

The School Development Plan

2019/20

Our School Development Plan is a very comprehensive living document that is regularly updated across the year as targets are progressed and sometimes amended to reflect revised priorities or strategic changes. Given that the plan spans the Financial Year and the Academic Year and is finalised across the first half of the summer term each year, revisions and updates, especially following the release of test results, do feature, though the main thrust of the key areas is more constant. *(Updates to targets following summer test results 2019 will be published on the website in due course and will follow this document).

The plan is organised into three sections:

- Firstly the key pupil progress / teaching and learning priorities for the year
- Secondly, the Management of the School: Deployment of Staff, Budget, Governance and Environment
- Thirdly, a section covering Individual Coordinator Targets.

All within the context of our Catholic Mission and Pastoral Vision.

Each section comprises of the target focus, resourcing and funding and a detailed section outlining the background to the target and the reasoning behind why this area is to be a focus for the year. Clear goals are set out; tasks are allocated and timetabled, alongside specific success criteria.

The SDP is updated and annotated across the year, the Head Teacher taking the initiative in the first and second sections, assisted by the Senior Management Team and Lead Governors, with individual coordinators taking full responsibility for progressing their subject priorities as the year unfolds.

School and National priorities can often combine as they have this year with Curriculum Review, a key Ofsted focus in the new framework, taking centre stage in the SDP. Our commitment over years to an Excellence and Enjoyment agenda has seen our curricular approach widely praised as outstanding but further evaluation in terms of content, choices and sequencing across all subject areas will reaffirm and reinvigorate. We also need to make sure that our offer is better presented and celebrated on the school website.

The Core subjects, English, Mathematics and Religious Education are always key foci with additional subjects taking priority over time within our cyclical rolling programme. The benefits of the detailed and extensive work carried out prior to and following the 2018 LA review of mathematics across the school have been realised across the last twelve months, culminating in very high End KS2 performance last year and consolidation of these standards again in 2019. We will look to further embed these processes and methods by enabling more pupils to work and achieve at "Greater Depth" in mathematics via extending opportunities to use and apply their calculation skills to investigate and solve problems. We will support more challenged pupils to "keep up" rather than have to "catch up" in mathematics and across other Core / Foundation subjects by reinforcing our early intervention and mixed ability initiatives.

Pupil Progress in Reading, Writing and Mathematics, for all groups across the school remains a priority target, as strong attainment at End KS1 needs to be translated into equally strong or better attainment at End KS2. The successes achieved by the 2018 Y6 cohort in terms of impressive progress alongside very high attainment need to be replicated by subsequent cohorts over time. Maintaining this improvement would be testament to the strategies we have put in place.

RE as ever, remains a priority as we continue to build upon our outstanding inspection report. As a core area, the same focus on developing opportunities for more pupils to work at greater depth will reflect the ambitions we have for Reading, Writing and Mathematics. All Diocesan schools will be introducing the new assessment model that staff have worked on and contributed to across 2018/19. We are also looking to support pupils' well-being and mental health by liaising with other professional to support our children. In addition we will reflect on the ways that we endeavour to support our disadvantaged pupils and their families.

As for coordinator targets, the new whole school focus on the curriculum will see a more structured approach followed by all subject leaders across 2019 to accurately map out and reinforce content, approaches and skill development across all Core and Foundation subjects. A new template has been designed to showcase the curriculum offer and the actual experiences children enjoy in each subject area and across every year group, with History being the forerunner in summer 2019. After the History template is complete and on line in an improved curriculum section of the website, all other subjects will follow via the cyclical approach. The entire new section is targeted for completion and on the website by the end of the year.

Staff development remains very much to the fore with initiatives scheduled across the academic year that will help develop new staff, enhance leadership and therefore succession planning, strengthen the School's Self-Evaluation portfolio and assist our National Support School priorities.

Setting Targets:

Pupil progress and the quality of teaching and learning across the school are constant areas to consolidate and improve. Careful analysis of school performance across a wide range of indicators pin point areas where we can do better. Performance in national tests are an important driver and whilst any combination of cohort strength, aptitude and ability, allied to teaching quality across a child's primary schooling, will influence year group outcomes, we are vigilant against any sort of negative pattern emerging, such as weaker data over time in Reading when compared with Writing.

Consistently, here at St Gregory's, school performance across all subjects at both End KS1 and KS2 is almost always better, and often significantly better, than local and national performance, so we have to look to maintaining these high standards, which is a constant challenge given variable cohort strength but one that staff are committed to. The dip in attainment and progress in mathematics has been vigorously addressed to date (2017-19) comprehensively proving that the school's capacity for improvement and innovation remains as strong as ever.

Ensuring that our youngest pupils get the best possible start is always a key priority as it is in our Reception classes that the essential bedrock of future success is laid. Ongoing assessment across the school in every class also identifies areas of strength to consolidate and areas that are less secure, to accelerate.

The key priorities chosen for 2019 / 20 reflect this:

1.

Maintaining high standards across the (Early Years Foundation Stage (EYFS) and across KS1 by :

A

Supporting staff new to and developing in role across KS1 by maintaining additional, experienced CA staff across the Key Stage and enabling access for all staff to high quality CPD opportunities.

B

- Increasing the percentage of pupils securing a Good Level of Development (GLD) from 81% to 84%: Given the SEN and SEN / DP make up of the cohort and recent transfers from and to the group, this will be a challenge but we are aiming for a fourth consecutive year of improvement.
- See the percentage of pupils passing the Y1 Phonics test return to 90% (well above local and national performance) after a cohort related dip in 2019 via early intervention and support for challenged pupils
- See the percentage of Y2 pupils achieving the Expected Level to reflect School GLD performance in 2017 and to surpass the National Average despite a significant group of challenging boys. Those achieving Greater Depth to at least match the National Average in individual subjects and combined RWM
- End KS1: Expected: Reading , Writing and Mathematics: 84%: Greater Depth – Reading 32%, Writing 19%, Maths 32%: RWM Combined Expected: 84% GDR: 19% (*The NA in RWM Combined at GDR was 16% in 2018)
- Enable Disadvantaged Pupils (DP) to at least match the performance of DP nationally and narrow any gaps between their attainment and that of other pupils
- End KS1 performance across the board to match the top 30% of similar schools (this is more aspirational given cohort make up – recent transfers have impacted)
- See All Pupils maintain or enhance their expected rate of progress across KS1 (From EYFS Data 2017)
- Maintain Subject Focus on Mathematics and support more pupils to achieve Above Age Related Expectations so that this is more consistently in line with attainment in Reading and Writing
- Review all End KS1 Targets and carefully amend to reflect 2019 Data Sets, including any reactive targets – implement from September 2019

2.

Maintain, or come close to maintaining 2018's very high standards achieved at End KS2 thereby enabling this cohort to surpass expectations for both attainment and progress:

- See pupil performance across All subjects, combined (RWM) and individually (R,W, and M) to comfortably surpass the National Average for Expected attainment
- Endeavour to match very high 2018 performance in Writing and SPAG and build on strong performance in Reading, in both Age Related Expectations (ARE) and Above Age Related Expectations (AARE). See Maths increase to be in line with SPAG, Writing and Reading
- Set very Challenging Targets: Reading: Expected: 94%; Writing 94%, Mathematics 91%: RWM 81%
- Enable High Performing Pupils to meet the challenge of Greater Depth and see: Reading GDR 38%, Writing GDR 38%, Mathematics GDR 34%: SPAG: GDR 34% - Close to matching exceptional 2018 performance
- Improve Progress Measures Data to+ 0.5 across the board
- Increase Value Added (progress) measure for ALL Pupils to 100%

- Match Value Added (progress) for Low Attaining Pupils to 2018 figure and better identify progress made by especially challenged pupils who do not attain ARE because of their SEN
- Both Attainment and Value Added (progress) data for all subjects to see school performance progress towards the top 30% of similar schools
- Maintain the focus on Narrowing the Gap criteria, highlighting the performance of Disadvantaged Pupils (DP) and DP with Special Educational Needs (SEN) via Case Studies
- Review all End KS2 Targets where appropriate to reflect 2019 Data Sets – implement from September 2019
- Maintain focus on accurate and up to date assessment of progress and attainment in Years 3,4 and 5, via POG Group Analysis and especially DP/ SEN Groups: Supported pupils and the impact of this support

Pupil attainment and progress targets such as those outlined above are subject to a whole school focus and monitored and evaluated across the year to note progress and the impact of actions tailored to support and enable pupil progress and attainment. The school has refined and updated its School Self Evaluation Cycle to ensure that teaching and learning across the school and specific target areas for the current year are rigorously monitored.

3.

Carry out a review of the curriculum to accurately map out and reinforce content to invigorate approaches across all subject areas. A suite of information encompassing every subject will be added to the school website and shared widely with stakeholders.

4.

Engage and challenge our Upper Middle / Higher Ability Pupils, so that more achieve AARE/GDR in Mathematics by supporting them to achieve fluency and the confidence to apply their calculation skills to problem solve. Enable Y4 children to perform highly in the new National Times Table test 2020.

5.

Extend mixed ability opportunities to support and enable All children to build upon their mathematics learning experiences to develop, use and apply their skills confidently through better engagement and involvement in other curriculum areas.

Other targeted areas of focus can be driven by School, Local and National priorities and these can often coincide, hence it is no surprise to see that the following areas rank highly in our Section 1 agenda for the coming year:

6.

Retain and refine Early Intervention Approaches and Impact on a day to day basis to reinforce a culture of “keep up” rather than any over reliance on “catch up” for pupils of all abilities but especially our Disadvantaged children.

Narrowing the gap between the progress of Disadvantaged Pupils and Other Pupils nationally is an embedded school target that permeates across ongoing school development. This remains a challenge for all schools but one that every school should be looking to tackle as the statistics for Disadvantaged Pupils across the country at every level, Primary or Secondary, paint a stark picture of underperformance. Here at St Gregory’s we have few pupils in this category, sometimes only two or three. If these pupils are able to meet Age Related Expectations then school performance looks very impressive in percentage terms but if only one of the two or three pupils have Special Educational Needs or other barriers to achievement then our figures can halve. Such small numbers can render statistics meaningless and we must instead carefully monitor the achievement of these pupils as individuals to show how progress has been achieved from their individual starting points. Specific case studies focusing on individual pupils introduced in 2017 successfully raised the profile of some of our most Disadvantaged / SEN children and this initiative will be embedded across the coming year.

7.

Continue to maintain and enhance provision in RE by reinforcing progress and attainment and enhancing pastoral support and care for vulnerable pupils by liaising with established mental health and well-being professionals. Introduce and embed the new Assessment without Levels system from September. Support accuracy by more rigorous Agreement Trialling and wider discussion.

8.

Enhance Staff Professional Development and Training:

- To build upon and expand existing platforms of support and development to create further and better opportunities to develop staff at all levels
- Review Coordinator Roles and Wider Staff Responsibilities in line with School Priorities. These to include expanding the SMT and creating opportunities for specific leadership training for TLR staff as well as succession planning / leadership recruitment
- Better utilise “The Key” CPD Toolkit to broaden staff knowledge and expertise

9.

Widen pupils’ vocabulary by enhancing opportunities for Reading across the curriculum and reinforcing the reading to writing sequence by creating more opportunities for pupils to draft, edit and redraft work, emphasising and expanding high quality vocabulary.

10.

Maintain the school premises and environment to provide a safe and secure setting for pupils, staff and visitors. Enhance the teaching environment and invest in further high quality IT provision to support and accelerate learning opportunities for all pupils.

I hope that you find this broad outline of our main teaching and learning priorities informative. Both Leadership and coordinators work collegiately along with governors to agree very detailed plans across all of the priority areas outlined above but this more concise overview is useful and is viewed positively by stakeholders over time.

Should you have any further queries regarding other areas such as Budget or Environment, please feel free to contact me or one of our governors, who would be happy to assist.

Best Wishes.

K J Smithson

Head Teacher:

June 11 2019