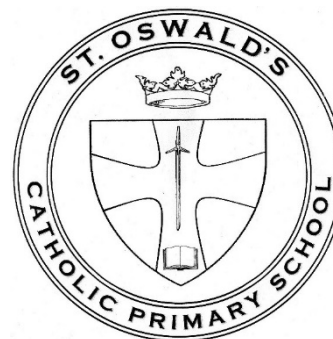


St Oswald's Catholic Primary School

Development Plan Priorities

2023-2024



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:

First Year	A Catholic Life - LiveSimply Award	B Reading	C SEND - Inclusion Quality Mark
Rationale/Why	<p>The LiveSimply award is an opportunity for Catholic communities – parishes, schools, religious orders and chaplaincies – to answer the call for us to care for our common home and stand in solidarity with our sisters and brothers around the world. Inspired by Pope Francis's message, it is an opportunity to put our faith into action.</p> <p>The bishops of England and Wales have encouraged all parishes and schools to work towards the award as a way of "protecting this world which God has entrusted to us" and Liverpool Archdiocese is striving to be the first Archdiocese nationally where all schools have achieved this award.</p> <p>The LiveSimply award is a scheme for communities and schools to show how they have been living simply, sustainably with creation and in solidarity with people living in poverty.</p>	<p>For the first time since amalgamating in 2016, reading attainment at KS2 is below national at the expected and greater depth level and we have a negative progress score.</p> <p>Although we believe that this was partly due to the complexities of the cohort, the quality of teaching and learning including overall provision and resources around reading will be reviewed robustly and a plan of action formulated.</p> <p>Reading intervention will be prioritised via NTP funding and via the West Derby Network, we will access Literacy Counts – Literacy Counts' consultants work nationally to improve outcomes for children in the teaching and leadership of English.</p>	<p>The picture for SEND is challenging, not only at St Oswald's, but locally and nationally.</p> <p>Just a few years ago, due to the low percentage compared to national, children with EHCP's (or statements) in Liverpool were provided specialist provision in specialist schools; this is no longer the case. With a huge increase in complex SEND pupils locally, Liverpool does not have the provision to provide specialist provision for all of these pupils and schools have not had enough time to adapt to this significant change. As part of EIP3, schools are being encouraged as a city to share good practice and identify local priorities.</p> <p>Through the West Derby Network, we have accessed funding to work collaboratively to improve provision for our pupils and support our teaching staff on this journey by working towards the IQM.</p>

Second Year	D EYFS – Communication and Language	E Writing - GPS	F Science – HEP
Rationale/Why	<p>Communication and Language is below expectation for children joining St Oswald's in Nursery and Reception.</p> <p>Although school has consistently achieved inline or above national for GLD, communication and language continues to be the weakest of our prime areas.</p> <p>In Reception, we will further embed NELI by training more staff and starting intervention earlier to hopefully reach more pupils.</p> <p>In Nursery, we will introduce WellComm which is the preferred tool locally to use in Nursery settings; it screens children for speech and language ability, often identifying problems before they become more serious, and provides activities to address them including evidence for a speedy referral to SALT.</p> <p>We will use Early Talk Boost and Talk Boost to provide intervention for pupils who have not met the ELGs for speaking, and listening and understanding.</p>	<p>At KS2, the gap between school and national has increased significantly to 18%. SAT analysis shows that the majority of children who did not achieve the expected level scored low on the spelling section.</p> <p>Although, spelling has always been an issue for school, last year, we introduced RWI spelling.</p> <p>A fully embedded consistent approach following on from RWI Phonics with clear active ingredients and a strong pedagogy should have maximum impact. This is the plan for this academic year; implement the RWI spelling programme for years 2-6 with all staff trained and confident to deliver the new teaching materials.</p> <p>CPD for spelling will be prioritised.</p> <p>As well as a clear strategic focus upon spelling, the quality of teaching and learning including overall provision and resources around writing will be reviewed robustly and a plan of action formulated and we will access Literacy counts via the WDN to support this.</p>	<p>After a successful implementation in Y3/4 last year, this academic year we will rollout HEP science to Y5. HEP follows the pedagogy of OW. Scope, rigour, sequencing and coherence are the four key principles which underpin the Science curriculum.</p> <p>The HEP approaches to working scientifically, knowledge (disciplinary and substantive) and cross curricular links will be rolled out across other year groups.</p>
Third Year	G Phonics – RWI	H Maths - Mastery Approach	I Wider Curriculum - Opening Worlds
Rationale/Why	<p>RWI phonics has had a significant impact on attainment and progress since it was first introduced in March 2022. Although research suggests that the programme will take at least 2 years to be fully embedded, pupils are now once again exceeding nationally in the Y1 PSC and Y2 PSC recheck.</p> <p>The priority this year is to ensure that children who will be taking the recheck in Y2 are targeted earlier and that the majority of pupils are off the programme in Y2 by the end of Spring Term. Those who are not, will have a robust programme of intervention for phonics and reading fluency that follows them from Y2 through to KS2 (FastTrack, virtual, small group).</p>	<p>Following on from adaptations made to the KS1 curriculum to focus upon basic skills, and the successful implementation of maths mastery across school, this year we will be undertaking the Mastering Number Programme in REC and KS1 which will focus upon daily number skills in addition to their daily maths lesson.</p> <p>These pedagogical approaches will be adapted to support MTC preparation and secure pupils rapid recall of times tables.</p> <p>There will be a clear focus upon further embedding our 'Keep Up, not Catch Up' approach to maths intervention and refining out adaptive teaching strategies to ensure challenge for all pupils.</p>	<p>After the successful roll out of OW for history/geography in Y3 and Y4, we have extended this project into Y5 this year and into Y2 in the summer term.</p> <p>The OW approaches to assessment (multiple choice quizzes and synoptic tasks), knowledge (disciplinary and substantive) and cross curricular links will be rolled out across other year groups.</p> <p>There will be a clear focus upon enhancing the humanities curriculum with trips and visits to further improve our cultural capital offer and developing our use of resources particularly timelines and maps.</p>