



St. John the Baptist
Catholic Primary School

We will prepare the way by loving, living and learning with the Lord

A Parents' Guide to our School Development Plan 2018/2019

How does the school decide priorities for development?

Our school's performance is assessed under 5 headings, in addition to RE and Catholic Life:

- RE and the Catholic Life of the School
- Effectiveness of Leadership and Management and Governance
- Continuing to develop the quality and consistency of teaching, learning and assessment
- Personal Development, Behaviour and Welfare
- Outcomes for Children at St. John the Baptist
- Effectiveness of Early Years Provision

We constantly evaluate how well we are doing in these areas and collect evidence from all stakeholders. We gather information through our monitoring and evaluation, questionnaires and review our SDP at several points through the year. The governors are responsible for agreeing the priorities and ensuring that each plan is implemented.

What are our priorities?

RE and the Catholic Life of the School

We are working to:

- Plan three 'Mission Weeks' to focus on the wording of our school mission statement and to promote physical and emotional well-being and a deeper understanding of multiculturalism and diversity.
- Further promote the teaching of multiculturalism, British Values and children's rights through RE.
- Plan a programme of visits to other places of worship/ visitors representing other faiths.
- Work closely with our parish church to jointly redevelop the side chapel.
- Strengthen community and parish links through a series of planned events.
- Ensure KS2 pupils are exposed to and achieve the correct level of challenge (within Levels 3 – 5)

Effectiveness of Leadership and Management and Governance

We are working to:

- Ensure that disadvantaged and SEND pupils' attainment and progress is rising through carefully planned support recorded on new PP Action Plans; half termly monitoring and accurate reporting to governors.
- Enable SLT and MLs to report accurately to governors to enable governors to refine their actions to ensure improvement in outcomes.
- Introduce Pupil Premium action plans in each class to closely monitor the attainment and progress of disadvantaged pupil group.
- Ensure Pupil Premium Strategy targets are clearly measurable.
- Ensure all policies and documents are updated in response to 'Keeping Children Safe in Education' Sept 2018
- Use Performance Management effectively to improve the monitoring and reporting of standards (especially by middle leaders) – particularly for specific groups.

Continuing to develop the quality and consistency of teaching, learning and assessment

We are planning to:

- Introduce daily maths, grammar, spelling and punctuation interventions for all classes
- Increase the percentage of those achieving a higher standard in reading at the end of KS2
- Improve the speed of reading and develop reading stamina for all year groups.
- Increase the percentage of those achieving greater depth in writing at the end of KS2
- Broaden children's spoken and written vocabulary (particularly disadvantaged) by developing 'Language Rich Environments'
- Embed the teaching of basic maths skills across the school – KIRFs, 'Making Maths Count' and daily intervention.
- Improve the variety and depth of teachers' questioning (using Bloom's Taxonomy) to increase depth of learning.
- Further develop our coaching model and introduce Lesson Study for all year groups to closely monitor learning.

Personal Development, Behaviour and Welfare

We are working to:

- Continue to monitor all safeguarding systems and ensure that all statutory information is shared with all staff and that this is recorded appropriately.
- Introduce new systems and incentives to reduce absences and persistent absences. Our target for reducing persistent absence – below 8% (National currently 8.2%)
- Continue to monitor behaviour across school through a computerised system of recording. Using this effectively to address those children with behaviour management needs
- Continue to provide 'Mission Weeks' focusing on anti – bullying, positive relationships, mental health; children's rights, multiculturalism and British Values.
- Continue to promote online safety through the continuation of our eCadets programme and the introduction of our Online Safety Hero.
- Promote equality of opportunity and diversity throughout the curriculum – with the aim of becoming a 'Rights Respecting School' silver award level school
- Further develop KIVa across the school to ensure there are no incidents of peer on peer abuse.

Outcomes for Children at St John the Baptist

We are working to:

- Ensure that progress in English and Maths at KS2 is above national average figures.
- Achieve significant improvement in the percentages of those achieving greater depth in reading, writing and maths at the end of KS2 – 20%+
- Transfer systems for monitoring the breadth of provision and progress of pupils in foundation subjects on to school tracker.
- Ensure that through regular monitoring and effective use of Pupil Premium funding, the attainment and progress of disadvantaged, LAC and SEND pupils is in line or above with other pupils nationally.
- Introduce new ‘Non Negotiables’ for English in all classes to ensure basic skills are in place.
- Continue to follow reviewed phonics arrangements with an aim of 86% achieving the Y1 expected standard.
- Ensure that children in Early Years make rapid progress to bring them in line with pupils nationally, regardless of their starting points – target 80% GLD

Effectiveness of Early Years Provision

We are working to:

- Promote safeguarding by monitoring the use of EY risk assessments, ensuring all staff and children are involved in identifying and managing potential risks; gaining this understanding through creative activities.
- Continue our coaching model for peer to peer support and Lesson Study will be introduced to monitor the quality of learning for individuals and groups.
- To use accurate and regular evaluation of progress to impact on provision, including adapting the environment to support children’s achievements.
- To deliver Wellcomm and Language Link interventions for children identified through screening as having language delay.
- To deliver appropriate training to empower parents and enable them to support their child’s language development at home.
- Diminish the GLD difference between girls and boys
- Diminish the gender difference in Communication and Language
- Ensure that the environment and planned activities are adapted and based on accurate gap analysis assessments.
- Continue to seek opportunities for the engagement of parents, through consultation, communication and evaluation
- Develop children’s understanding of risk through activities and classroom initiatives
- Provide open ended play materials to allow children the opportunity to be curious, creative and to direct their own play and learning.
- Ensure children in Early Years to develop a greater respect for each other’s differences and develop an understanding of cultural and religious diversity.