



Preamble: These objectives form a three year plan for Our Lady of Lourdes from September 2021 to July 2024. Through these objectives, devised by children, staff and governors, we strive not only to make our school the best it can be for all of us; but also to ensure the continued mental and physical wellbeing of everyone. We all have a role to play within this. In agreeing these objectives, we are also committing to undertaking these projects in a manner wholly conducive to the happiness and wellbeing of all of our community.

Catholic Life <i>n.b. Post Lockdown; we've prioritised the findings of the CSI SEF here, further details are available on the RE Action Plan.</i>	Leadership and Management	Quality of Education	Early Years	SEND and Inclusion	Behaviour and Attitudes	Personal Development
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<p>CL1 (RE2 on RE Plan) To support the highly effective teaching of RE through the CPD of all teaching staff.</p> <p>CL2 (CW3 on RE Plan) To ensure staff have the skills to support the children in leading their own liturgies and collective worship</p> <p>CL3 (CL1 on RE Plan) To improve student involvement in the life of the parish and their understanding of Mass so that they can take part in a confident manner.</p>	<p>LM1 To develop and strengthen highly effective subject leaders who 'own' their leadership behaviours and become the authority on their area within the school, leading with the example of Christ.</p> <p>LM2 To continue to develop leadership styles at all levels with high emotional intelligence and integrity, seeking to constantly improve mental and physical wellbeing.</p>	<p>QE1 To ensure <u>ALL</u> teaching, both in school and remotely clearly transforms the life chances of <u>all</u> children through the use of research based practice (The Lourdes' Super 6).</p> <p>QE2 To ensure a broad, balanced, knowledge rich coherent curriculum built on clear intent for each subject with the transparent mapping of skills from R – 6 that is regularly monitored and appraised for effectiveness. The curriculum will be formed around a spine of reading suitable for each class, leading to children who are ready for the challenges of secondary school and are highly literate, confident and discerning readers.</p> <p>QE3 Educational targets are used to track students</p>	<p>EY1 To embed the new EYFS curriculum so that all children outperform national expectations.</p> <p>EY2 To ensure the resources and training are in place to provide an experience for the children that is fully inclusive of need both in terms of SEND and diversity of backgrounds.</p>	<p>SI 1 Having undertaken benchmarking activities in the Spring and Summer; to ensure children continue to narrow gaps across the key skills in Reading, Writing and Maths.</p> <p>SI 2 To provide CPD opportunities for teachers so that everyone has a 'toolbox' of skills useful in supporting children with SEND leading to a truly inclusive environment.</p>	<p>BA1 To continue to develop staff awareness of the behaviours conducive to positive work atmospheres and ensure attitudes at work are inclusive, kind and professional.</p> <p>BA 2 Unconscious Bias Training to be undertaken to ensure children with diverse backgrounds and heritage feel included.</p>	<p>PD1 To work with external agencies to provide wellbeing, mental health and counselling support to children, staff and parents.</p> <p>PD2 To ensure the school's RSHE Curriculum and the processes required to implement this are followed and then reviewed and appraised.</p> <p>PD3 To ensure student leadership opportunities are embedded across the school, giving children the opportunity to lead at an age appropriate level.</p> <p>PD4 To rebuild an extra-curricular offer that augments the taught curriculum and allows children the chance to develop wider skills.</p>
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Why is this a focus for Our Lady of Lourdes?

<p>Lesson sampling and teacher voice indicates we need to strengthen the support for new colleagues in leading RE sessions and worship. Covid has also led to many children needing to be reminded about the place of Mass in our faith and how they can be an integral part of leading that within school and our wider communities.</p>	<p>New Ofsted framework places curriculum front and centre, our leaders require the support to help 'lead' their dept areas.</p> <p>A culture of wellbeing and high expectations needs to be 'taught' through examples on a continual basis.</p>	<p>Teaching overall is good and effective, but more could be done to challenge the most able, through metacognitive processes and effective feedback.</p> <p>The curriculum is wide and broad with progression of skills being planned, however, we need to consider how this is monitored and appraised by subject leaders.</p>	<p>New Curriculum and assessment in EYFS nationally.</p> <p>EYFS are welcoming more and more children with complex needs and the pressure here is considerable.</p>	<p>Our provision for SEND is an area of strength, however, we need to consider the gaps created through lockdown and how we support our lost vulnerable children in catching up. This is best done by classroom teachers through their planning.</p>	<p>Creating a culture of high expectations and low stress is a project undertaken by everyone, not just SLT, each of our behaviours builds the ethos, this can take practice.</p> <p>We also need to consider the support for children self-isolating for lengthy periods and how we supply work.</p> <p>We've had instances of unconscious bias in the Summer of 2021</p>	<p>We are dealing with a lengthy pandemic which is having an impact on the mental health of everyone.</p> <p>RSHE is a core requirement from Summer 2020</p> <p>Students need to develop leadership skills prior to secondary school</p> <p>Extra curricular deepens and widens skills in students</p>
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What would success look like? What are our Key Performance Indicators?

<p>All staff and children are comfortable leading worship and attending Mass. In RE lessons, all staff are highly effective in</p>	<p>All leaders can demonstrate effective leadership behaviours (SSAT) and how these are supported through peer reviews.</p>	<p>All lessons successfully embed the Lourdes Super 6 strategies, including opportunities for metacognition.</p>	<p>New curriculum is embedded and new assessment benchmarking undertaken and used to track achievement of all children.</p>	<p>The gaps in learning are closed through the effective planning and assessment of staff.</p>	<p>All staff display behaviours conducive to high expectations and low stress.</p>	<p>A suite of provision is available to all staff.</p>
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<p>planning and teaching the curriculum.</p> <p>Children are comfortable and confident at Mass – charity work is in evidence</p>		<p>The curriculum is effectively monitored by teachers and SLT</p> <p>Tracking allows the progress of all children to be monitored and evaluated.</p>			<p>Unconscious Bias is not a feature of our practice.</p>	<p>RSHE is taught and reviewed in a highly effective way from Summer 2021</p>
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