

**SCHOOL DEVELOPMENT PLAN (2023-2024) to maintain our strengths and achieve our improvement priorities.**

Quality of Education	Behaviour & Attitudes	Personal Development	Leadership and Management	6 <sup>th</sup> Form provision	Catholic Life of the School
<p>1.1 Each Dept has a curriculum plan that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</p> <p>1.2 Staff regularly review the impact of their curriculum plans using assessment data paying particular attention to the progress being made by vulnerable groups of students (e.g. Most Able, PPG, SEND).</p> <p>1.3 Improve independent learning and parental engagement.</p> <p>1.4 Continue to develop the quality of consistent T&amp;L across the school using "Departmental Focus".</p> <p>1.5 Phase 1 of Literacy Strategy – Maintained to ensure a consistent, rigorous, and sequential approach to the reading curriculum that develops pupils’ fluency, confidence, and enjoyment in reading.</p> <p>1.6 Embed Guided reading and targeted literacy intervention, Buddy Reading and DEAR time to foster a love of reading.</p> <p>1.7 Phase 2 of Literacy Strategy – Staff begin to develop confidence in supporting students in the development of writing skills as their reading fluency improves.</p> <p>1.8 Develop the annual CPFD menu across the school and in departments.</p> <p>1.9 Develop pedagogy and curriculum for More Able, PPG and SEND students.</p>	<p>2.1 Maintain the school’s high expectations for pupils’ behaviour and conduct.</p> <p>2.2 Maintain the positive attitude for learning (A4L) in all classes allowing exceptional progress to be made, ensuring the consistent use of policies and procedures outlined in the student planner.</p> <p>2.3 Ensure the continued appropriate use of suspensions.</p> <p>2.4 Maintain high rates of attendance across the school for all year groups and all key pastoral groups.</p> <p>2.5 Promote the innate dignity of the human person, equality and diversity to ensure all members of STM community are valued and feel safe by achieving the <a href="#">Equalities Award</a></p> <p>2.6 Maintain a positive school environment with low rates of discriminatory bullying, abuse, harassment, and violence. If bullying, aggression, discrimination, and derogatory language occurs, these incidents are dealt with quickly and effectively and are not allowed to spread.</p> <p>2.7 Equip all staff with the knowledge and skills to support and improve outcomes for pupils who have experienced Adverse Childhood Experiences.</p> <p>2.8 To improve the educational outcomes for all care experience children.</p>	<p>3.1 Improve students’ strength of character through STM Personal Development Programme</p> <p>3.2 Introduce STM Citizen programme enabling students to identify character traits they’ve developed over the year.</p> <p>3.3 Improve the provision for R(S)HE ensuring it is carefully planned, meets all statutory and diocesan requirements, and celebrates a holistic vision of the human person.</p> <p>3.4 Maintain the extra-curricular offer at STM to enable more culturally enriching ‘moments’, especially for our most ‘valuable’ students.</p> <p>3.5 Improve the health and wellbeing of pupils.</p> <p>3.6 Maintain and monitor the promotion of British values within the curriculum and throughout the life of the school (including values of democracy, rule of law, individual liberty, tolerance, and respect)</p> <p>3.7 Meet all Gatsby Benchmarks ensuring all pupils encounter good quality, meaningful opportunities of work.</p>	<p>4.1 Embed the system for ensuring high quality T&amp;L across the school – “Departmental Focus”.</p> <p>4.2 To share skills and expertise as part of the CPFD Programme to improve teachers’ subject and pedagogical knowledge and increase the progress rates of all pupils but most especially SEND pupils, Most able pupils &amp; Disadvantaged pupils.</p> <p>4.3 Embed a consistent Behaviour Curriculum which centres around the teaching of routines and habits, used to reinforce the behaviours expected of all pupils. <b>(taking into account 2.7)</b></p> <p>4.4 Continue to monitor, improve and support staff positive well-being.</p> <p>4.5 Continue to develop Governor’s role in school.</p> <p>4.6 Maintain the effective recruitment strategy to attract, recruit, retain and develop high quality teaching and support staff from the alumni and wider networks.</p>	<p>5.1 Review and develop the Enrichment and Core RE study programmes to give skills needed to succeed in life.</p> <p>5.2 Work that is given to sixth-form students is demanding and ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.</p> <p>5.3 Teachers use activities to help students to remember long term the content and to apply skills fluently and independently.</p> <p>5.4 Students become independent learners who are resilient and equipped to succeed in HE.</p>	<p>6.1 Develop pupil’s role in taking the lead in planning acts of worship which engage all pupils’ interest and inspire in them deep thought and heartfelt response.</p> <p>6.2 Provide opportunities for pupil’s to take a leading role in responding to the demands of Catholic Social Teaching, responding locally, nationally and globally.</p> <p>6.3 Encourage staff to enthusiastically participate in and contribute to activities eg prayers, liturgies, retreats, charity fund-raising, faith in action / discipleship / service initiatives which reflect the life and mission of the school and the service it offers to the community.</p> <p>6.4 Support Leaders and Governors in their duty to monitor Catholic Life of the school significantly and actively.</p> <p>6.5 Embed the daily pattern of prayer, ensuring the offer is a wide range of engaging and creative experiences nurturing the gifts of students and staff to enhance prayer and liturgy.</p> <p>6.6 Continue to ensure partnerships with the local parish, MAT and Diocese are secure and flourishing helping students to participate more fully in the liturgical and wider Catholic life of the school and its mission.</p>