



Cottesmore St Mary Catholic Primary School



School Development Plan 2019-2020

‘Mane Nobiscum Domine’
‘Abide with us O Lord’

Section 48 report - March 2016 (next visit is likely to be Autumn 2020 / Spring 2021)

How effective is the school in providing a Catholic Education – outstanding
Catholic Life of the school – outstanding
Collective worship and prayer life – outstanding
Religious Education – outstanding

Ofsted report - December 2017 (next visit is likely to be December 2021)

The school remains good.

Our Mission

God made each one of us. We are all His unique disciples and are all part of His family.

We act as God wants us to whilst living the Gospel daily, praying and worshiping together so that we can grow closer to Him and each other.

We believe in ourselves and share our gifts and talents. We help each other to do our best, celebrating when we and others do well.

We respect each other's differences and include everyone.

We show care and support for others in school, at home, in our local community and in the wider world, especially by helping those in need.

Mane nobiscum Domine - Abide with us Lord.



We want all children, in our school, to dare to dream and to always have hope.

Knowing that God has a special plan for them, we want them to make the most of every learning opportunity so that they can grow into the best people they can be; fulfilling their dreams, living life to the full, being honourable and making a difference to the world around them.

We want all children to feel safe, content, confident, and proud and to joyfully reveal their faith and Christ to others.

Our Values

We are courageous, forgiving, respectful, helpful, reflective, thankful and truthful.

To achieve this, we focus on the areas identified as priorities from the Ofsted Self Evaluation Form (SEF) and the SEF for Religious Education. Autumn, Spring and Summer term plans deliver the actions identified.

Theme	Autumn term focus	Spring term focus	Summer term focus
Religious Education	Teachers effectively use the Diocesan RE assessment in order to increase % of good teaching of RE. (Curriculum & Standards Committee)	Work alongside the RE Council to ensure all pupils, especially the higher ability pupils, are challenged from the outset of the lesson. Evaluate the amount of time pupils spend listening at the beginning of a lesson and ensure pupils are given the opportunity to engage to show their thinking. (Curriculum & Standards Committee)	Review best practice class worship to ensure consistency across the school. Further develop uniformed prayer table packs and ensure interactive questions. Add in scripture to Friday assembly. (Pupils, Parents and Carers Committee)
Quality of Education	Greater Depth Writing projected to increase, by the end of the year, in KS1, KS2 and for EAL and PP children across both KS. (Curriculum & Standards Committee) SEN progress and EAL / PP ARE in Writing is projected to improve, by the end of the year. Further develop effective Teaching & Learning based on Rosenshine – sequencing concepts and modelling using small steps, and providing scaffold (small trial group)	Greater Depth Reading projected to increase, by the end of the year, in KS1, KS2 and for EAL and PP children across both KS. (Curriculum & Standards Committee) SEN progress and EAL / PP ARE in Reading is projected to improve, by the end of the year. Further develop effective Teaching & Learning based on Rosenshine – sequencing concepts and modelling using small steps, and providing scaffold (roll out to whole school).	Improve pupils' outcomes in writing across the school in a range of subjects. Children's acquisition of a wide vocabulary and effective communication is further developed. (Curriculum & Standards Committee) Further develop effective Teaching & Learning based on Rosenshine – sequencing concepts and modelling using small steps, and providing scaffold (action research groups).
Curriculum		The implementation of Science learning and teaching is improved so that there is increased clarity, complexity, relevance, attainment and engagement for all learners – intent, implementation and impact. (Curriculum & Standards Committee)	The implementation of History learning and teaching is improved so that there is increased clarity, complexity, relevance, attainment and engagement for all learners - intent, implementation and impact. (Curriculum & Standards Committee)
Behaviour and attitudes	Mutual respect and a sense of belonging increase and can be seen through pupils' manners and pride of the school. (Pupils, Parents and Carers Committee) Further develop children's understanding of healthy friendships and relationships through EPR teaching and re launch of Relational Aggression. (Pupils, Parents and Carers Committee)	Further develop turn taking, problem solving, conflict resolution and co-operation through increasingly resourced break / lunchtime. (Pupils, Parents and Carers Committee) Effective on the spot / same day / next day feedback (marking) and intervention is used to accelerate progress and ensure motivation for children off track (smaller chunks of success further improving attitudes to learning). Children take increased responsibility for their learning and the learning of others through asking for help, responding to feedback and offering feedback to others. (Curriculum & Standards Committee)	Opportunities for children to improve mental wellbeing and lifelong qualities such as confidence, resilience, self-respect and self-control further developed through Forest School. Use updated EPR teaching to ensure that children learn how to recognise when they and others are struggling with mental health and how to respond. (Pupils, Parents and Carers Committee)
Personal development	Children have access to a wide, rich set of experiences and opportunities to develop their talents and interests via new specialist teaching for Art, Computing and Forest School (continue with Music and Sport) (Pupils, Parents and Carers Committee)	Children are increasingly E Safety aware through improved EPR focus. (Pupils, Parents and Carers Committee)	Children have greater understanding of the benefits of healthy eating and keeping fit, to include the prevention of health problems (also link to mental wellbeing work) (Pupils, Parents and Carers Committee)
Leadership and Management	Senior Leadership Team continue to develop the positive ethos of openness in which staff are motivated and supported so that staff continue to feel valued and respected (revisit workload reduction toolkit). To include successful and ongoing induction and CPD to new staff and those in the earlier stages of teaching. More experienced teachers support less experienced. (Finance and Personnel Committee) Further develop Science Subject Leadership in order to establish a bespoke curriculum in Science, appropriate to our particular setting, with sequential development of knowledge and skills, building on and making links to previous learning (see Quality of Learning section) (Curriculum & Standards Committee)	Improve the ways in which leaders hold each other to account for their areas of responsibility. Reduced pressure because tasks have been delegated appropriately and in a timely manner and all is better resourced. SLT training about challenging conversations and holding others to account (Finance and Personnel Committee) Further develop History Subject Leadership in order to establish a bespoke curriculum in History, appropriate to our particular setting, with sequential development of knowledge and skills, building on and making links to previous learning (see Quality of Learning section) (Curriculum & Standards Committee)	Senior Leaders work with their teams to ensure further focused and effective professional development for all, leading to improvements in the teaching of the curriculum. (Finance and Personnel Committee) Review school mission statement, vision, ethos and ethics ready for the year ahead. Does this reflect our practice? (Pupils, Parents and Carers Committee) Further develop Geography Subject Leadership in order to establish a bespoke curriculum in Geography, appropriate to our particular setting, with sequential development of knowledge and skills, building on and making links to previous learning (see Quality of Learning section) (Curriculum & Standards Committee)
Quality of Early Years Education in schools	Writing as per whole school target above (Increase number of children on track for GLD).	Reading as per whole school target above (Increase number of children on track for GLD). Review of Early Years curriculum and assessment tools to ensure it is ambitious and designed to give all children the knowledge, self-belief and cultural capacity they need to succeed. (Curriculum & Standards Committee)	There is a sharp focus on acquisition of a wide vocabulary and effective communication, giving foundation for future learning. (Curriculum & Standards Committee) Increased opportunities for children to develop skills such as sharing, cooperation, self-control, respect for others, persistence and resilience. (Pupils, Parents and Carers Committee)