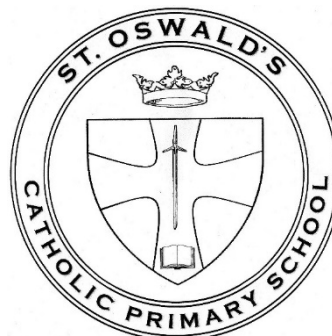


St Oswald's Catholic Primary School

Development Plan Priorities

2024-2025



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 Religious Education – to begin the introduction of the new Religious Education Directory (RED)	B Attendance	C Assessment
Rationale/Why	<p>The Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges is designed to provide guidance for the RE classroom curriculum in Catholic schools.</p> <p>To Know You More Clearly is the new Religious Education Directory, which was to be used from 2025. The directory sets out the purpose of RE from Early Years Foundation Stage to Year 9 and features a programme of study with a model curriculum, corresponding to the six half-terms of the school year. Based on the constitutions of the Second Vatican Council and rooted in the Catechism of the Catholic Church, the objective of the curriculum is religiously literate and engaged young people, with the knowledge, understanding and skills to reflect spiritually, think ethically and theologically, and recognise the demands of religious commitment in everyday life.</p> <p>Alongside the introduction of the new RED, we will, <i>Provide more creative approaches to the teaching of religious education so that pupils can demonstrate their deeper thinking and individuality (CSI).</i></p>	<p>Although school has worked extremely hard to tackle pupil and staff absence, there is still undoubtedly room for improvement.</p> <p>As well as this being a next step from OFSTED in terms of pupils (<i>Some pupils do not attend school as often as they should. These pupils miss out on important learning and some develop gaps in their knowledge as a result. The school should ensure that these pupils and their families are supported to understand the impact of being absent from school and to improve their rates of attendance</i>), on the 19th August, the DfE published statutory guidance regarding school attendance setting clear expectations and practices around this area of school life.</p> <p>In terms of staff absence, this had a significant impact on the quality of provision for some pupils and on the supply element of the school budget which is not sustainable any longer.</p>	<p>Last academic year, school had both CSI (Mar 24) and OFSTED (Jun24). Both inspections had a next step linked to assessment:</p> <p>OFSTED - <i>Some staff do not check that pupils' knowledge is secure before introducing new learning. This hinders a few pupils, including some with SEND, from building a rich body of subject knowledge across the curriculum. The school should ensure that staff are suitably equipped to identify and remedy pupils' misconceptions before introducing new concepts and ideas.</i></p> <p>CSI - <i>Give pupils specific feedback in religious education to ensure their clear understanding of how well they are doing and what they need to do to make progress.</i></p> <p>SLT have updated both our assessment and feedback policies and shared these with staff during INSET; this year we will be working diligently to embed these policies and the practices associated with them.</p>

Second Year	D Catholic Life - LiveSimply Award	E Reading	F SEND - Inclusion Quality Mark and Adaptive Teaching
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>Last year, for the first time since amalgamating in 2016, reading attainment at KS2 was below national at the expected and greater depth level and we had 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 was reviewed robustly and a plan of action formulated.</p> <p>Although 2024 data is much improved – we exceeded national at both expected and greater depth level. We will continue to embed and refine procedures to ensure that standards continue to be high and that reading is prioritised as an essential life skill for all.</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> <p>2024 data shows that our SEND pupils attain very well and outperform SEND pupils nationally (except in maths at KS2), but following on from OFSTED there is further work to be done on adaptive teaching to ensure that work is planned and delivered with the correct support and adaptations to ensure that all pupils achieve their potential.</p>
Third Year	G EYFS – Communication and Language	H Writing - GPS	I Science – HEP
Rationale/Why	<p>Communication and Language is significantly below expectation for children joining St Oswald's in Nursery and Reception.</p> <p>Although school has previously achieved inline or above national for GLD, in 2024 we were 65% - 3% behind national (68%). Communication and language continues to be the weakest of our prime areas and</p>	<p>Last year at KS2, the gap between school and national increased significantly to 18%. This year, we are now above national at the expected level and the gap between school and national at the GD level has reduced from 9% to 4%.</p> <p>As well as continuing a clear strategic focus upon RWI spelling and spelling linked to cross-curricular vocabulary, we will also be embedding Ready Steady</p>	<p>After a successful implementation in Y5 last year, this academic year we will rollout HEP science to Y1 and Y6. 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</p>

	<p>again is behind local and national (school 65%, local 76%, national 79%).</p> <p>In Nursery, we will further embed WellComm this year 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>In Reception, we will continue to further embed NELI by training more staff and starting intervention earlier to hopefully reach more pupils.</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>Write (RSW) as a progressive scheme for writing in KS2 with built in progress and plenty of opportunities to review and consolidate grammar and punctuation.</p>	<p>curricular links will continue to be rolled out across Y2.</p>
Fourth Year	J Phonics – RWI	K Maths - Mastery Approach	L 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 consistently exceeding nationally in the Y1 PSC.</p> <p>The priority again 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 the successful implementation of the Mastering Number Programme in REC and KS1 which focused upon daily number skills in addition to their daily maths lesson, we will be introducing Mastering Number in KS2 this year (Y4 and Y5). There will be a clear focus upon further embedding our ‘Keep Up, not Catch Up’ approach to maths intervention and refining our adaptive teaching strategies to ensure challenge for all pupils.</p> <p>To further address the data dip in 2024 (MTC and KS2 SAT), maths will be a whole school target for PM this year.</p>	<p>After the successful roll out of OW for history/geography in Y5 and Y2 for transition, we have extended this project into Y6 this year. The OW approaches to assessment (multiple choice quizzes and synoptic tasks), knowledge (disciplinary and substantive) and cross curricular links will continue to be rolled out across Y1/2. There will be a clear focus upon continuing to enhance 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>