have good mental health and are positive about their well-being leading to children being in optimum state for learning | 2016-19 | JS | <ul style="list-style-type: none"> • Children are resilient and can cope with difficulties, whatever they are, in appropriate ways • Children recognise when they need help and know who to ask for that help • Curriculum promotes positivity through the promotion of positive mindsets • Children have more developed reasoning skills through the teaching of Philosophy for children | Action plan milestones Termly reports to HT Termly updates to Governors Annual review and update of 3 year plan |
| All staff have good mental health and are positive about their well-being leading to low levels of sickness absence and low levels of stress | 2016-19 | CMo | <ul style="list-style-type: none"> • Staff feel they have a good work-life balance • Staff recognise when they need help and know who to ask for that help | Action plan milestones Termly reports to HT Termly updates to Governors Annual review and update of 3 year plan |