

A Four Year Plan of School Development: 'ST. BEDE'S 2026' Year 1 22/23

Aims	Steps	Time Frame	Success Criteria
<p>1. To ensure no child in our school is disadvantaged, either as a result of their background or something that contributes to them being the person whom God has formed.</p>	<p>When a child's progress disappoints, we will routinely challenge ourselves to identify and then offset any disadvantage they may face. Some of our children are at a disadvantage. The headteacher and deputy headteacher will talk half-termly with these children in order to ensure they are being supported to the best of our ability.</p> <p>Ensure that equality of opportunity is considered when planning our curriculum.</p> <p>Train staff in identifying better the nature of disadvantage in modern day Britain and how best to combat it. We will identify which of our children are at a disadvantage because of a disability or health condition; a special educational or mental need; status as a young carer; parents' choices eg drug or alcohol misuse; domestic abuse etc; or persistent absence. Notwithstanding such disadvantage, we recognise too that some children are potentially at a disadvantage because of their colour or their parents' current social-economic background.</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>The percentage of children meeting and exceeding both rise.</p> <p>Curriculum offered reflects better the diversity within our community: disability, colour, culture and gender.</p> <p>Staff can talk more confidently about the nature of disadvantage, how it impacts on pupils in their class and how they intend to offset it.</p>

<p>2. To enable children to learn and remember more in every subject.</p>	<p>Adapt our teaching rather than differentiate, by planning for the top and scaffolding down and help children remember better by presenting knowledge through combining words and visuals - such as pictures, diagrams and graphic organizers – routinely</p> <p>Children to have key facts distilled for them at the start of each half-termly topic through publishing Fact Files and a quiz in a subject area each week.</p> <p>Workshops for parents so they can support their children at home better.</p> <p>.</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Less able children make better progress and the percentage of outstanding lessons increases.</p> <p>Children to know their personal best (PB) in known facts, arithmetic tests and spellings.</p> <p>Learning in class better supported by what takes place at home.</p>
<p>3. To make our teaching of reading even better</p>	<p>Share with children a range of great titles from different authors. Make children aware of how different authors have gone about their craft.</p> <p>Expand the selection of titles that feature black protagonists.</p> <p>Helping better those children who need more than a knowledge of letter sounds in order to read the words on a page.</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Children read at home more regularly and widely. They are excited to name their favourite author.</p> <p>Black children in school say our bookshelves positively represent their cultures and heritage.</p> <p>Standards rise</p>

<p>4. To improve further our history and geography lessons</p>	<p>Expand the variety of evidence from the past that the children encounter: artefacts; paintings, drawing and photographs; first and second-hand accounts; maps; and buildings.</p> <p>Give the children a particularly strong grasp of their local history, contextualising national events through the local context wherever possible.</p> <p>Identify the diversity that we have in school by celebrating the different cultures represented and identifying those countries across the globe with which families have a connection.</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Children say they enjoy their lessons all the more, which is accompanied by a better understanding of ‘change’.</p> <p>Children are able to converse about their locality with interest.</p> <p>Children show a greater understanding of others connections to particular places.</p>
<p>5. To convert to academy status and join the Good Shepherd Catholic Trust.</p>	<p>Establish whether joining said trust can be delivered in a cost neutral manner for our school. If it can, governors to agree what they consider to be the anticipated gains and losses.</p>	<p>Spring</p>	<p>Governors go into the school year 2023/24 with an understanding of what conversion would mean for our school.</p>