

**September 2017**

**Leadership and Management**

**Objective : To develop our Catholic leadership**

<b>Actions</b>		<b>Success Criteria</b>	<b>By whom?</b>	<b>Completion Date</b>
For all staff, pupils, governors and members of our Catholic community to fully appreciate and understand the importance and reality of our mission and for this mission to be evident in our daily lives and practise.		<ol style="list-style-type: none"> <li>1. Do we all know our Mission statement?</li> <li>2. Does our Mission statement truly underpin our policies, our actions, our daily lives?</li> <li>3. Do we evaluate our Mission and how we show that this is meaningful to us in all that we do?</li> </ol>	Head Governors All staff	Ongoing throughout the year
For all staff, pupils and Governors to have a full understanding of Gospel values and how these underpin all of our thoughts actions and words in our daily lives.		<ol style="list-style-type: none"> <li>1. What do we understand Gospel values to be?</li> <li>2. Have we given an opportunity for training and learning around Gospel values?</li> <li>3. Have we allowed Gospel values to underpin our every day lives in school and can see how this is important to us all?</li> </ol>	Head RE Lead Governors All staff	Ongoing throughout the year
The school is a pivotal and central role in supporting and developing the faith journey of all children and our community.		<ol style="list-style-type: none"> <li>1. Opportunity is given to all children to understand and comprehend their faith in a loving and supportive Catholic environment.</li> <li>2. The school has an approach which offers wide opportunities for all to develop and question their faith in a supportive environment.</li> <li>3. Our faith, belief and values underpins all that we do in our school.</li> <li>4. Our school is actively involved in the faith community of St Willibrord's</li> </ol>	All staff All governors Parish Priest Just Youth	Ongoing
Governors are actively involved in contributing to the Catholic life of our school. They are active in supporting and challenging the school in all areas.		<ol style="list-style-type: none"> <li>1. RE Governors are appointed and have a clear role in the challenge and development of religious education and religious life in our school.</li> <li>2. All Governors can see, appreciate and challenge the development of our Catholic lie in our school.</li> </ol>	RE Governors Governing Body SLT	Ongoing

**Objective: - Governors are fully involved with the development and challenge of the school**

<b>Actions</b>		<b>Success Criteria</b>	<b>By whom?</b>	<b>Completion Date</b>
· Role of the Governors with specific reference to key areas is identified / planned for and implemented.		<ul style="list-style-type: none"> <li>· All Governors are fully aware of their individual and group responsibilities</li> <li>· Governors are given the opportunity to visit school on a regular basis and feedback findings to the whole governing body</li> <li>· Governors regularly review and challenge the development of the school</li> <li>· Governors are fully aware of and understand the standards reached by every class – including analysis of data.</li> </ul>	<ul style="list-style-type: none"> <li>· Full Governing body</li> <li>· CMc</li> </ul>	<ul style="list-style-type: none"> <li>· Ongoing throughout school year</li> </ul>
· Governors are in school on a regular basis to review progression of Development Plan				
· Governors have identified opportunities to work alongside children/classes				
· Governors have identified opportunities to work with parents / wider community				
· Governors have met with middle leaders / leadership team and reviewed progression				
· Governors have a clear understanding of the School Development Plan and have had an input in the development and action of this.				
· Governors have a clear understanding of the standards that the school is achieving and the steps to take to improve further.				
· Governors have a clear understanding of the outcomes for all pupils with particular reference to disadvantaged pupils / significant groups.		<ul style="list-style-type: none"> <li>· Challenge is in place for the school as to how these children are being supported/developed</li> <li>· Clear analysis of funding has taken place.</li> </ul>		

<ul style="list-style-type: none"> <li>Governors are systematically challenging senior leaders so that the effective deployment of staff and resources, including pupil premium and SEN funding, secures excellent outcomes for pupils especially between disadvantaged and other pupils.</li> </ul>				<ul style="list-style-type: none"> <li>Challenge is in place and leads to progress for identified groups</li> </ul>		
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## Objective: - Development of the roles and responsibilities of the Leadership Team and Subject Managers in monitoring/improving learning and achievement

Actions			Success Criteria	By whom?	Completion Date
Deputy Headteacher to be recruited and to be in post			Deputy Headteacher is recruited and is in post and having a positive impact upon the school.	Head Governors	Jan-18
<ul style="list-style-type: none"> <li>All Leaders/Managers to have clear understanding of how to lead/ support/ development their specific areas.</li> </ul>			<ul style="list-style-type: none"> <li>Ensure that all members of staff are clear as to who has responsibility for specific areas and who to go to for valued support/guidance/leadership</li> </ul>	<ul style="list-style-type: none"> <li>CMc</li> </ul>	<ul style="list-style-type: none"> <li>Training identified Autumn 1</li> </ul>
All leaders to have clear understanding of progression that is being made in their areas and the levels of achievement for all children in all classes			<ul style="list-style-type: none"> <li>Leaders to take responsibility for their own areas and to be forming accurate and well organised action plans.</li> <li>Leaders to be feeding back to SLT / Head / Governors about the progression that is made and the next steps that will be taken.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Actioned throughout the year</li> </ul>
<ul style="list-style-type: none"> <li>Develop personalised training opportunities – identified through appraisal/discussion</li> </ul>			<ul style="list-style-type: none"> <li>Training is identified and in place.</li> <li>Training is having a defined impact.</li> </ul>	<ul style="list-style-type: none"> <li>Governors</li> <li>External providers</li> </ul>	<ul style="list-style-type: none"> <li>Reviews on a half termly basis</li> </ul>
<ul style="list-style-type: none"> <li>Reviews of coverage / progression / development / targets are taking place on a regular basis including peer/pupil discussions, book scrutiny and other relevant monitoring activities leading to future planning/intervention</li> </ul>			<ul style="list-style-type: none"> <li>Feedback is given to the Leadership Team</li> <li>Assessment systems are established for the Foundation subjects that show measurable impact throughout the school with areas for development clearly identified and actioned.</li> </ul>		
<ul style="list-style-type: none"> <li>Leaders/Managers are given suitable amounts of release time to plan / evaluate / develop their area.</li> </ul>			<ul style="list-style-type: none"> <li>Evidence of structured actions being put into place</li> </ul>		
Development of the independence and knowledge of the DSL			All members of staff qualified to DSL standard are able to fully follow through all safeguarding expectations.	Head	Jan-18

## Objective : To develop the awareness and understanding of SMSC throughout the school

Actions			Success Criteria	By whom?	Completion Date
All staff have a full understanding of SMSC and why this is important to be delivered effectively in every class.			<ol style="list-style-type: none"> <li>SMSC is being delivered in all classes at a suitable level and all staff have a clear understanding of the importance of this and how this can ensure that our children are supported effectively and suitably.</li> <li>SMSC is not only delivered discreetly but is relevant and effective in all parts of the curriculum.</li> <li>Pupils have a clear role in their development of SMSC across the school.</li> <li>Around the school and in the wider community there is clear evidence that the development of SMSC support and education is having.</li> </ol>	All staff Pupils Governors GIFT / Caritas / Pupil Parliament	Clear evidence that this is in place and having a significant impact by January 2018
Each teacher to be delivering a SMSC programme tailored to the needs of children in their class.					
All teachers are able to act independently in supporting and developing SMSC in their classes.					
Children are aware of their own and others well being and how to support this fully.					
Teaching and awareness of SMSC is extended to the wider school community					

## **Overall Objective: Improving the quality of teaching and learning**

### **Objective : To develop our Word of God Community**

<b>Actions</b>	<b>Success Criteria</b>	<b>By whom?</b>	<b>Completion Date</b>
Our Mission Statement is clearly present throughout all of our school life and throughout every lesson. The meaning and understanding of this is clear to all pupils, staff and governors. The reality of living our mission is evident in our daily school life.	<ol style="list-style-type: none"> <li>1. Is the Mission statement clearly present in our school? In our words and actions? In our displays?</li> <li>2. Do we all have a clear understanding of what our Mission statement is and what this means to us as a school?</li> <li>3. Does our Mission Statement go beyond being merely words and is it in our lives?</li> </ol>	All staff All community	Development in Autumn term
The quality of work produced in Religion books is AT LEAST matched the standards and quality expected and delivered in all subject areas.	<ol style="list-style-type: none"> <li>1. Are the standards and expectations of work the same in all books in our school? Is there clear evidence that Religion is being taught carefully and given a suitable level of prominence in our school?</li> <li>2. Are standards expected in all subject areas high and consistent?</li> </ol>	Classteachers SLT Head / Governors	Ongoing but to see evidence of this immediately
The quality of teaching of Religion is AT LEAST good in every session with pupils being inspired by the lessons and high expectations. Pupils are able to question, investigate and to discover with confidence and appreciate the importance of God's kingdom throughout the whole curriculum.	<ol style="list-style-type: none"> <li>1. Clear evidence that teaching is well planned and well delivered in all classes and this is evidenced throughout the school.</li> <li>2. Children have a clear high level of enjoyment in Religion lessons and they look forward to taking part in sessions.</li> <li>3. There is clear evidence of child centred learning and education.</li> </ol>	Classteachers SLT Head / Governors	Ongoing but to see evidence of this immediately
SMSC has a dedicated teaching slot but is also evident throughout the curriculum. Children are aware of their own social responsibilities to one another and to themselves.	<ol style="list-style-type: none"> <li>1. SMSC daily session is having a clear impact upon the development of behaviour in school.</li> <li>2. SMSC is evident in all that we do in school</li> <li>3. All our community recognises why SMSC is important and why this needs to be given a real level of importance in the school.</li> </ol>	Classteachers SLT Head / Governors Pupils	Ongoing but to see evidence of this immediately
Children and staff are developing a deep understanding and appreciation of scripture and the relevance of this in Religion but also in our daily lives. For all to develop the ability to read, comprehend, question and live the message of the scriptures.	<ol style="list-style-type: none"> <li>1. Clear evidence that scripture is being used regularly in classes that is well selected for the purpose of the lesson and that this is relevant and suitable to children's level of understanding and development.</li> <li>2. Staff have the opportunity to explore and deepen their understanding and appreciation of scripture.</li> <li>3. Time is given to reflect upon the message and meaning of scripture for all.</li> </ol>	Classteachers SLT Head Just Youth	Ongoing but to see evidence of this immediately

### **1. Marking and ongoing assessment**

<b>Actions</b>	<b>Success Criteria</b>	<b>By whom?</b>	<b>Completion Date</b>
The marking of all children's work is to be meaningful for child and staff and to have a clear purpose. This is developed in a clear and consistent marking policy to which all staff have contributed.	<ol style="list-style-type: none"> <li>1. Marking policy has been revisited and written to reflect a high quality and purpose of marking for children's work.</li> <li>2. It can be shown that there is a clear purpose for marking and that this is leading to progression.</li> <li>3. It can be shown that pupils appreciate the marking that takes place and they understand how to use this to improve their progress and attainment in all subject areas.</li> <li>4. A variety of marking styles are in place that are suited to the lesson and work that has been completed.</li> </ol>	Classteachers SLT Head	Ongoing but significant development by January 2018
Marking has a clear and distinct impact upon progression.			
There is clear evidence of verbal feedback being used effectively in all classes.			
There is clear evidence that marking and feedback has an impact upon attainment for each child.			
Staff are recording progression on the SPTO system and this is being used effectively to monitor long term progression and areas of weakness and/or areas for development.	<ol style="list-style-type: none"> <li>1. Staff are confident in their use of the SPTO system and this is completed regularly with accurate information that informs and support the monitoring of progress and attainment for children across the school.</li> <li>2. Analysis of key groups is being completed on a regular basis.</li> </ol>	Head	Ongoing but significant development by January 2018
Standards/expectations are to the same levels of expectation in all areas of the curriculum and this is clearly evidenced.	<ol style="list-style-type: none"> <li>1. In monitoring of lessons and standards in books it is clear that the work produced by children is to the same levels of expectation in all areas of the curriculum.</li> </ol>	Head SLT	Ongoing but significant development by January 2018
All aspects of the National Curriculum are being covered to a sufficient level to ensure progress is being clearly made.	<ol style="list-style-type: none"> <li>2. Clear focus is given to the development of handwriting and presentation.</li> <li>3. All areas of the curriculum are given a suitable amount of time to be taught.</li> </ol>		

All staff are confident in their ability to accurately assess progression being made in Foundation Subject areas.			<ol style="list-style-type: none"> <li>1. Use of MUST/COULD/SHOULD activities.</li> <li>2. Staff confident in assessing the level of achievement in every lesson.</li> <li>3. Meaningful assessment system for the Foundation subjects to be in place which has impact upon progression / attainment but does not have a negative impact upon teacher workload.</li> </ol>	Head SLT	Spring 2018
All staff are confident in the development and application of thinking skills.			<ol style="list-style-type: none"> <li>1. Children do not depend upon the teacher for all direction in a lesson and they are confident in developing and asking their own questions.</li> <li>2. Children will establish and put into place their own investigations and tasks.</li> <li>3. Children are confident in being able to identify factually correct information and the bias that can be in place at times.</li> </ol>	All staff	Spring 2018

## 2. Objective :- Implementation of updated expectations for teaching of phonics / Grammar / Spelling

Actions			Success Criteria	By whom?	Completion Date
<ul style="list-style-type: none"> <li>Clearly identified programme of teaching and expectations for Phonics / Spelling / Grammar for the school year with</li> <li>Timetabled session on a daily basis for sessions.</li> <li>Monitoring of the quality of teaching of sessions</li> <li>Monitoring of the progression being made through sessions.</li> </ul>			<ul style="list-style-type: none"> <li>Phonics / spelling / Grammar sessions taking place in a daily basis</li> <li>Clearly identified plan in place in every class</li> <li>Progress being made by every child.</li> <li>Suitable support identified and actioned where necessary</li> <li>Clear impact upon standards in all subject areas.</li> </ul>	Head Stage Leaders	<ul style="list-style-type: none"> <li>Immediate in place and monitored throughout the year</li> </ul>

## 3. Objective :- Implementation of updated expectations for teaching and learning within a session/half term

Actions			Success Criteria	By whom?	Completion Date
To ensure that assessment is completed consistently in all classes and by all teachers.			<ol style="list-style-type: none"> <li>1. Teachers have a clear understanding of how to complete assessment and this is personalised to each class to be meaningful and to have a clear impact upon progression.</li> <li>2. Ongoing assessment from each lesson is completed that informs future planning and delivery of lessons.</li> <li>3. Children can clearly understand the targets for development that they are given and this has a clear impact upon the development of their skills and attainment.</li> </ol>	Classteachers SLT Head	Ongoing throughout the year with clear monitoring and training opportunities identified and in place
To ensure that standards of work and presentation are equal in all subject areas across the curriculum with pupils confidently applying skills learned in all areas of the curriculum independently.			<ul style="list-style-type: none"> <li>Standards of work and presentation in all books are equal and to a high standard.</li> <li>Pupils are clear on how to apply their learning</li> <li>Standards of marking / feedback / targets are equal in all subject areas.</li> </ul>	Classteachers Subject Managers CMc Leadership Governors	<ul style="list-style-type: none"> <li>Ongoing but clear evidence of rise in standards by end of Autumn</li> </ul>
Teacher/pupils are clear on the manner in which work should be recorded in every session (e.g. written/photographic/ICT based) and where this does not need to have written evidence.			<ul style="list-style-type: none"> <li>Targets for each lesson are measurable</li> <li>Marking is relevant, informative and leads to improvement</li> <li>Pupils are aware of their next steps for progression and identify these clearly.</li> </ul>	Classteachers Leadership Team CMc	<ul style="list-style-type: none"> <li>Evidenced by end of Autumn 1</li> <li>Ongoing</li> </ul>

## 4. Objective :- To further embed whole school initiatives

Actions			Success Criteria	By whom?	Completion Date
For every teacher to consider the learning styles and needs of all children within their class and to plan lessons that make best use of these skills.			<ul style="list-style-type: none"> <li>Each child is fully involved in every lesson and learning is planned at a challenging level for every child.</li> <li>Wide range of learning styles and opportunities available throughout the year.</li> <li>In discussion children are able to talk about the learning styles they have applied and why these are beneficial to them.</li> </ul>	Classteachers CMc Stage Leaders	<ul style="list-style-type: none"> <li>Monitored half termly.</li> </ul>

· For children to be consulted on how they learn best and consideration of how this can be applied is in place.				· Personalised learning is leading to clear progression.	· Pupils	
· Opportunities for peer learning/assessment to be embedded					· Governors	
· Children to have a clear and developed understanding of their own targets and the steps that they need to take to achieve these.					· Parents	

## 5. Objective :- Develop the depth, coverage and mastery of the National Curriculum

Actions			Success Criteria	By whom?	Completion Date
· Teachers have suitable training to understand what Mastery is and how to apply this in their planning, teaching and assessment.			· Training has been put into place. - Clear evidence of this understanding of mastery in teaching and in delivery of lessons.	Head All staff SLT	Ongoing throughout the year with regular updates and training.
· Training/application of mastery curriculum is evident in all lessons and the level of work is suited to the ability of children. This also reflects a progressive development in skills and application which matches the assessment of children's achievement.			· Teaching of mastery is evidence in monitoring - Staff are confident in talking about how mastery skills are being developed with their children and the differing levels of application that each child has. - Staff are confident in ensuring that mastery development opportunities are in place for each child at a suitable and appropriate level.		
· Suitable lesson content is planned to allow for pupils to explore and discover the curriculum.			· Teachers are confident in planning lessons that demonstrate mastery and provide a variety of learning opportunities		
· Links are developed and sustained between curriculum areas			· Moderation shows this to be consistent.		
· Assessment of the level of mastery for each child is in place and applied consistently across year groups.			· Assessment of mastery is in place and applied consistently.		
· Children demonstrate their understanding and knowledge of a taught concept throughout the school year and in a range of subject areas and not only at the time that a concept is being taught.			- Children are able to demonstrate their knowledge and understanding of concepts in a wide range of circumstances. - Children are able to verbalise their reasoning - Children are able to see the connections between concepts		

## Personal Development, Behaviour and Welfare

### **Objective: - To develop our welcoming community**

Actions	Success Criteria	By whom?	Completion Date
To fully develop the role of parents and the wider community in supporting and belonging to our school.	<ol style="list-style-type: none"> <li>1. Do parents feel valued as part of the school community and involved in as many areas as possible to have a positive impact upon the whole community?</li> <li>2. Do we consider the whole family and not just the immediate needs of the school?</li> <li>3. Do parents and the wider community know and understand our mission and our values? Do they feel that they are included in developing and implementing these?</li> </ol>	Family Worker RE Lead GIFT / Caritas Head Governors	Ongoing throughout the school year but with clear development by January 2018

### **Objective: - To develop our welfare community**

Actions	Success Criteria	By whom?	Completion Date
To ensure that there is consistency amongst all staff in the manner in which children are treated with respect and dignity to ensure that all parties feel this is fair.	<ol style="list-style-type: none"> <li>1. Behaviour policy has been revisited with all staff to ensure that we are approaching situations and dealing with them in the same manner throughout the school.</li> <li>2. Suitable training and support is in place for all staff ensuring that they feel confident in dealing with all situations and equally realising when it is appropriate to refer this to another member of staff.</li> <li>3. All pupils feel that they are treated fairly and with respect and dignity.</li> </ol>	SLT/Head All staff Pupil leadership	Ongoing throughout the year but with measured impact by December 2017
To support and embed the development of mental health well being for all pupils and staff supported through our explicit Christ centred ethos.	See full target below		
To be able to show that pupil voice has a clear role in the decision making process of the school and that pupils can see and demonstrated how their voice is heard.	See full target below		
To continue to empower parents as the primary educators of their children through outstanding levels of support. For parents to know, understand and appreciate the Christ centred ethos that our school has and follows.	<ol style="list-style-type: none"> <li>1. To show that parents are welcomed and valued within our school.</li> <li>2. To engage with and support those 'hard to reach' parents in engaging with school and ensuring that they feel a full and valued member of our school family.</li> <li>3. To ensure that parents and the wider community feel welcomed into school and that they have a key role in supporting our developing prayer community.</li> </ol>	RE lead Family worker All staff	Ongoing throughout the year but with measured impact by December 2017

### **Objective: - Fully embed pupil leadership skills/contributions to the life of the school in making independent choices**

Actions	Success Criteria	By whom?	Completion Date
· Pupil Parliament to have an effective role in the decision making process of the school and to have an identified role.	<ol style="list-style-type: none"> <li>1. Caritas / GIFT / Pupil Parliament teams have a key question to develop over the course of a half term that they can show they have taken action upon and they are able to evaluate the success that they have had in applying this.</li> </ol> There is a clear expectation of each team to have direct responsibility for their actions and for their outcomes. <ol style="list-style-type: none"> <li>3. Each of the teams are able to identify what leadership is and how they can carry this through.</li> </ol>	RE lead Community Links lead Family Worker All staff Head / SLT / Governors	This will be ongoing throughout the school year but there should be measurable improvement each term.
· Enhance links with parents and the wider community (See Community Links / Religion Plan)			
· Regular discussions with Headteacher / Deputy Headteacher and pupils			
· Discussions with School Governors			
· Opportunities to meet informally with designated member of staff to support social and emotional needs			
Pupil voice for all pupils to have a clear and identified role and importance.			

## Objective: - Fully embed ESafety/PREVENT with particular focus on vulnerable children

Actions		Success Criteria	By whom?	Completion Date
Reporting procedure to be fully embedded for all pupils for any issues that they have online with full support in place.		<ol style="list-style-type: none"> <li>1. Development of TootToot awareness in place for all children.</li> <li>2. Children have a clear understanding of what is appropriate on the internet and the times when they should ask for support from an adult.</li> <li>3. Children are confident that when an issue is raised this is dealt with by school effectively.</li> </ol>	ICT lead Safeguard team	Ongoing
Significant development in children's understanding of their vulnerability whilst on line particularly with respect to online chat.		<ol style="list-style-type: none"> <li>1. eSafety education to be continued ensuring that the taught material is suited to the needs of the children.</li> <li>2. Staff knowledge is developed to be aware fully of the dangers of the internet and how we can best support our children and families in developing their knowledge of the dangers.</li> </ol>	ICT lead Safeguard team	Ongoing
Significant development of parent's understanding of the dangers of the internet and how to carefully monitor this.		<ol style="list-style-type: none"> <li>1. Parental level of engagement in the protection of children online is increased.</li> <li>2. Opportunities for parental understanding of online dangers and risks are increased.</li> <li>3. Parents are taking suitable steps to protect their children with a greater focus on the use of mobile devices and the danger that can come from these.</li> </ol>	ICT lead Safeguard team	Ongoing
Full development of the positive uses and application of the internet.		<ol style="list-style-type: none"> <li>1. Blogging opportunities</li> <li>2. Interactive learning</li> <li>3. Family involvement and support</li> </ol>	ICT lead Teachers	Jul-18

## Objective: Development of mental health and well being

Actions		Success Criteria	By whom?	Completion Date
For all staff to have a full awareness and understanding of the mental health and well being of every child in school and the impact that a variety of situations can have upon them.		<ol style="list-style-type: none"> <li>1. Do we understand how we can protect and nurture mental health wellbeing for all children?</li> <li>2. Is it clear in our daily practice that we are supporting this?</li> <li>3. Do we have effective systems in place in school to support children when they have a higher level of need for support?</li> </ol>	Healthy Schools team SEN team	Ongoing throughout the school year
For all staff to have a clear support / action plan in place for how to identify / support / act upon concerns about the mental health and well being of any child.		<ol style="list-style-type: none"> <li>1. Do all staff know who and how to refer their concerns about children and their families and does this happen on a consistent basis?</li> <li>2. Once a need for support is identified is this triaged and supported within a reasonable and quick timeframe?</li> <li>3. Is support centred around the needs of the child and improving their circumstances?</li> </ol>	Class teachers SEN team Family worker	Ongoing throughout the school year
Support to be in place for the wider family / community in assisting in mental health and well being development.		<ol style="list-style-type: none"> <li>1. Do families feel comfortable in approaching school with their concerns or difficulties?</li> <li>2. Is school able to sign post family effectively to support where this is needed?</li> <li>3. Is support that is offered from school consistent and ensuring that it is well focussed on the needs of the child and the family?</li> </ol>	SEN team Family worker External agencies	Immediate with continuing development throughout the year
For leaders to have a clear awareness and support plan in place to support their own and others mental health and well being.		<ol style="list-style-type: none"> <li>1. Is there a genuine focus on work/life balance throughout the school and are leaders leading by example?</li> <li>2. Is there genuine effort being made to reduce the burden upon staff and to remove tasks that are not required?</li> <li>3. Is there a genuine level of support and understanding for staff with their mental health and well being and do they feel that they can approach this with members of the school team?</li> </ol>	Head Governors Healthy Schools Team	Immediate with continuing development throughout the year
Stress and 'worthless' activities to be reduced.		<ol style="list-style-type: none"> <li>1. Do we fully appreciate what is needed to be done and what is done 'for the sake of it'?</li> <li>2. Do all staff appreciate why this is happening and what they can do to support this?</li> </ol>		

Whole school awareness and confidence in dealing with difference is developed with a particular focus on understanding the Ark / mainstream / SEN needs.			1. Are children, staff and families fully aware of the differences that are in place for differing circumstances for children and families in school and are these accepted with suitable adjustments? 2. Do all members of our community fully appreciate and understand how best to interact with one another? 3. Is this consistent amongst all staff and the whole community?	SENDCO Healthy School Team All staff	Immediate with continuing development throughout the year.
Full development of Family Support and engagement.			1. AFRUCA 2. Just Youth 3. Family Support worker 4. GIFT 5. Caritas	SENDCO / RE lead Family Support worker Healthy School Team All staff and pupils	Ongoing throughout the school year
Clear understanding from all staff of behaviour management and ensuring that this is consistent across all members of staff.			1. Staff are confident in dealing with difficult situations and children. 2. Situations are being dealt with consistently and in the same manner by all staff throughout the school.	Head SLT All staff	Dec-17
Development of the mental health first aider			1. Understanding of what is this? 2. What is the impact of this upon the school? 3. How does this need developing?	Healthy Schools team SEN team	Spring 2018

## Objective: Development of healthy school

Actions			Success Criteria	By whom?	Completion Date
For the school to gain the Healthy School award			1. Full understanding is in place as to what is required to gain the Healthy School qualification and a suitable action plan is in place.	Healthy School Team	Jul-17
To develop staff awareness and understanding of what it means to be a healthy school and how we demonstrate this in our daily practice - leading by example.			1. Healthy School Action Plan is in place that is fully understood by all staff and demonstrated in daily actions. 2. Regular teaching around healthy schools is incorporated into lesson plans.	Healthy School Team	Jul-17
For all children to be engaged in regular physical activity on a daily basis that is having a positive impact upon their health and wellbeing.			1. Regular slot is planned and maintained for activity to take place for all classes. 2. Teachers ensuring that activity is meaningful and ensuring that all children are engaged in physical activity.	Teachers	Immediate
For all staff and pupils to have a clear understanding of factors that impact upon their health and the changes that they can make.			1. Science curriculum to be investigated to incorporate healthy living. 2. Variety of promotional activities to take place in the school to promote healthy living. 3. For the impact to go beyond just school.	Healthy School Team Teachers Parents	Dec-17
Healthy school dinners are fully in place including packed lunches.			1. Evaluation of foods that are being given to children on a daily basis and ensuring that there is a healthy and nutritious choice of foods. Children are encouraged to try new foods. 2. Continued uptake of school dinners 3. Development and knowledge of the healthy packed lunch and encouraging children to use this.	Healthy Schools Team Parents Cook	Dec-17
Healthy alternatives to treats for children are introduced and used in all classes.			1. Sweets and sugary snacks are not to be given as treats or brought into school and the reasons for this are clearly understood. 2. Uptake of eating of fruit at break times is increased.	Healthy Schools Team Parents	Dec-17
Significant reduction in the number of children who are classified as significantly overweight in the 'height and weight' checks.			1. Starting point to be that there is stability in the weight of children and not getting any heavier. 2. Parental knowledge of what is a healthy weight for each child to be developed and support in place for maintaining this.	Healthy Schools Team	Dec-17





## Outcomes for Pupils

### Objective: Development of our Worshipping Community

Actions		Success Criteria	By whom?	Completion Date
Prayer and worship is at the heart of our school community that is led and enjoyed by staff and pupils alike. Prayer has a clear meaning and value to all.		<ol style="list-style-type: none"> <li>1. Prayer should be prominent in our school life and our school day.</li> <li>2. Understanding of what is prayer and how we pray is to be clear with all.</li> <li>3. Children and staff are confident in expressing their selves in prayer whether this be through thoughts or actions.</li> <li>4. Our wider community partakes in prayer with our school</li> </ol>	RE Lead Family Worker Classteachers GIFT / Caritas teams	All of these targets will be gradually developed throughout the school year but there are to be key markers of progress being seen and evidenced each term.
Staff and pupils are developing their understanding of the power of prayer and this is relevant to age, ability, understanding and place on their faith journey.		<ol style="list-style-type: none"> <li>1. Stages of Prayer are clearly understood by all staff.</li> <li>2. Pupils are engaging in prayer both at school and at home.</li> <li>3. Reverence for prayer times is given by all.</li> </ol>	Priest Just Youth	
Families and friends of the school are actively encouraged to join our worship and to have a role in developing prayer.		<ol style="list-style-type: none"> <li>1. Family Prayer sessions are running on a regular basis and are well attended.</li> <li>2. Prayer sessions are child led</li> <li>3. Prayer time is being used in classes and as part of learning on a regular basis.</li> </ol>		

### Objective: Development of our Witnessing Community

Actions		Success Criteria	By whom?	Completion Date
Our staff, pupils and friends of the school bear witness to belonging to a successful Catholic community on a daily basis in all of their thoughts, words and actions. This is proven to be the foundation of their daily lives.		<ol style="list-style-type: none"> <li>1. We can all demonstrate what it means to us to be a Catholic community and the impact that this has upon our daily lives.</li> <li>2. We bear witness to this belief in all our thoughts words and actions.</li> <li>3. Our Catholic faith bears witness to our actions.</li> </ol>	RE lead Classteachers All staff Head	All of these targets will be gradually developed throughout the school year but there are to be key markers of progress being seen and evidenced each term.
Our pupils and staff are active members of our local and global community demonstrating our understanding and belief in the Gospel values. All our actions are to support and to develop the common good.		<ol style="list-style-type: none"> <li>1. Our school is active in the local and global community and we are positively encouraging the development of our future leaders.</li> <li>2. Our community recognises the importance of our school and works alongside us.</li> <li>3. We are able to enhance the local understanding of Gospel values and why these are so important to us all.</li> </ol>	SLT Governors	
Pupil's have a clear role in GIFT, mini-GIFT and Pupil Parliament which is relevant, holy inclusive and well resources and is child centred.		<ol style="list-style-type: none"> <li>1. Pupils have a clear and measurable impact upon the leadership of the school and this is given a genuine importance and relevance to the pupils.</li> <li>2. Each of these teams have a clear role in the school life and they are clear in their own expectations of how to develop the school plan.</li> <li>3. Although the teams are in place they demonstrate that they are the world of the pupil community and work alongside all of our school.</li> </ol>		
All school policies reflect and develop Gospel values.		<ol style="list-style-type: none"> <li>1. Full understanding of Gospel values is in place for all staff</li> <li>2. All staff have considered how we can and do apply our policies to reflect the Gospel values.</li> </ol>		
All staff and pupils can and do demonstrate good stewardship of creation as a high priority within the learning of all children.		<ol style="list-style-type: none"> <li>1. An appreciation of the wonder and beauty of creation is present in all of our teaching.</li> <li>2. A developing emphasis is in place for how we can protect and develop our environment.</li> <li>3. In all of our teaching an appreciation of what we have and our duty to care for this is instilled.</li> </ol>		

## Objective: Developing reading skills

Actions		Success Criteria	By whom?	Completion Date
To develop and enhance independent reading skills for children throughout the school.		<ol style="list-style-type: none"> <li>1. How is this being taught?</li> <li>2. When is this being taught?</li> <li>3. How often is this being taught?</li> </ol>	Literacy leader SLT Class teachers	Jul-18
To develop the length of text that is being read by each pupil in a set amount of time		<ol style="list-style-type: none"> <li>1. Children have the skills to read through a text and find important information.</li> <li>2. Pupils have the ability to not stop if they become 'stuck' with a single word.</li> </ol>	Parents All staff	Spring 2018
Pupils can read with increased speed and will read for a purpose.		<ol style="list-style-type: none"> <li>3. Pupils can apply their decoding skills</li> <li>4. Pupils can apply their inference skills.</li> </ol>		Ongoing
To develop staff knowledge and understanding of how to teach reading appropriately to children and to ensure that this leads to progression.		<ol style="list-style-type: none"> <li>1. Is reading being taught on a regular and sustained basis?</li> <li>2. Is this teaching leading to progression being made?</li> <li>3. Are children enjoying reading and is there a clear improvement in the amount of time that children spend reading independently?</li> <li>4. Is an improvement in reading leading to an improvement in standards of understanding across the whole curriculum?</li> </ol>		Ongoing but to have marked improvement each term
To develop an enjoyment of reading for all pupils		<ol style="list-style-type: none"> <li>1. Do pupils take the opportunity to read for pleasure rather than just because they 'have to'?</li> <li>2. Are pupils reading for a wider audience?</li> <li>3. Are pupils reading a range of books other than those given as reading books?</li> </ol>		Ongoing but to have marked improvement each term
To have an effective range of texts for pupils to choose from that develops interest for all in reading.		<ol style="list-style-type: none"> <li>1. Has the current range of books been evaluated for suitability to the children?</li> <li>2. Do children have an interesting reading the books that we have?</li> <li>3. Are all books well cared for and encourage children to have a love for reading?</li> </ol>		Autumn 2017

## Objective: EYFS

Actions		Success Criteria	By whom?	Completion Date
Development of CLL and external support is in place for developing this		<ol style="list-style-type: none"> <li>1. Early identification of the needs of children is in place with suitable levels of support and development planned for each child.</li> <li>2. Individual support is planned for and is implemented on a regular basis.</li> <li>3. Clear evidence that the support from staff is having an impact upon individual and groups of children and this is showing in the overall development that a child is making.</li> </ol>	Teachers SLT	Dec-17
Enhance the indoor continuous provision		<ol style="list-style-type: none"> <li>1. Wide range of activities are available for children that enhances their independent learning that has a clear focus upon the overall topics for learning.</li> <li>2. Activities are engaging for children and they are keen to take part and to develop their learning.</li> <li>3. Pupils are very clear in how they can access activities and what they should do at each work station.</li> </ol>	Teachers SLT	Ongoing - but to have significant improvements that can be measured each term
Wider involvement of parents		<ol style="list-style-type: none"> <li>1. Parents feel that they are regularly welcomed into the provision and that they are encouraged to be an active part of their children's learning.</li> <li>2. Parents are regularly making visits to the classroom and developing their knowledge of how children can and do learn.</li> <li>3. Parents are making suggestions about how they would like to be more involved in their children's learning and this is being acted upon.</li> </ol>	Teachers SLT	Ongoing - but to have significant improvements that can be measured each term
30 hours Nursery is in place for all parents who are entitled to this and is funded accurately.		<ol style="list-style-type: none"> <li>1. School has supported parents in being able to access 30 hour education where applicable.</li> <li>2. Funding for this is in place.</li> </ol>	Admin	Oct-17

## Objective: KS1

Actions		Success Criteria	By whom?	Completion Date
Development of the standard of achievement in Phonics		<ol style="list-style-type: none"> <li>1. All lessons are taught to a good pace and all children are making at least good progress from their starting points.</li> <li>2. Levels of attainment in National testing are rising</li> <li>3. Children are able to apply Phonics skills across the curriculum and not only in taught sessions.</li> </ol>	Class teacher's SLT	Ongoing throughout the year but with clear development throughout each term.
Development of the application of Numeracy Skills		<ol style="list-style-type: none"> <li>1. Children are able to apply taught skills in their independent work and they are able to apply skills in a variety of situations.</li> <li>2. Children are actively questioning how to approach a problem and considering independently the most appropriate method to use to approach a problem.</li> <li>3. Children can clearly evidence the methods they have used and discuss their reasoning. They are actively looking to use the most efficient method to find a solution.</li> </ol>		
Development of the application of mastery skills in all lessons		<ol style="list-style-type: none"> <li>1. Teachers are fully developed in the application of mastery and their understanding of what mastery is developed to a higher level.</li> <li>2. Pupils and teachers can demonstrate that their application of mastery is not simply to make a question more 'difficult' but is focussed on developing the 'width' of understanding.</li> </ol>		
Evidence of independent investigation.		<ol style="list-style-type: none"> <li>1. Children do not depend upon teacher led activities to develop their own learning and are keen and able to ask questions and undertake investigation.</li> <li>2. Investigations show clear links to teacher questioning and challenge.</li> <li>3. Evidence of a child centred curriculum being taught and delivered in all classes.</li> </ol>		

## Objective: KS2

Actions		Success Criteria	By whom?	Completion Date
Evidence of independent investigation in a range of subject areas.		<ol style="list-style-type: none"> <li>1. Children do not depend upon teacher led activities to develop their own learning and are keen and able to ask questions and undertake investigation.</li> <li>2. Investigations show clear links to teacher questioning and challenge.</li> <li>3. Evidence of a child centred curriculum being taught and delivered in all classes.</li> </ol>	Class teacher's SLT	Ongoing throughout the year but with clear development throughout each term.
Improvement in the quality / opportunities for writing across the curriculum.		<ol style="list-style-type: none"> <li>1. Clear evidence that the quality of writing in every subject area is to a high standard and is to at least the standard that children produce in 'writing' sessions.</li> <li>2. To ensure that the range of writing prompts and genres chosen is child centred and leading to a high level of enjoyment and engagement in learning.</li> <li>3. Writing links are established throughout the curriculum.</li> </ol>		
Enhancement of the quality of reading		<ol style="list-style-type: none"> <li>1. Children are encouraged and taught to be independent readers.</li> <li>2. Greater number of children working at a 'greater depth' in reading.</li> </ol>		
Continuing the development of the independent writer		<ol style="list-style-type: none"> <li>1. Children are able to explain and demonstrate how to be an independent writer.</li> <li>2. Children are writing at greater depth across all subject areas and recognise why this should and does have the same level of importance.</li> <li>3. Grammar and presentation skills are applied appropriately in all subject areas.</li> </ol>		
Development of the application of mastery skills in all lessons		<ol style="list-style-type: none"> <li>1. Teachers are fully developed in the application of mastery and their understanding of what mastery is developed to a higher level.</li> <li>2. Pupils and teachers can demonstrate that their application of mastery is not simply to make a question more 'difficult' but is focussed on developing the 'width' of understanding.</li> </ol>		