



School Development Plan

2021-2022

To design and embed a rich and relevant curriculum for all.

Design an ambitious, engaging curriculum that promotes a sense of belonging and community.

Leadership and management

Ensure the school vision and values are integral to the design of the curriculum and that they are woven through every element of school life.

Involve the whole school community in formalising the intent, implementation and impact of the curriculum.

Develop subject leaders, allowing them to regularly access opportunities to gain curriculum knowledge via training and networking, including CPD on how to design and plan a coherent and engaging curriculum.

Designated subject leadership time has been allocated for staff to be able to focus on the development of their subject(s) as part of their roles and responsibilities.

Provide meaningful opportunities to monitor the successes and areas for development for each subject taught, involving the whole school community.

Develop the roles and responsibilities of governors, linking these roles to areas of the curriculum.

Quality of Education

Coherently plan the curriculum so it is progressive, ensuring lessons are sequenced carefully, resulting in children's acquisition of transferable knowledge.

Personal Development

Ensure the curriculum design incorporates real purposes and experiences for pupils and enables to achieve cultural capital.

Within learning journeys, incorporate meaningful educational visits to enhance children's knowledge, skills and understanding.

Design a curriculum, which takes into account local context, providing a sense of community and belonging. (E.g. 'Our Bradford').

EYFS

To implement new EYFS curriculum in line with Government guidance

Teach the curriculum to a high standard informed by evidence-based approaches

Leadership and management

Teaching staff are provided with CPD and opportunities to research, try new methods, share practice and support one another.

The MITA project is being undertaken to maximise the impact of support staff.

Support staff are provided with their own training program to keep them abreast with new educational developments, allowing them to effectively support the teaching and learning across school.

Quality of Education

Ensure the pace and format of lessons allow for pupil engagement, high expectations and maximum pupil progress both within lessons and over time.

Increased time has been allocated to individual subjects and fidelity to timetables will be integral to working practices.

High quality, well-thought out and 'personalised' resources will be used in lessons to secure progress.

A high quality reading curriculum continues to be embedded, creating a reading culture across the school which will foster a love of literature and enable children to access their learning across the curriculum.

A range of feedback styles will be an integral part of teaching and learning; it will be used by teachers on a daily basis to inform planning and future learning.

Personal Development

Oracy and ambitious vocabulary will be an integral focus to promote good communication and to provide children with foundations of language enabling them to become life-long learners.

EYFS

To develop provision inside and outdoors to maximize learning opportunities for all pupils

Children exposed to a wide range of vocabulary, literature and writing opportunities within a language rich environment in order to promote early language development

Ensure there is challenge and high expectations for all

Leadership and management

The school's systems for assessment and tracking will be further refined throughout the academic year.

Pupil progress meetings will ensure teachers understand the challenge required for children all abilities to reach their full potential and for teachers to outline the actions they are taking for children to achieve their next steps.

SEND passports will ensure that targets and expectations are clearly communicated to all.

Quality of Education

Ensure challenge is evident from the outset of lessons.

Following staff training, high quality questioning will be used by staff to promote deep thinking and analysis; adults will encourage children to explain and justify their thought processes.

Staff will have training on teaching and learning strategies which can be used across all subject areas to challenge pupil's thinking through discussion prior to adult intervention or teaching.

Following training and coaching, teachers will provide timely and purposeful feedback to maximise pupil progress, in line with the revised marking and feedback policy.

Personal Development

Growth mindset training has been undertaken by all staff who will be model this shared approach across the whole school to build resilience.

Teachers and school leaders plan opportunities to promote independence and a sense of responsibility.

EYFS

New baseline administered, following training, and this will be used to inform the future progress of all pupils

Ensure new curriculum meets the needs of all pupils and ensure secure transition into KS1 through professional dialogue and sharing of good practice.

Behaviour and attitudes

All staff, including governors, will receive safeguarding and online safety training to ensure the whole school community are aware of changes to child protection, including the prominence of SH and SV, and that they are equipped with the knowledge and understanding of how to identify and deal with any safeguarding issues which may arise. Policies will be reviewed and updated in light of recent changes and shared with governors and staff.

Online safety will continue to be a prominent part of the ICT and PSHE curriculum and children will be trained in how to identify and avoid the dangers of the online world. They will become confident in how to use the internet safely.

To continue to ensure that mental health and well-being is prominent in school, with classrooms being positive, safe, nurturing and supportive environments in which to learn. Emotional registers, emotion cards or fans, emotion boxes and the rainbows in class will continue to be a part of the learning environment. Mental health champions, including the learning mentor, will continue to provide support for children, liaising with other staff in school to ensure they remain up to date and able to support the wellbeing of others.

To use the sports premium to redesign and develop the grounds of the school, providing safe, engaging and interactive play spaces around school. This will impact on children's physical, social and emotional learning as they will be able to have a full range and choice of outdoor activities. The new play zones will have a positive impact on children's mental health and wellbeing.

School council meetings will be able to meet regularly again this year, giving pupils a clear voice. They will be voted for termly and children on the council will have the opportunity to run whole school projects.

Distinctive church school ethos

Establish the new 'Vision statement' and gather further stakeholder views linked to the 'Vision in action'.

Concise and accurate self-evaluation will be undertaken in line with the strands of the SIAMS Evaluation Schedule.

Focused work on the curriculum will include RE. Ensuring fidelity to the timetable and bringing learning to life through visiting speakers and educational visits will support this development.

Values led rewards, linked to effort and attainment in learning, will be introduced in celebration assembly. Values passports will be used for pupils to obtain stamps when one of the school values is shown.

A 'Spiritual Garden' with pergola will be constructed in the school grounds. This will provide a space for reflection, mindfulness and contemplation

It is our ambition for pupils to leave St Paul's with the physical, academic, emotional and social skills they need to thrive on the next stage of their journey. They contribute positively to the lives of others and delight in their next adventure.

