



**St. Mary of the**  
**Angels Catholic**  
**Primary School.**



***School Development Plan; 2016—2018.***

# Organisation of the School Development Plan (SDP)

**The SDP is organised into two sections:**

## **1. Current Year Key Improvement Priorities**

- These are the specific initiatives and targets that have been identified for action over the course of the school year. Each of the focused priorities has an individual action plan which may reflect one, two or three years of work. These reflect the core, essential areas for improvement in the school.

## **2. Performance Management Priorities**

- A number of "Performance Management Priorities" under the four Ofsted Evaluation Schedule areas have been identified. These priorities are **not** necessarily associated with the key Improvement Priorities within the School Strategic Development Plan. These will be delivered within the school's performance management system.

## ST. MARY OF THE ANGELS; CONTEXTUAL INFORMATION 2017-18.

<b>Characteristics of the school:</b>	
<ul style="list-style-type: none"> <li>• The school was inspected in June 2017 with an overall outcome of requires improvement.</li> <li>• The headteacher was out of the country, on a foreign exchange trip, at the time of the inspection.</li> <li>• The school is one form entry, popular with parents, with 208 pupils on roll.</li> <li>• In 2016, there was an S48 inspection (June 2016) with an 'outstanding' judgment.</li> <li>• The school has gained the National E-Safety Mark.</li> <li>• The Indices of Deprivation 2015 shows the school placed in the 20% most deprived decile, only 100 metres from the 10%, most deprived decile. A majority of our pupils live within this area.</li> <li>• A long serving teacher left in December 2016; two new teachers have arrived in the past year, one full time and one job share, and the deputy has retired. A strong, experienced staff team is in place, in terms of improving outcomes for pupils.</li> <li>• Results in 2017 in EYFS, Phonics and KS1 are all above or well above average</li> <li>• In KS2 2017, we are exactly in line with national (61%) for RWM, with 75% reading (21% increased on 2016), 75% writing. SPAG increased 11%, but a slight dip of 4% to 64% in Maths (subject to remarks it could increase).</li> <li>• Maths is our whole school focus in 2017-18, and we are part of the innovative 'Cheshire Primary Reasoning Project' with 10 Cheshire schools, to boost our skills, performance and outcomes.</li> </ul>	
<b>Most recent Ofsted inspection outcomes:</b>	
<b>Inspection date:</b> <b>6-7 June 2017.</b>	<b>Overall Grade: 3</b>
<b>Key Action Points</b>	
<ul style="list-style-type: none"> <li>• <b>Ensure all pupil groups make at least good progress in every class, by ensuring quality first teaching is good or better in every class</b></li> <li>• <b>Provide all pupils with more opportunities to develop their problem solving skills, resulting in raised attainment in maths above national average in 2017-18.</b></li> </ul>	
<b>Accreditations and awards</b>	
<ul style="list-style-type: none"> <li>• National E-safety mark</li> <li>• Erasmus funding 2014-17, supporting our unique Spanish exchange programme.</li> </ul> <p style="margin-left: 20px;"><b>Planned accreditations and awards in the next financial year:</b></p> <ul style="list-style-type: none"> <li>• Erasmus funding 2017-20, developing further our Spanish exchange programme.</li> <li>• Reaccreditation of E Safety Award.</li> </ul>	

## Quality of Teaching, Learning & Assessment Action Plan 2017-18

QUALITY OF TEACHING, LEARNING & ASSESSMENT ACTION PLAN 2017-18				
<b>Key Priority 1</b> To plan learning to sustain pupils' interest and set clear tasks that challenge all pupils	Year 2017-18 Lead person accountable for the plan: RH, with KT, AP		Finance Plan How much will the plan cost - Which account code/s will fund the plan -	
<b>Success criteria:</b>	<p>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> <li>The use of AfL is judged 'over time' to be at least good, with much being outstanding (50%) as a result of teachers reshaping tasks to constantly meet the children's needs.</li> <li><b>All</b> teachers' expectations are consistently high and reflect explicit differentiation and challenge, evidenced to be meeting the needs of all groups of learners, given their starting points.</li> <li><b>All</b> teachers are able to demonstrate how they match their teaching style to the individual pupils' learning styles resulting in pupils making at least good and outstanding progress over time.</li> <li>The use of success criteria, marking and responding to children's work is consistently of a high quality in <b>all</b> classes, resulting in pupils who know what they need to do to sustain at least good progress and in many cases outstanding progress.</li> <li>Monitoring demonstrates that all groups of pupils are making rapid progress, as appropriate, within lessons; and understand what they are learning and what they need to improve.</li> <li>The performance management process is clearly securing improvements in the quality of teaching for all staff as evidenced by monitoring records and Appraisal interim reviews.</li> </ul>			
<b>Action</b>	<b>Lead person accountable for the action</b>	<b>Time Scale Start and End dates</b>	<b>Training/CPD needs</b>	<b>Resources/Costs/Time</b>
<ul style="list-style-type: none"> <li>Teachers to pitch lessons correctly, including challenge for more able pupils, particularly in Maths</li> </ul>	Teachers, subject leaders, SMT	From aut (1) 17	F4M, Lit Co, Ignite	

<ul style="list-style-type: none"> <li>Careful targeting of teacher/TA support, supporting all pupil groups, in particular middle ability and more able pupils</li> </ul>	F4M, SMT	From aut (1) 17	F4M, Lit Co, Ignite	<b>Working with LA aut 17</b> <b>a) more guided work</b> <b>b) support for Y4</b> <b>c) 2 external book scrutinies</b>
<ul style="list-style-type: none"> <li>A review of the Maths curriculum, in order to ensure challenge for every ability group</li> </ul>	SMT	From aut (1) 17	F4M, Lit Co, Ignite	<b>F4M – new plans in place with challenge a key element</b>
<ul style="list-style-type: none"> <li>Performance management focuses tightly on pupil outcomes, thus holding teachers to account</li> </ul>	HT	2017-18	N/A	<b>Completed with targeted pupils &amp; actions</b>
<b>Monitoring</b>				
<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>External Validation</b>
<i>SMT, govts, subject leaders</i>	<i>Lesson drop ins/LWs</i>  <i>Scrutinies</i>  <i>PPMs</i>	<i>1. To govts</i>  <i>2. To SMT</i>  <i>3. Staff meetings</i>  <i>4. School website</i>	<i>1. Half termly</i>  <i>2. Weekly</i> <i>3. Weekly</i>  <i>4. Half termly</i>	<i>SIP</i> <i>Consultants (F4M)</i> <i>LA ASIA</i>  <i>Ofsted</i>
<b>Impact:</b> <i>What will the outcomes on pupils be?</i>		<b>Update</b> <i>How close are you to the stated outcomes?</i>		<b>Final Evaluation</b> <i>Have the intended outcomes been achieved?</i>
The use of success criteria, marking and responding to children’s work is consistently of a high quality in <b>all</b> classes, resulting in pupils who know what they need to do to sustain at least good progress and in many cases outstanding progress.		Update half termly  <b>Ongoing via LA support, F4M support – making good in roads already</b>		

<p><b>All</b> teachers are able to demonstrate how they match their teaching style to the individual pupils' learning styles resulting in pupils making at least good and outstanding progress over time.</p>	<p>Update half termly <b>As above. Support from SLEs, 2 days per term.</b></p>				
<p><b>Performance management</b> is rigorous, so enabling governors and SMT to assess the success of teacher performance when reviewing targets</p>	<p>Update half termly <b>Fully in place as required. LA checked.</b></p>				
<p><b>Key Priority 2</b> <b>In lessons, teachers should use questioning that stretches all pupils' thinking and deepens pupils' KUS</b></p>	<p><b>Year 2017-18</b>  <b>Lead person accountable for the plan: RH, with KT, AP</b></p>	<p><b>Finance Plan</b>  <b>How much will the plan cost -</b> <b>Which account code/s will fund the plan -</b></p>			
<p><b>Success criteria:</b></p>	<p><b>Focus on outcomes. Specific, measurable impact on pupils.</b></p> <ul style="list-style-type: none"> <li>• Consistency in questioning being developed, through coaching and sharing of best practice; so that all pupils' learning is deepened and challenged</li> <li>• Opportunities for teachers to attend CPD, to learn from others' methods &amp; successes</li> </ul>				
<p><b>Action</b></p>	<p><b>Lead person accountable for the action</b></p>	<p><b>Time Scale</b> <b>Start and End dates</b></p>	<p><b>Training/CPD needs</b></p>	<p><b>Resources/Costs/Time</b></p>	
<ul style="list-style-type: none"> <li>• Develop the use of questioning in Maths as a strategy to improve the quality of teaching, resulting in improved learning outcomes, via Primary Reasoning Project..</li> </ul>	<p>F4M, SMT, Maths leader</p>	<p>From Autumn (1) 2017 – ongoing  <b>INSET meeting, followed by</b></p>	<p>F4M, staff meetings, INSET</p>		

		<b>obs &amp; book scrutiny – progress being made</b>		
<ul style="list-style-type: none"> <li>Refresh staff training focused on ‘Bloom’s Taxonomy’ Higher order thinking skills, specifically relating to questioning, linked to learning objectives and success criteria.</li> </ul>	HT, DoL team	From Autumn (1) 2017 – ongoing  <b>Done as part of F4M INSET day Sept 17</b>	F4M, DoL, staff meetings, INSET	

### Monitoring

Who	What	Where	When	External Validation
<i>SMT, gobs, subject leaders</i>	<i>Lesson drop ins/LWs  Scrutinies  PPMs</i>	<i>1. To gobs  2. To SMT  3. Staff meetings  4. School website</i>	<i>1. Half termly  2. Weekly  3. Weekly  4. Half termly</i>	<i>SIP Consultants (F4M) LA ASIA  Ofsted</i>
<b>Impact:</b> <i>What will the outcomes on pupils be?</i>		<b>Update</b> <i>How close are you to the stated outcomes?</i>		<b>Final Evaluation</b> <i>Have the intended outcomes been achieved?</i>
<ul style="list-style-type: none"> <li>Consistency in questioning being developed, through coaching and sharing of best practice; so that all pupils’ learning is deepened and challenged</li> </ul>		Update half termly  <b>Will be measured over next 6 months in observation schedules. Classes already set up with language in place.</b>		
<ul style="list-style-type: none"> <li>CPD will enable teachers to implement higher order questioning, enabling pupils to become more independent in reasoning and problem solving skills,</li> </ul>		Update half termly  <b>As above</b>		

resulting in more pupils' attaining greater depth across the school		
<ul style="list-style-type: none"> <li>Implementation of new strategies, based on best practice eg Maths Reasoning Project/Bloom's Taxonomy</li> </ul>	Update half termly <b>As above</b>	

### Leadership & Management Action Plan 2017-18

<b>LEADERSHIP &amp; MANAGEMENT ACTION PLAN 2017-18</b>		
<b>Key Priority 3</b> <b>Subject leaders will take ownership of their roles and become fully accountable for outcomes</b>	Year 2017-18  <b>Lead person accountable for the plan: RH, with KT</b>	<b>Finance Plan</b>  <b>How much will the plan cost -</b> <b>Which account code/s will fund the plan -</b>
<b>Success criteria:</b>	<b>Focus on outcomes. Specific, measurable impact on pupils</b> <ul style="list-style-type: none"> <li>Subject Leadership is improved so that all middle leaders are able to give clear account for the impact of their work on: Achievement, Quality of teaching, Curriculum and Leadership and Management in their subject areas.</li> <li>Subject Leaders have a clear overview of the areas they are responsible for monitoring, evaluating and reporting on – records/action plans show clear evidence of how subject leadership is improving the quality of teaching and its impact on learning.</li> </ul>	

Action				
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
<ul style="list-style-type: none"> <li>Personalised CPD for each SL</li> </ul>	HT, SLs	2017-2018	F4M, Ignite  <b>Booked</b>	
<ul style="list-style-type: none"> <li>Monitoring of teaching and book scrutinies take place regularly</li> </ul>	SL, SMT	From aut (1) 2017 onwards	INSET  <b>3 this term – outcomes of 1<sup>st</sup> two fed back. LA visit on 9/11</b>	
<ul style="list-style-type: none"> <li>Implementation of assessment system for each SL's own area(s)</li> </ul>	SL, SMT, gobs	2017-18	F4M, Lit Co, Ignite  <b>Ongoing</b>	
Monitoring				
Who	What	Where	When	External Validation
<i>SMT, gobs, subject leaders</i>	<i>Lesson drop ins/LWs Scrutinies PPMs</i>	<i>1. To gobs 2. To SMT 3. Staff meetings 4. School website</i>	<i>1. Half termly 2. Weekly 3. Weekly 4. Half termly</i>	<i>SIP Consultants (F4M) LA ASIA Ofsted</i>
<b>Impact:</b> <i>What will the outcomes on pupils be?</i>		<b>Update</b> <i>How close are you to the stated outcomes?</i>		<b>Final Evaluation</b> <i>Have the intended outcomes been achieved?</i>
<ul style="list-style-type: none"> <li>Subject Leaders are all secure and knowledgeable in giving a clear account for the impact of their work</li> </ul>		Update half termly		

<p>on: Achievement, Quality of teaching, Curriculum and Leadership and Management in their subject areas, ensuring that pupil progress in each subject is at least good or better</p>	<p><b>Early stages, all are aware, recheck at Xmas 17</b></p>			
<ul style="list-style-type: none"> <li>Subject Leaders have a clear overview of the areas they are responsible for monitoring, evaluating and reporting on – records show clear evidence of how subject leadership is improving the quality of teaching and its impact on learning. Governors can see improvements in T &amp; L, via leaders’ reports</li> </ul>	<p>Update half termly</p> <p><b>Early stages, all are aware, recheck at Xmas 17</b></p>			
<p><b>Key Priority 4</b></p> <p><b>Feedback to pupils is not always consistent across school</b></p>	<p><b>Year 2017-18</b></p> <p><b>Lead person accountable for the plan: KT &amp; AP</b></p>	<p><b>Finance Plan</b></p> <p><b>How much will the plan cost -</b></p> <p><b>Which account code/s will fund the plan -</b></p>		
<p><b>Success criteria:</b></p>	<p><b>Focus on outcomes. Specific, measurable impact on pupils.</b></p> <ul style="list-style-type: none"> <li>All classes applying the school policy for feedback consistently</li> <li>Lesson observations having a focus each time on feedback and ‘fix it’ strategies</li> <li>Senior leaders have a clear picture of targets and their impacts, for all pupil groups</li> </ul>			
<p><b>Action</b></p>	<p><b>Lead person accountable for the action</b></p>	<p><b>Time Scale</b></p>	<p><b>Training/CPD needs</b></p>	<p><b>Resources/Costs/Time</b></p>

		<b>Start and End dates</b>		
<ul style="list-style-type: none"> <li>Book scrutinies to be focused on ensuring consistency in feedback, and rapid pupil progress in every class</li> </ul>	SLS, SMT	From autumn (1) ongoing  <b>LA visit – RAG rated – actions for each teacher</b>	In house	
<ul style="list-style-type: none"> <li>Pupil voice used to confirm that all groups of pupils understand their next steps</li> </ul>	Pupils, class teachers	From autumn (1) ongoing  <b>Still under order</b>	In house	
<ul style="list-style-type: none"> <li>Weekly book 'skims' and half termly scrutiny of books for feedback analysis</li> </ul>	SMT, SLS	From autumn (1) ongoing  <b>LA visit – RAG rated – actions for each teacher</b>  <b>Internal scrutiny AP, KT with actions done</b>	In house	
<ul style="list-style-type: none"> <li>Lesson obs reveal consistent, appropriate use of language for feedback used by staff and pupils, as per school policy</li> </ul>	SMT, SLS	From autumn (1) ongoing  <b>New language on walls and being used in classes - embed</b>	In house	

## Monitoring

Monitoring				
Who	What	Where	When	External Validation
<i>SMT, govs, subject leaders</i>	<i>Lesson drop ins/LWs  Scrutinies  PPMs</i>	<i>1. To govs  2. To SMT  3. Staff meetings  4. School website</i>	<i>1. Half termly  2. Weekly  3. Weekly  4. Half termly</i>	<i>SIP Consultants (F4M) LA ASIA  Ofsted</i>
<b>Impact:</b> <i>What will the outcomes on pupils be?</i>		<b>Update</b> <i>How close are you to the stated outcomes?</i>		<b>Final Evaluation</b> <i>Have the intended outcomes been achieved?</i>
<ul style="list-style-type: none"> <li>All classes are applying the school policy for feedback consistently, with timetabled feedback time</li> </ul>		Update half termly <b>Gaps identified, review Xmas</b>		
<ul style="list-style-type: none"> <li>Senior leaders have a clear picture of targets and their impacts, for all pupil groups, shown in learning walks and pupil outcomes</li> </ul>		Update half termly <b>Gaps identified, review Xmas</b>		
<ul style="list-style-type: none"> <li>Lesson observations record positive outcomes from feedback and 'fix it' strategies</li> </ul>		Update half termly <b>Gaps identified, review Xmas</b>		

## St Mary of the Angels; Outcomes Action Plan 2017-18

OUTCOMES ACTION PLAN 2017-18				
<b>Key Priority 5</b>	<p>Year 2017-18</p> <p>Lead person accountable for the plan: KT, GM</p>		<p>Finance Plan</p> <p>How much will the plan cost –</p> <p>Which account code/s will fund the plan -</p>	
<b>Provide all pupils with more opportunities to develop their problem solving skills, resulting in raised attainment in maths above national average in 2017-18.</b>				
<b>Success criteria:</b>	<p>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> <li>All of end of year &amp; end of KS1 and 2 target setting is robust, sets high expectations and provides a clear blue print for pupils achieving their potential; resulting in <b>almost all pupils</b> making at least good progress in maths, from their starting points</li> <li>Learning opportunities are well planned and tailored specifically to meet the needs of <b>all pupils</b> from the start and throughout all parts of the lesson, resulting <b>in all pupils</b> making at least good progress from the levels of challenge and independent opportunities provided for them.</li> </ul>			
<b>Action</b>	<b>Lead person accountable for the action</b>	<b>Time Scale</b> <b>Start and End dates</b>	<b>Training/CPD needs</b>	<b>Resources/Costs/Time</b>
<ul style="list-style-type: none"> <li>Accessing the Cheshire Primary Reasoning Project</li> </ul>	KT, GM	2017-19	First4Maths Reasoning Project  <b>First session and book scrutiny has taken place</b>	

<ul style="list-style-type: none"> <li>Bespoke CPD for each teacher to improve quality first teaching in Maths</li> </ul>	RH, govts	2017-18	Ignite, F4M, whole school  <b>Very positive impact on planning &amp; practice, noted by LA</b>
<ul style="list-style-type: none"> <li>Target pupils more closely to embed aspirational expectations, via liaison teacher meetings &amp; HT teacher appraisal</li> </ul>	RH, each teacher	2017-18	Staff meeting, INSET, performance management  <b>In place. Ready to monitor, revisit Xmas 17</b>
<ul style="list-style-type: none"> <li>Weekly monitoring of outcomes for pupils, against increased expectations</li> </ul>	RH, subject leaders	2017-18	Staff meeting, INSET  <b>On plans., more to be done</b>

### Monitoring

Who	What	Where	When	External Validation
<i>RH, KT</i>	<i>Lesson drop ins/LWs Scrutinies PPMs</i>	<i>1. To govts 2. To SMT 3. Staff meetings 4. School website</i>	<i>1. Half termly 2. Weekly 3. Weekly 4. Half termly</i>	<i>SIP Consultants (F4M) LA ASIA Ofsted</i>

<b>Impact:</b> <i>What will the outcomes on pupils be?</i>	<b>Update</b> <i>How close are you to the stated outcomes?</i>	<b>Final Evaluation</b> <i>Have the intended outcomes been achieved?</i>
<ul style="list-style-type: none"> <li>All of end of year &amp; end of KS1 and 2 target setting is robust, sets high expectations and provides a clear blue print for pupils achieving their potential; resulting in <b>almost all pupils</b> (85% per class) making at least good progress in maths, from their starting points</li> </ul>	Update half termly	
<ul style="list-style-type: none"> <li><b>All pupils</b> making at least good progress from the levels of challenge and independent opportunities provided for them; more children at greater depth, as recorded on PM targets for each class</li> </ul>	Update half termly	
<p><b>Key Priority 6</b></p> <p><b>Ensure all pupil groups make at least good progress in every class, by ensuring quality first teaching is good or better in every class</b></p>	<p><b>Year 2017-18</b></p> <p><b>Lead person accountable for the plan: RH, with KT</b></p>	<p><b>Finance Plan</b></p> <p><b>How much will the plan cost -</b>  <b>Which account code/s will fund the plan -</b></p>
<p><b>Success criteria:</b></p>	<p><b>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</b></p> <ul style="list-style-type: none"> <li>Target setting, tracking and the use of pupil progress meetings is robust in ensuring that <b>all more able and middle ability pupils</b> are making accelerated progress across the curriculum and specifically in reading, writing and maths.</li> </ul>	

<b>Action</b>	<b>Lead person accountable for the action</b>	<b>Time Scale Start and End dates</b>	<b>Training/CPD needs</b>	<b>Resources/Costs/Time</b>
<ul style="list-style-type: none"> <li>Better planning for cross curricular learning</li> <li></li> </ul>	Subject leaders	Autumn(1) 2017	<b>Currently amending planning format</b>	
<ul style="list-style-type: none"> <li>More targeted support given in lessons for higher attainers</li> </ul>	All teachers, HT	Autumn (1) 2017 ongoing	F4M, Lit Co, sharing best practice  <b>Action plan in place</b>	
<ul style="list-style-type: none"> <li>Monitoring of cross curricular opportunities (key skills) in foundation subjects</li> </ul>	SMT, govts, subject leaders	2017-18	<b>Training plan in place</b>	
<ul style="list-style-type: none"> <li>Improved training for subject leaders</li> </ul>	HT, subject leaders	2017-18	Ignite, LA  <b>Training plan in place, Ignite, during 17-18</b>	

### Monitoring

<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>External Validation</b>
<i>SMT, govts, subject leaders</i>	<i>Lesson drop ins/LWs  Scrutinies  PPMs</i>	<ol style="list-style-type: none"> <li>To govts</li> <li>To SMT</li> <li>Staff meetings</li> <li>School website</li> </ol>	<ol style="list-style-type: none"> <li>Half termly</li> <li>Weekly</li> <li>Weekly</li> <li>Half termly</li> </ol>	<i>SIP Consultants (F4M) LA ASIA  Ofsted</i>

<b>Impact:</b> <i>What will the outcomes on pupils be?</i>	<b>Update</b> <i>How close are you to the stated outcomes?</i>	<b>Final Evaluation</b> <i>Have the intended outcomes been achieved?</i>
Target setting, tracking and the use of pupil progress meetings is robust, resulting in <b>improved cross curricular teaching and learning.</b>	Update half termly <b>Will be able to measure by end of term</b>	
<b>More able and middle ability pupils</b> in every class are making accelerated progress across the curriculum, specifically in reading, writing and maths.	Update half termly <b>Will be able to measure by end of term</b>	