



Excellence Together with Christ at the Centre

# School Development Plan 2023 – 2026

Updated: Autumn December 2023

## Priorities for Development: Overview

<b>RE</b>
<ol style="list-style-type: none"><li>1. Collective Worship – pupil independence in planning and delivery</li><li>2. Challenge for pupils at all levels</li><li>3. Pupil understanding of theology underpinning Catholic Social Teaching</li></ol>
<b>Quality of Education</b>
<ol style="list-style-type: none"><li>1. Increase % of pupils achieving EXS+ in maths (Y1-6)</li><li>2. Increase % of pupils achieving EXS+ in reading, writing, maths combined (Y1-6)</li><li>3. Increase % of pupils achieving the Good Level of Development (GLD) at the end of Reception</li></ol>
<b>Behaviour and Attitudes</b>
<ol style="list-style-type: none"><li>1. Attendance and punctuality for all statutory and non-statutory aged pupils</li></ol>
<b>Personal Development</b>
<ol style="list-style-type: none"><li>1. Parent and pupil attitudes around healthy eating and fitness</li></ol>
<b>Inclusion and SEND</b>
<ol style="list-style-type: none"><li>1. Quality of in class SEND provision across the school for SEN Support Pupils</li><li>2. Specialist Class Provision: St Anthony's class (Phoenix Group B pilot)</li></ol>
<b>Leadership and Management</b>
<ol style="list-style-type: none"><li>1. New Headteacher, Chair of Governors and school leadership team</li><li>2. Middle leadership team (new areas of curriculum leadership and phase leaders)</li></ol>

## School Development Plan 2023 – 2026

<b>RE</b>				
Self-Evaluation: Good				
Priority for Development	Key Strategies to Drive Development	Short Term Outcome (Spring end 2024)	Medium Term Outcome (Spring end 2025)	Long Term Outcome (Summer end 2026)
<p><b>1) Collective Worship</b> – pupil independence in planning and delivery</p>	<ol style="list-style-type: none"> <li>1. Prayer and Liturgy Directory</li> <li>2. Collective worship resources and materials to support the quality of liturgies and pupil independence</li> <li>3. Quality of adult lead worship (masses, musical worship and assemblies)</li> <li>4. Parish Priest links</li> <li>5. Staff CPD</li> </ol>	<ul style="list-style-type: none"> <li>• The school has developed a bank of high quality resources to support collective worship. Whole school assemblies are used as an opportunity to teach pupils about different forms of worship and to deepen their understanding of the different parts of the Mass. Pupils are becoming more confident in their responses at Mass and in various forms of worship. Prayer leaders (KS2 pupils) are established to model good practice in leading pupil worship.</li> </ul>	<ul style="list-style-type: none"> <li>• The Prayer and Liturgy Directory is embedded and used to improve outcomes for pupils. Pupils use a range of high-quality resources to plan and deliver class and phase collective worship independently. Child led worship is engaging and pupils actively enjoy and participate. Teachers are confident in supporting pupils to achieve this.</li> </ul>	<ul style="list-style-type: none"> <li>• The School has been graded at least 'Good' in the 'Overall Effectiveness' and Collective Worship category of the CSI. The school is a model of good practice for other schools in the Diocese.</li> </ul>

<p>2) <b>Challenge</b> for pupils at all levels</p>	<ol style="list-style-type: none"> <li>1. New RE Curriculum (Sept '25)</li> <li>2. Staff subject knowledge and CPD (inc. CCRS and Foundation Stones)</li> <li>3. Planning support</li> <li>4. Quality First Teaching</li> <li>5. Peer observations</li> <li>6. Deanery cluster standardisation and moderation</li> <li>7. Curriculum, Teaching and Learning Policy updates</li> </ol>	<ul style="list-style-type: none"> <li>• New RE curriculum is being taught in EYFS. Standardisation and moderation within the deanery is established and showing a positive impact on pupil outcomes. Teachers have a clear understanding of what EXS and GDS look like for their Year Group and planning and feedback reflects these standards.</li> </ul>	<ul style="list-style-type: none"> <li>• The new RE Curriculum is taught consistently across the school and teachers feel confident in their ability to deliver this. The number of children achieving EXS and GDS in RE is at least in line with Reading and Writing outcomes. Teachers plan creative means of eliciting deeper understanding from pupils that does not rely on written outcomes alone.</li> </ul>	<ul style="list-style-type: none"> <li>• The School has been graded at least 'Good' in the 'Overall Effectiveness' and Religious Education category of the CSI. The school is a model of good practice for other schools in the Diocese.</li> </ul>
<p>3) Pupil understanding of theology underpinning <b>Catholic Social Teaching</b></p>	<ol style="list-style-type: none"> <li>1. Caritas Ambassadors</li> <li>2. Minnie Vinnies</li> <li>3. Oscar Romero Award</li> <li>4. Caritas Rooted in Love CST materials</li> <li>5. Staff subject knowledge and CPD</li> <li>6. Quality First Teaching</li> </ol>	<ul style="list-style-type: none"> <li>• Teachers use the Caritas Rooted in Love materials to deliver CST lessons. There is a whole school half-termly focus which is supported by whole school assemblies, collective worship, pupil lead liturgies etc. Staff subject knowledge around CST and theology of the faith is improving.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has achieved the Oscar Romero Award. Teachers are confident in their understanding of the theology underpinning CST. The Minnie Vinnies and Caritas Ambassadors contribute significantly to the wider Catholic Life and Mission of the school and all pupils understand the work that they do and why it is important through assembly contributions, newsletter updates etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The School has been graded at least 'Good' in the 'Overall Effectiveness' and Catholic Life and Mission category of the CSI. The school is a model of good practice for other schools in the Diocese.</li> </ul>

Associated Costs

Diocesan training from 1<sup>st</sup> Sept: £775.00

## Quality of Education

Self-Evaluation: Good

Priority for Development	Key Strategies to Drive Development	Short Term Outcome (Spring end 2024)	Medium Term Outcome (Spring 2025)	Long Term Outcome (Summer 2026)
<p>1) Increase % of pupils achieving EXS+ in <b>maths</b> (Y1-6)</p>	<ol style="list-style-type: none"> <li>1. Quality first teaching</li> <li>2. Updated Curriculum, Teaching &amp; Learning Policy focussing on memory and cognitive science</li> <li>3. Consistent internal + external moderation</li> <li>4. Assessment &amp; gap analysis and progress tracking</li> <li>5. Number Sense Programme</li> <li>6. School interventions (planned and tracked)</li> <li>7. Staff CPD</li> <li>8. School wide maths events/days</li> <li>9. New KS1 internal assessment arrangements</li> </ol>	<ul style="list-style-type: none"> <li>• Maths interventions are consistently delivered by trained staff. They use specific programmes (No Nonsense Maths) and there are established systems for monitoring pupil progress and the impact of these interventions. Number Sense Maths programme is established and used consistently in Y1-Y6. Staff CPD focusses on working memory and cognitive load theories and teachers' planning and delivery of lessons reflect recommendations for good practice in these areas. Internal moderation is used effectively to improve teaching and learning at termly assessment points across the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>• % of pupils achieving EXS+ in maths at end of KS2 statutory assessments is in line with reading and writing outcomes for the pupils and at least as high as national outcomes. The school has achieved at least a 'Good' grading for Overall Effectiveness and Quality of Education in most recent Ofsted Inspection. The school is working with neighbouring schools to moderate across all year groups. Teacher subject knowledge and pedagogical knowledge is good and having a positive impact on outcomes for pupils across the school. KS1 internal assessment arrangements allow for accurate tracking of progress and target setting across KS1-KS2.</li> </ul>	<ul style="list-style-type: none"> <li>• % of pupils making expected or better progress each year in maths is in line with other subjects and better than national outcomes. % of pupils achieving EXS+ at the end of each year is in line with other subjects and better than national outcomes. The school is a model of good practice in the local authority / diocese.</li> </ul>

<p>2) Increase % of pupils achieving EXS+ in <b>reading, writing, maths combined</b> (Y1-6)</p>	<ol style="list-style-type: none"> <li>1. Quality first teaching across all subjects</li> <li>2. Updated Curriculum, Teaching &amp; Learning Policy focussing on memory and cognitive science</li> <li>3. Spelling (curriculum and teaching)</li> <li>4. Handwriting (curriculum and teaching)</li> <li>5. Consistent internal + external moderation</li> <li>6. Assessment, gap analysis and progress tracking</li> <li>7. School interventions (planned and tracked)</li> <li>8. Staff CPD</li> <li>9. New KS1 internal assessment arrangements</li> <li>10. Parental engagement</li> </ol>	<ul style="list-style-type: none"> <li>• Interventions are consistently delivered by trained staff. They use specific programmes and there are established systems for monitoring pupil progress and the impact of these interventions. Staff CPD focusses on working memory and cognitive load theories and teachers' planning and delivery of lessons reflect recommendations for good practice in these areas. Internal moderation is used effectively to improve teaching and learning at termly assessment points across the whole school. Data (quantative and qualitative) is tracked carefully to identify those children who may miss out on combined EXS+ and necessary intervention is actioned. The spelling curriculum is updated and staff supported in how to effectively teach spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• % of pupils achieving EXS+ in RWM at end of KS2 statutory assessments is at least as high as national outcomes. The school has achieved at least a 'Good' grading for Overall Effectiveness and Quality of Education in most recent Ofsted Inspection. The school is working with neighbouring schools to moderate across all year groups. Teacher subject knowledge and pedagogical knowledge is good and having a positive impact on outcomes for pupils across the school. Spelling outcomes are improved which is having a positive impact on Writing outcomes and GPS outcomes across the school. KS1 internal assessment arrangements allow for accurate tracking of progress and target setting across KS1- KS2.</li> </ul>	<ul style="list-style-type: none"> <li>• % of pupils achieving EXS+ at the end of each year in RWM combined is better than national outcomes. The school is a model of good practice in the local authority / diocese.</li> </ul>
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<p>3) Increase % of pupils achieving the <b>Good Level of Development (GLD)</b> at the end of Reception</p>	<ol style="list-style-type: none"> <li>1. High quality learning environment (inside and outside)</li> <li>2. Update Curriculum Overviews</li> <li>3. Quality First Teaching: inc used of additional adults and continuous provision</li> <li>4. Assessment (inc. Evidence Me), gap analysis and progress tracking</li> <li>5. School interventions (planned and tracked)</li> <li>6. Consistent internal + external moderation</li> <li>7. CPD for teaching and support staff</li> <li>8. Parental engagement</li> <li>9. Behaviour for learning and self-regulation</li> <li>10. Quality of speech and language</li> </ol>	<ul style="list-style-type: none"> <li>• The new EYFS Curriculum Overview is delivered and evident in the learning environment. Learning environment is engaging, challenging and promotes high quality learning. Interventions are consistently delivered by trained staff. They use specific programmes and there are established systems for monitoring pupil progress and the impact of these interventions. EYFS teachers have visited other settings in the LA/Diocese and seen high quality provision and used this to improve their practice. Evidence Me is used effectively to inform planning and identify gaps, and has a positive impact on pupil outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• % of pupils achieving the GLD is increased and at least as high as National levels. Teacher subject knowledge and pedagogical knowledge is good and having a positive impact on outcomes for pupils in EYFS. The school is working with a neighbouring school to moderate Nursery and Reception termly. The school has achieved at least a 'Good' grading for Overall Effectiveness and Quality of Education in most recent Ofsted Inspection.</li> </ul>	<ul style="list-style-type: none"> <li>• % of pupils achieving GLD at the end of EYFS is better than national outcomes. The school is a model of good practice in the local authority / diocese.</li> </ul>
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Associated Costs

THEP Training from 1<sup>st</sup> Sept: £2352.00

EYFS training since 1<sup>st</sup> Sept: £162.00

Number Sense Maths Programmes: £410.00

Evidence Me 12-month subscription: £400.00

White Rose Maths 12-month subscription: £410.66

## Behaviour and Attitudes

Self-Evaluation: Good

Priority for Development	Key Strategies to Drive Development	Short Term Outcome (Spring 2024)	Medium Term Outcome (Spring 2025)	Long Term Outcome (Summer 2026)
1) <b>Attendance and punctuality</b> for all statutory and non-statutory aged pupils	<ol style="list-style-type: none"> <li>1. Local Authority AWA</li> <li>2. School attendance team and related procedures</li> <li>3. Policies</li> <li>4. Communication with parents</li> <li>5. Communication with pupils</li> <li>6. Staff CPD</li> <li>7. School-wide rewards and celebrations</li> <li>8. External agency support (School Nurse, THEWS, CAMHS etc.)</li> </ol>	<ul style="list-style-type: none"> <li>• School attendance team is established and their roles clearly defined. All staff understand the role they play in promoting good attendance and are proactive at tackling this and speaking to parents about it. School attendance policy is updated and expectations communicated with parents. The school is proactive in alerting and supporting pupils with 90-95% attendance to improve. AWA processes FPNs in accordance with the policy. Improvements seen in attendance of 90-95% cohort.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of pupils have attendance of 96%+. The school and AWA work with persistent absentee families to support with both internal strategies and the use of external, specialised support where needed. The attendance of none statutory aged pupils is improved and in line with the rest of the school. Punctuality is improved for the majority of pupils and the school works specifically to support the small number of pupils who are persistently late.</li> </ul>	<ul style="list-style-type: none"> <li>• School attendance of statutory aged pupils is consistently above 96%. Non statutory aged pupils also have attendance of 96%+. Punctuality is good across all year groups and lateness a rare occurrence.</li> </ul>

### Associated Costs

Tower Hamlets Attendance and Welfare Advisor: £9250 (From Sept 23 until March 24)

## Personal Development

Self-Evaluation: Good

Priority for Development	Key Strategies to Drive Development	Short Term Outcome (Spring 2024)	Medium Term Outcome (Spring 2025)	Long Term Outcome (Summer 2026)
1) Parent and pupil attitudes around <b>healthy eating and fitness</b>	<ol style="list-style-type: none"> <li>1. Fantastic Food in Schools Pilot Programme</li> <li>2. Healthy Schools Gold Award</li> <li>3. DT [food] curriculum and staff CPD</li> <li>4. PE curriculum and staff CPD</li> <li>5. School and parent events</li> <li>6. School sports clubs</li> <li>7. Participation in inter school sports events and tournaments</li> <li>8. School Nurse</li> <li>9. Travel Plan</li> </ol>	<ul style="list-style-type: none"> <li>• The school has a clear action plan for the Fantastic Food in Schools Pilot Programme and all staff are aware of the role that they play in its success. The PE and DT curriculum is taught consistently and curriculum coverage is sound. Parents are aware of the work that we're doing around healthy eating and fitness and regularly updated. Related policies have been updated and shared with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• The school has achieved the Healthy Schools Gold Award and nearly all pupils are having a healthy school dinner each day. The school nurse works to support the most vulnerable pupils in terms of obesity and fitness. Teachers are confident teaching PE and DT (food) lessons and the teaching and learning is consistently good. The school is participating in sports events in the local community. The School Travel Plan is maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The school is a model of good practice for the Fantastic Food in Schools programme. The school has a reputation in the local community for our sporting achievements. The % of overweight pupils is in line with national average. The School Travel Plan Award and Healthy Schools Gold Award is maintained.</li> </ul>

Associated Costs

N/A

## Inclusion and SEND

Self-Evaluation: Good

Priority for Development	Key Strategies to Drive Development	Short Term Outcome (Spring 2024)	Medium Term Outcome (Spring 2025)	Long Term Outcome (Summer 2026)
<p>1) Quality of <b>in class SEND provision</b> across the school for SEND EHCP and SEND Support Pupils</p>	<ol style="list-style-type: none"> <li>1. Pupil Progress Meetings and IEPs</li> <li>2. Staff subject knowledge and CPD</li> <li>3. Resourcing and Funding</li> <li>4. Clicker programme (ICT)</li> <li>5. School based interventions (planned and tracked)</li> <li>6. External agency support and services (THEWS, Blossom Tree S&amp;L etc.)</li> </ol>	<ul style="list-style-type: none"> <li>• The format of IEPs is updated and they are used to support staff and pupils. There is a consistent approach to SEN resourcing across the school (Core Communication boards, Widget, Sign Along). School based interventions are running and pupil progress is tracked to measure the impact. Support staff are confident in delivering S&amp;L programmes with the support of BT S&amp;L.</li> </ul>	<ul style="list-style-type: none"> <li>• Clicker programme is used across the school as needed and is improving the outcomes for SEND pupils. School based interventions are of a high quality and having measurable impact on pupil attainment and progress. SEND Pupil progress is tracked effectively and reported clearly to parents. EHCP applications are managed well across the school so that SEND funding is adequate and the school can be resourced appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality First Teaching for SEND pupils is consistently Good or better. All staff, including support staff are confident in supporting pupils with S&amp;L, ASD and SEMH needs. Outcomes for SEND pupils are excellent and children are well prepared for the next stage of their education.</li> </ul>

<p><b>2) Specialist Class Provision: St Anthony's class (Phoenix Group B pilot)</b></p>	<ol style="list-style-type: none"> <li>1. Staff subject knowledge and CPD (St Anthony's class staff, class teachers and subject leaders)</li> <li>2. Phoenix outreach support</li> <li>3. Accurate assessment and progress tracking</li> <li>4. Parental engagement and support</li> </ol>	<ul style="list-style-type: none"> <li>• The class has a clear and appropriate curriculum overview for the year, and it is used to inform weekly planning. Baseline assessments have been completed and staff are confident in using the Engagement Steps to assess and track pupil progress. The whole school staff have received CPD on ASD and how to support those with ASD in the school. Staff actively engage with Phoenix outreach support and training to improve their subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of provision in St Anthony's class is consistently good as evidenced in learning walks and pupil outcomes. Staff are confident in meeting the specific needs of the children. Progress is carefully tracked and shared with parents so that they understand their child's development and need. Pupils regularly spend time with their mainstream class (as appropriate) and some pupils have made sufficient progress to transition back for larger parts of the day.</li> </ul>	<ul style="list-style-type: none"> <li>• The school works with the LA to ensure that St Anthony's class is financially viable. The school has the capacity to extend the class size from 10 pupils if required. The School supports neighbouring schools in establishing and running their in-class / specialist class provision.</li> </ul>
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Associated Costs

Specialist Class Resourcing: £4410.04

Phoenix Autism staff training Sept '23: No charge

Speech and language staff training Sept '23: No Charge

Blossom Tree support: £7,000

Income for St Anthony's (Phoenix Pilot)

Total additional top-up funding to be received according to current SEN schedule from 1<sup>st</sup> Sept' 23 to 31<sup>st</sup> Aug' 24: £45,152.46

Total expected top-up funding for all 10 children from 1<sup>st</sup> Sept'23 to 31<sup>st</sup> Aug' 24: £66,897.48

Funding for resources from 1<sup>st</sup> Sept' 23 to 31<sup>st</sup> Aug 24: £10,000

## Leadership and Management

Self-Evaluation: Good

Priority for Development	Key Strategies to Drive Development	Short Term Outcome (Spring 2024)	Medium Term Outcome (Spring 2025)	Long Term Outcome (Summer 2026)
<p>1) <b>New Headteacher, Chair of Governors</b> and school leadership team</p>	<ol style="list-style-type: none"> <li>1. CPD (inc. NPQs)</li> <li>2. Appraisal cycle and related policies</li> <li>3. School Development Plan</li> <li>4. Coaching and Mentoring</li> </ol>	<ul style="list-style-type: none"> <li>• HT is completing NPQH. DHT has completed NPQH. HT and DHT have regular coaching sessions. A clear plan for succession of SENCO/SLT is established. Appraisal targets are closely linked to SDP priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• HT has completed NPQH. The school has achieved at least a 'Good' grading for Overall Effectiveness and Leadership and Management in most recent Ofsted Inspection. End of KS2 outcomes are at least in line with National. The school has a balanced 3-year budget. The school plays an active role in the LA and Deanery cluster. The school has no vacant Governor posts.</li> </ul>	<ul style="list-style-type: none"> <li>• The school 3-year budget is balanced (the school is financially viable) and pupil outcomes are consistently good. Staff retention is good and the Governing Body is effective at driving improvement within the school. The school is a model of good practice in the LA and Diocese and staff (HT or subject leads) may work to support other schools that are experiencing difficulties.</li> </ul>

<p>2) <b>Middle leadership team</b> (new areas of curriculum leadership and Phase Leaders)</p>	<ol style="list-style-type: none"> <li>1. CPD (THEP, Diocesan and NPQs)</li> <li>2. Appraisal cycle and related policies</li> <li>3. School Development Plan and Subject Development Plans</li> <li>4. Coaching and Mentoring</li> </ol>	<ul style="list-style-type: none"> <li>• Role of Phase Leaders and Subject Leaders is clearly defined and shared with all staff. New Middle Leaders are engaged with some form of Leadership training. Subject leads actively participate in subject specific training and Network meetings and feedback to the wider school staff as appropriate. Subject leads shadow colleagues in order to become more confident at monitoring their subject.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has achieved at least a 'Good' grading for Overall Effectiveness and Leadership and Management in most recent Ofsted Inspection. Phase Leaders have completed NPQSLs or equivalent and are engaged with leadership coaching. The SLT is working to build capacity for successful succession planning. Subject Development Plans are effective working documents that drive improvement across the school. Subject Leaders regularly contribute to SLT meetings (as appropriate) and their subject monitoring and support is clearly improving outcomes for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leads are experts in their field, they engage with professional qualifications and support other schools and leaders within the LA and Diocese. Outcomes in all subjects are consistently good or better.</li> </ul>
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Associated Costs  
D.Joseph BAME leadership training: £0.00 (Fully funded by THEP as we are THEP members)  
TLR responsibilities across the school: £60,360

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