Summary of SDP Priorities 2022-23

INSPECTION AREA	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Priority			**Success Criteria / Key Questions**		
IA1 **STANDARDS / LEARNING**	**To improve standards in English and Maths Particular focus will be on:** Improving the speed in which Reception pupils are taught / introduced to the first 44 sounds; Improving provision for word blending across Progression Step 1 and 2; particularly with lower achievers; Ensuring high quality provision is in place for identified pupils in Years 2 and 3 who need additional support in reading; Review the teaching of grammar, punctuation, sentence structure and text organisation across the 6 non-fiction text types Improve standards in RE across the school. Improving pupils' mathematical reasoning skills through provision of rich opportunities to apply their maths skills in real life contexts UNCRC Article 28 – The right to an education			Are all pupils learning their sounds at an appropriate pace? Are lower achievers identified and do they receive appropriate support to meet their targets? Are assessment procedures rigorous enough to ensure progress is monitored effectively? Is the correct support in place for underachieving pupils? Are pupils being given access to the right level of reading books for their ability? Are HA pupils being given the appropriate level of challenge in maths and reading, particularly in KS2.		
IA2 **WELLBEING AND ATTITUDES TO LEARNING**	**To improve pupils' wellbeing and attitudes to learning** by: Promoting positive mental health and emotional wellbeing projects (Arts, Physical Activity and enhanced use of the outdoors); Ensuring there is a universal approach to Wellbeing across the school, with resources readily available for children to access within their classroom; Providing opportunities for children to express their wellbeing e.g. Emotion check in charts and daily check ins for identified children; Using a mapping tool to map Wellbeing across all Progression Steps; Working with the cluster to share good practice on supporting and strengthening learners' wellbeing; Providing opportunities for pupils to become more self-aware e.g. children to share their recognised achievements and what they are interested in. UNCRC Article 19 – The right not to be harmed and kept safe UNCRC Article 29 – The right to an education that tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment. UNCRC Article 31 – The right to play and relax by doing things like sports, music and drama			Does the curriculum provide a wide range of experiences to engage the needs and interests of all learners? Is there a consistent approach to supporting wellbeing across the school. Eg. Are classrooms autistism friendly? / Do we provide trauma sensitive classrooms? Are vulnerable pupils eg those exposed to ACEs identified, supported and monitored? How well is wellbeing mapped across the curriculum? How effective is the cluster partnership in supporting wellbeing?		

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IA3 **TEACHING AND LEARNING EXPERIENCES**	**To improve teaching and learning experiences for all pupils by successfully implementing CfW. The focus will be on:** Ensuring all staff understand the purposes of assessment within CfW and the mandatory principles of progression (Progression Code) Reviewing the school's Marking and Feedback Policy to try to develop a strong culture of self and peer assessment, appropriate to age, across the school. Further developing all staff understanding of each AoLE (in particular how each AoLE supports the 4 purposes and the principles of progression in relation to each AoLE) Further developing staff knowledge and understanding of planning for progression and assessment within and across AoLEs Continuing to enhance learning experiences by utilising the outdoors more effectively for all learners UNCRC Article 3: Everyone who works with children always does what is best for each child. UNCRC Article 12: You have a right to an opinion and for it to be listened to and taken seriously UNCRC Article 29: See above	Is our vision for our curriculum evident in what is going on in each class every day? Does our curriculum design meet the requirements for CfW? Is there good coverage of all the AoLEs across the curriculum? How do we know? Is there clear progression across the school and clear opportunities for assessment of learning? Is marking and feedback manageable for staff and having a positive impact on pupils' progress? Are there effective systems in place for pupils to develop their self and peers assessment skills? Are these consistent across the cluster?
IA4 **CARE SUPPORT AND GUIDANCE**	**To support pupils' spiritual, moral and social development by:** Continuing to highlight the principles of the UNCRC throughout our curriculum, policies and practices; Continuing to implement RSE programme across the school in line with Archdiocesan guidelines Continuing to implement the Jesuit Pupil Profile across the school ALN Transformation – Continue to review school practice and procedures to ensure the school complies with legislation and strengthens provision and support for all learners UNCRC Article 3: Everyone who works with children always does what is best for each child. UNCRC Article 12: You have a right to an opinion and for it to be listened to and taken seriously UNCRC Article 29: See above	Are the principles of the UNCRC explicit in school polices and practice? Is the school successful in achieving the Bronze Award? Is the RSE programme (Life to the Full / Fertile Heart) implemented successfully? Are all parents/carers given the opportunity to express any concerns or views on the curriculum? Do staff know, understand and use the new graduated response format to identify and support pupils with ALN in line with the new Code for ALN? Is the school inline with the timeline for ALN transformation? Are parents aware and involved in the new ALN processes?
IA5 **LEADERSHIP AND MANAGEMENT**	**Empowering leaders at all levels to become more effective in improving the quality of education** **The focus will be on:** Further strengthen leadership at all levels in order to secure and sustain a self-improving school system that is ready for the new curriculum. Improve professional practices and behaviours of all staff to meet the national priorities through the new professional standards. UNCRC Article 28: The right to an education UNCRC Article 3: Everyone who works with children always does what is best for each child.	Are AoLE leads supported to fulfil their role? How well do AoLE leads monitor provision across the school? How well do AoLE leads monitor standards achieved by pupils in their area of responsibility? Is coaching and CPD effective in supporting staff to reflect and improve their practice? How effective is Performance Management process in supporting staff and improving outcomes for pupils? How effective are the school's self-evaluation processes on identifying strengths and areas for development?