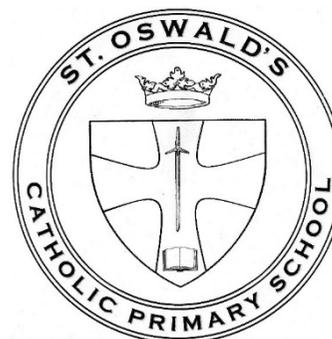


St Oswald's Catholic Primary School

Development Plan priorities

2022-2023



The plan for improvement is based on aspects of either, teaching & Learning, curriculum or leadership that have been identified in our evaluation. We have tried to simplify the document, improve the focus by working on 'why', 'what' and 'how'

Priorities

	A RE focus	B EYFS Understanding the world	C EYFS Elklan	D Whole school approach to wellbeing & achieving the Liverpool health and wellbeing award
Rationale/Why	To ensure staff are confident of delivering high quality teaching of RE in line with the new National framework Inspectorate and to continue to develop the Catholic life of the school.	With the implementation of the new EYFS framework last year the emphasis was on catching up on ensuring the prime areas of communication, speech, motor skills etc were firmly embedded. Emphasis on RWinc groups and maths also meant not as much time spent on UTW last year.	Speech, language and communication is below expectation for children joining school in Nursery. The Elklan project will identify children for priority intervention, enabling practitioners to be more effective in their support of children with speech, language and communication needs.	Post pandemic, mental health and wellbeing have never been as important in schools. We have seen a rise in anxiety related issues with children, families and staff. Learning early identification strategies to support this would ensure everyone in the community is able to support.

	E Opening Worlds curriculum development (year2)	F To continue the attendance strategies aimed at improving attendance issues for specific groups	G To develop the next part of RWinc, with the roll out of the spelling strategy across school	H To continue to raise standards in maths through continuation of the mastery approach.
Rationale/Why	After the successful roll, out of OW for history/geography in Y3 we have extended this project into Y4.	Evaluation of school data shows that specific groups of children are skewing the school overall data. Our PP children and SEND have higher PA attendance than other groups	Spelling has always been an issue for school so a through consistent approach linked to reading should have maximum impact. Implement the RWI spelling programme for years 2-6 with all staff trained and confident to deliver the new teaching materials.	To continue to raise standards in maths by addressing gaps identified in maths NFER & SATs analysis. Specifically, children will have an increased depth of understanding of subtraction strategies in KS1, resulting in improved attainment in answering subtraction questions by the end of KS1 & increased fluency and proficiency in fractions for KS2
	I Science pilot project	J SEND	K Curriculum development	
Rationale/Why	To initiate a science project trialled by Liverpool LA, in Y3/4 following the pedagogy of OW. Scope, rigour, sequencing and coherence are the four key principles which underpin the Science curriculum. After the success of OW school feels this will have positive outcomes.	Ensure appropriate provision is in place for children with SEND needs by promoting and embedding an inclusive classroom ensuring that the needs of our lower attaining children are met. E.g. ASD and Dyslexia friendly classrooms, Mastery Approach to teaching, flexible intervention, keep up, not catch up.	School will make adaptations of the curriculum in KS1 to focus on basic skills, to enable the children to become secure in the basics of reading, writing and maths so they can fully access a wider curriculum in later year groups. This was after analysis of KS1 data.	

