



Summary of School Development Plan (SDP) 2016/2017

At St Louis we are quite rightly pleased about our success; standards are high, behaviour is very good and we have good relationships with our parents, wider community and parishes. However, we do not take this for granted and we know that we all have to keep working hard together to maintain these high standards. Since our last inspection the Ofsted framework has changed and it is acknowledged that the 'bar has been raised further'. Equally the challenges placed on the school by its expansion to a two form entry school mean that the school has to constantly evaluate what it does, how it does it and how effective it is. Our Leadership team are asked to support other schools and this creates an added pressure and increased work load for our school.

This plan ensures that the school stays focused on the things that will either improve our school further or keep the high standards that it has now. Along with the school Self Evaluation Form (SEF) and the DFE RaiseOnline document (ROL) the School Development Plan (SDP) helps drive the school forward, irrespective of who is leading the school. The SDP helps us make the right decisions for the benefit of all pupils, staff, parents and Governors.

The plan has been written in consultation with staff, and Governors, and will be implemented between Jan 2016 and Dec 2017. It follows on from the previous plan which ended in December 2015. The SDP does not include all that the school will be doing e.g. development of the premises is not included, but it does focus on the most important things that will improve the school further. Members of the Leadership Team also have their own action plans which compliment the SDP.

The success criteria for the school priorities are identified clearly and the success of school actions will be measured in the most appropriate way. The period of time the plan covers ensures that it does not become out of date and allows the school to respond quickly to changing priorities.

This plan will:

- Give St Louis a strategic direction for the next 18 months
- Help keep us focused on the main priorities for the school
- Continue to raise standards in achievement and attainment
- Ensure that leadership and management of the school is always very effective
- Enable the budget to be set effectively
- Provide a framework for the professional development of all staff
- Assist the school in responding to DFE/LA/Diocesan initiatives

Underpinning the School improvement plan are 10 key points for an improving school:

- ❖ Shared Goals - 'We know where we are going'
- ❖ Responsibility for success - 'We must succeed'
- ❖ Collegiality - 'We're working on this together'
- ❖ Continuous improvement - 'We can get better'
- ❖ Lifelong learning - 'Learning is for everyone'
- ❖ Risk taking - 'We learn by trying something new'
- ❖ Support - 'There's always someone there to help'
- ❖ Mutual respect - 'Everyone has something to offer'

- ❖ Openness - 'We can discuss our differences'
- ❖ Celebration and humour - 'We feel good about ourselves'

(Stoll and Fink 1996)

What we want to improve further about our school:

Our monitoring process indicates that there are 5 main areas to concentrate upon (not in order of importance) which will further improve our school. These are listed below. These have been identified through the analysis of the ROL, and our internal monitoring e.g. work sampling, learning walks etc and our recent RE inspection. In addition we have reviewed the changes made to the national curriculum in 2014 and our progress towards implementing those changes. Any outstanding items from that have been included in this new plan. One of the areas we are focusing on has come out of the school expansion but is still firmly rooted in teaching and learning.

The current school expansion is a pivotal moment in the life and the history of our school. We acknowledge that it provides us with many exciting opportunities, but also challenges too. It is a natural point for the leadership team to review and reaffirm what is the very 'essence' of St Louis along with the fundamental things we must do in order to provide our children and their families with an experience of learning that prepares and equips them to thrive in a fast-changing world. It is also essential that new systems and structures are put in place in order to ensure the effective running of a school that is doubling in size. During our recent RE inspection the inspectors challenged the Leadership Team to consider how we will keep all that is unique and good about our school when there are double the number of children, staff and families. The leadership team has responded to this challenge by identifying a project that will a) bring about the best possible learning outcomes for our children, b) provide an improved model for supporting parents in being involved in their children's learning, c) attract new staff who will motivate our children to expect the very best of themselves (no limits) and c) rejuvenate and motivate existing staff.

The project we have chosen is 'Growth Mindset' and aspects of this have been trialled with our Year 4 children last year. Research shows that teaching children to have a growth mind set i.e. to believe that their intelligence is not fixed, has a dramatic effect on their learning and consequently their achievement. Having a growth mind set as opposed to a fixed mind set removes limits from children's own views of themselves as learners. They become self-motivated, effective learners who do not 'shrink' from challenges, and who do not settle for less than their best. In order for children to develop a growth mind set the adults guiding their learning (parents / carers, teachers, teaching assistants) have a vital role to play. Our teachers and teaching assistants need to be skilled in providing learning experiences which foster a growth mind set in children. Their responses to children (i.e. the things they say / the feedback they give them) all have a direct impact on whether children develop a growth mind set or a fixed mind set. We have to challenge fixed mind sets and create a growth mind set culture in our school in order to bring about the best outcomes for our children. Our growth mind set project (in School Priority 2) is the vehicle for doing this.

School Priority 1: Prepare for and implement the expansion of the school:

As stated above we are very excited that our school is expanding but we acknowledge this will also present its own challenges. Parents are concerned that we might lose our 'family atmosphere' and the extra workload that the expansion creates may detract from the leadership team's ability to focus on teaching and learning. New staff coming into school may need additional support to

ensure the quality of teaching and learning remains high. The Leadership Team recognise these challenges and have planned for them:

- ✓ Manage the building work
- ✓ Review organisational/staffing chart
- ✓ Recruitment of staff
- ✓ An initial focus on EYFS and KS1 as they are the initial areas for expansion
- ✓ A pedagogical learning based project which will unite existing experienced members of staff with new staff who join our school (see also below in Priority 2)

School Priority 2: Continue to improve teaching, learning and achievement:

In 2014 the new national Curriculum was introduced and the school was successful in implementing most aspects of the changes, whilst still maintaining our already very exciting school curriculum. A review of this during 2015 has identified the following areas that either need further change or were not implemented fully. This will ensure we are meeting the new requirements without losing the wide ranging, engaging curriculum which has led to improvements in attendance, achievement and teaching.

- ✓ Learning based project (Growth Mind set), cross subject and cross phase
- ✓ Feedback policy
- ✓ Maths
- ✓ Phonics (provision, teaching and attainment)
- ✓ Other subjects

School Priority 3: Introduce an effective system for assessment without levels

The new system needs to ensure that high levels of achievement and progress are maintained, can be used effectively by teachers to deliver well planned lessons, is understood by the parents and can be used by the leadership of the school (including Governors) to make informed decisions that will ensure the continued success of the school.

School Priority 4: Implement any actions from the RE Inspection Oct 2015

As a Catholic School RE, liturgy and prayer will always be a central focus for us. This year the school will address the issues from the recent inspection report. Any matters which are curriculum or teaching based will appear in School Priority 2 or 3.

School Priority 5: Continue to improve provision, teaching and learning in EYFS

EYFS is always a priority for our school and will continue to be as it is the foundation of our school. Despite improvements to provision, (including improvements to the outdoor area) and to staffing (greater stability and higher staff/child ratios) raising achievement for ALL children will always remain a key priority. The targets, actions and success criteria are included in a separate SDP for EYFS. The priorities have come from the EYFS SEF and will include:

- ✓ Current Reception structure and provision
- ✓ Expansion and transition
- ✓ New staff
- ✓ Characteristics of effective learning

- ✓ Standards and achievement
- ✓ New Nursery

How will we know if we have implemented the new plan successfully?

- ✓ Targets (as written in the action plans) will be achieved. If they are not achieved there will be good reasons for this which will have been shared and explained e.g. with Governors
- ✓ Quality of teaching and learning in the specific curriculum areas will never be less than good (as verified by external reviewers) but our aim is for outstanding teaching and learning or teaching and learning that brings about outstanding achievement (however this is measured)
- ✓ Achievement for all groups of children will be at least consistently good/better than expected (however this is measured) and there will be no 'in school gaps'
- ✓ Our current high levels of attendance and behaviour are maintained because children are excited and enthusiastic about coming to school

These priorities and the actions we will take to achieve them are contained in the full version of the new School Development Plan (January 2016)