

<p style="text-align: center;"><b>SCHOOL DEVELOPMENT PLAN SUMMARY 2015-17</b></p> <p style="text-align: center;"><b>Moving to Outstanding</b></p>	Catholic Life of The School	Effectiveness Of Leadership And Management
	<p><b>Vision</b> All pupils enjoy and achieve, growing in faith and knowledge of the teachings of Christ and His Church. Pupils lead, develop and participate actively in the Catholic Life of the School, including prayer, liturgy and collective worship. The school's Catholic ethos is evidenced in high standards of pupil care and opportunities for spiritual and moral development.</p> <p><b>Objectives</b> <b>CL1</b> Evaluation of the Catholic life of the school and collective worship ensures further <b>development of pupil leadership</b>. <b>CL2</b> The <b>school's chaplaincy</b> creates more opportunities for pupils to plan and lead collective worship <b>in the school</b> and to participate in <b>parish life</b>.</p>	<p><b>Vision</b> Leaders at all levels are committed to improving school performance. Rigorous self-evaluation systems ensure an accurate view of the school's performance and inform actions for teams and individuals to secure and sustain improvements to teaching, learning and assessment.</p> <p><b>Objectives</b> <b>L1</b> Accurate, rigorous <b>self-evaluation</b> leads to action that secure targets for teams and individuals in priority areas of school improvement, including the Catholic life of the school. <b>L2 Performance management systems</b> are rigorous and highly effective and used to encourage and challenge teachers and support improvements. <b>L3 School governance systems</b> ensure effective monitoring and challenge, and hold senior leaders to account for improving school performance.</p>
Quality Of Teaching, Learning And Assessment	Personal Development, Behaviour And Welfare	Outcomes For Pupils.
<p><b>Vision</b> Teachers plan and use questioning in lessons very effectively; they check pupils' understanding regularly and address any misconceptions formed. Work is appropriately differentiated and the progress of each learner is checked regularly.</p> <p><b>Objectives</b> <b>T1 Quality first teaching across</b> all subjects ensures high levels of challenge, appropriate learning opportunities (including homework) for the full ability range of pupils and includes effective deployment of resources. Progress made by pupils supported by Teaching Assistants is monitored carefully and evaluated for impact. <b>T2 All</b> teachers and support staff use assessment information to plan work carefully and to create opportunities for <b>pupils to develop and reinforce their skills of numeracy, literacy and metacognition</b>. <b>T3</b> All pupils, particularly boys, disadvantaged pupils and lower ability pupils, receive <b>prompt, regular written and oral feedback</b> which tells them how to improve their knowledge, understanding and skills. <b>T4</b> Teachers make <b>consistent judgements</b> about pupils' progress and attainment in all year groups and subjects. These are <b>based on standardised, accurate systems of assessment</b>.</p>	<p><b>Vision</b> All pupils demonstrate behaviour for learning that contributes to very good progress for self and others. Pupils feel happy, safe and secure in the school environment. Curriculum and teaching are planned to provide opportunities for pupils to achieve, enjoy and take greater responsibility for their own learning and welfare. There is a commitment by all to pupil well-being, safety and the prevention of hurtful incidents such as bullying; and e-safety.</p> <p><b>Objectives</b> <b>B1 Behaviour for Learning and Positive Discipline</b> consistently raises achievement, furthers the progress of pupils and develops excellent attitudes to learning. <b>B2</b> The formal curriculum is supplemented by a <b>range of extra-curricular opportunities for pupils at lunchtime and after school</b>. These activities extend pupils' knowledge and understanding and improve their artistic, creative and sporting skills. <b>B3</b> The <b>views of pupils</b> inform improvements and shape the work of the school. <b>B4</b> The school actively <b>promotes all aspects of pupil welfare</b>. Its personal, social, health and citizenship education (PSHCE) encourages pupils to be healthy, thoughtful, caring and active in school and as citizens.</p>	<p><b>Vision</b> Every learner and all groups of pupils, make rapid and sustained progress from their starting points and achieve challenging targets. Parents are provided with clear information on how well their child is progressing in relation to high standards expected. Pupils are equipped for life as effective learners, good citizens and moral individuals.</p> <p><b>Objectives</b> <b>O1</b> All pupils (including the most able) develop excellent knowledge and understanding, and make substantial and sustained progress each year and in all subjects, including in English and Mathematics. <b>O2 Progress made by boys, disadvantaged pupils, CLA and SEND pupils, is improving</b> or matches that of other pupils nationally with the same starting points. <b>O3</b> A system of assessment without national curriculum levels records and tracks pupil progress, identifies underachievement and targets support. <b>O4 Reports to parents provide clear information</b> on how well the child is progressing, indicating how parents may support improvement. <b>O5</b> Pupils receive <b>effective Careers Education, Information, Advice and Guidance (CEIAG)</b> and are well prepared for the next stage of their education, training or employment. <b>O6</b> All pupils read widely and the school has clear plans to encourage <b>the love of reading</b>.</p>