

ST JULIE'S CATHOLIC HIGH SCHOOL

Strategic Plan 2023-24 final version 18-09-23



'Serve the good God well with much liberty of spirit'

Strategic aim: 1			Excellent outcomes fo	Timeframe:	Sept. 2023-2024		
		Notre Da	ame values – Faith, Joy, Love, Justice				
What do we want?		they shoul	lay 2023: Some pupils, particularly disadvanta ld. This has led to gaps in these pupils' knowled ent by the end of Year 11 is uneven. Leaders sh rning so that these pupils can build cumulative				
Objectives		Who: Specific success criteria: Timescales and Milestones:		Evidence of actions to date:			
A	Improve the attendance of disadvantaged students to school. Accurate and rigorous monitoring of and interventions to support attendance and punctuality of all pupils especially the most vulnerable.	LT/ALT CL/PLS Teachers SENDCO HOLS LSAS EWO PSWS	Students have access to a high-quality curriculum which leads to strong outcomes and excellent progression routes post-16 and post-18. Implementation of effective systems for contacting parents of absent pupils with a focus on encouraging a quicker return to school. Improved attendance and reduction in PA across all Key Stages and groups, including 'EverSoc', VPG and SEND/PP, AEP. Improved punctuality to school and to lessons Programme of quality assurance visits demonstrates evidence of high-quality provision for AEP pupils on reduced timetables and pupils not in education.	Progress leaders provide priority contact lists half-termly; distributed across Admin and Pastoral Teams and reviewed by HOS; QA of absence calls demonstrate correct application of procedures Weekly attendance monitoring and challenge by FTs, PLs and EWO; effective partnership working Clears systems devised and implemented for tackling lates to school and to lesson Monitoring through Gov Report and pastoral review, SG meetings and HOS/PL Kit	ekly	 New Pastoral Rev to track punctual punctuality to sch an area of focus. Successful attendagreed. 	attendance in comparison with of DIS remains an area of focus, view process implemented Nov '21 ity of all groups – improvement in nool, punctuality to lesson remains lance review – May 2023. Actions D inspection – May 2023
В	Consistent approaches to quality first teaching using the Considered Lesson Format and Consistent Behaviour Format	LT/ALT CL/PLS Teachers SENDCO HOLS LSAS	 All teachers follow and apply the considered lesson format with a key focus on the progress of disadvantaged students. All teachers follow and apply the common behaviour format which supports engaging lessons. Robust tracking systems ensure that early intervention enables disadvantaged students to progress through the curriculum. Students can access high-quality bespoke intervention programmes. 	Collaborative planning and departmental time is used effectively to track, review and action any disadvantaged students not on track. Clear tracking systems are in place at class level to wholeschool level. Effective use and redeployment of staff to provide targeted intervention	ober 2023		D inspection – May 2023 stent approaches and curriculum e books
С	Provision of a distinctively Catholic education	HT/LT CL for RE Lay Chaplain	all pupils understand the faith that gives the school its identity as a Catholic school	Religious Education Ongo Curriculum and time allocation compliant with	going	RE Outcomes at 6Sacred time and 6	red 10% curriculum time end of KS4 and 5 remain strong assembly embedded i practice with and support from Lay Chaplain

		PLS FTS	all are invited to learn how to worship God in spirit and truth through the prayer and liturgy of the Church the formation of all to live in conformity with the pattern of human goodness, truth and justice that we find in Jesus Christ	requirements of Bishops' conference Strong outcomes at the end of Key Stages and across assessment points Weekly assembly and daily sacred time embedded practice in all Year and Form groups CSI self-evaluation document evidences centrality of Catholic life and Mission of the school	Termly Ongoing Ongoing	Overview of CSI Inspection process to be shared with all staff INSET Sept 2023, with invitation to join working party to contribute to self-evaluation
D	Reading development	LT/ALT CL/PLS Teacher LSAS Support staff	The whole-school reading strategy is embedded across the school to support progress across the curriculum and improved reading scores compared against chronological ages. Disciplinary literacy is prioritised with targeted vocabulary across the curriculum to enable students to access the curriculum. Development of Lexonic and phonics training in line with the Ambition for All strategic plan. Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	 Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate 	July 2023 July 2023 July 2023 Ongoing Nov 2023 Spring 2024	 Improved reading scores 2022-23 New staff training during CPL time – Autumn 22 Champion teacher trained – March 23 Visit from Voice 21 – Sept 23
Е	Vocabulary development	LT/ALT CL/PLs Teachers LSAs	Students know subject-specific language. Communication shows use of tier 2 and 3 vocabulary. QA shows students can extend their learning and apply it in subject specific ways. Students demonstrate excellent use of vocabulary through extended writing. Students demonstrate high-quality extended writing using a range of subject-specific vocabulary in their exercise books.	 Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate 	July 2023 July 2023 July 2023 Ongoing Spring 2024	Cristine Council training July 2021 QA December 21- Typicality Literacy Trust training February/March 2022 Curriculum progression sheet – QA and development in trios – June 22 Implementation of curriculum progression sheets contain disciplinary vocab (tier 3) – Sept 22 QA – pupil use of tier 3 vocab New staff training during CPL time – Autumn 22 LK – Tier 2 vocab focus in curriculum areas Reading in curriculum areas audit – May 23 (CLs to revisit in CPL time) Reading strategies and non-negotiables shared – May 23

Key Impacts: Due to the actions above the following have occurred:

Strategic aim: 2			culum plans are clear, concise and ensu leve excellent outcomes above national	Timeframe:	Sept. '23 – July '24		
		Notre D	ame values – Faith, Hope, Truth, Joy, Ju	stice and Love			
How will it be achieved?		enough the for teached should en	lay 2023: In some subjects, in key stages 3 and 4 are most important knowledge that pupils need to be in these subjects to help pupils to remember the sure that they are clear about what they want purachers check how well it has been learned.				
	Objectives	Who: Specific success criteria: Timescales and Milestones:		Evidence of actions to date:			
A	All curriculum areas are coherently planned and well-sequenced	LT/ALT CL/PLs Teachers	Recall and retrieval techniques are embedded within the long-term memory store. All students make good progress across the curriculum. All students, particularly disadvantaged students, achieve in line or above national benchmarks. High-quality curriculum progression sheets are embedded across all key stages and support gaps in knowledge if students have missed a lesson.	Find issues & solutions Devise strategies – Share the plan Staff training Monitor Quality assure and evaluate Review	July 2023 July 2023 July 2023 Ongoing Ongoing Half-termly Spring 2024	September 2023. • Positive student fe	s reviewed and in place for edback received regarding the riculum progression sheets – March
В	All curriculum areas address gaps in knowledge and support high-quality intervention	LT/ALT CL/PLs Teachers	Students can address misconceptions and gaps in knowledge through the use of high-quality curriculum progression sheets. Students access wider reading to develop and enhance their knowledge. Staff use high-quality homework linked directly to prior and future knowledge to enhance learning in the classroom. Students' books demonstrate good curriculum progression, are well presented and in line with the schools' learning and teaching policy.	Find issues & solutions Devise strategies – Share the plan Staff training Monitor Quality assure and evaluate Review	July 2023 July 2023 July 2023 Ongoing Ongoing Half-termly Spring 2024	– July 2023	gy plan is in place for each key stage use a range of apps to support gagement.
С	PSHE/RSE knowledge development	LT/ALT CL/PLs Teachers PSWs	Research driven training for staff delivered effectively – use of DfE approved materials and resources. Evidence of effective teacher pedagogy applied consistently. QA shows that students have the opportunity to develop their knowledge, values, skills, attitudes, values and beliefs.	Find issues & solutions Devise strategies – Share the plan Staff training Monitor Quality assure and evaluate Review	July 2023 July 2023 July 2023 Ongoing Ongoing Half-termly Spring 2024	year groups aligned key topics to be rev	surance outcomes – all FTs observed

D	PSHE/RSE curriculum progression	LT/ALT CL/PLs	Students can clearly articulate and demonstrate their understanding linked to the core themes. Teaching demonstrates knowledge development as a process (eg schema development, teachers	Find issues & solutions Devise strategies –	July 2023 July 2023	•	Enhanced use of DfE approved PSHE resources from the PSHE Association.
		Teachers PSWs	 demonstrate and pupils able to articulate links between prior knowledge and new knowledge) QA shows students demonstrate application of new knowledge into existing disciplinary knowledge with fluency – lessons connect with previous and future learning. The subject matter is relevant, age-appropriate and meaningful. The PSHE/RSE curriculum map effectively links in all aspects of PSHE/RSE and SMSC programmes across the school. 	Share the plan Staff training Monitor Quality assure and evaluate Review	July 2023 Ongoing Ongoing Half-termly Spring 2024		

Key Impacts: Due to the actions above the following have occurred:

Strategic aim: 3		Kno	owledge development ensures that excellent destinations post-1	Timeframe:	Sept. '23 – July '24		
Why	Why do we want this?		Dame values - Faith, Hope, Truth, Joy				
	Objectives		Specific success criteria:	Timescales and Milestones:		Evidence of actions to date:	
A	Pedagogical development	LT/ALT CL/PLs Teachers Head	 Research driven training for staff delivered effectively. Evidence of effective teacher pedagogy applied consistently. QA shows student understanding is clear in lessons. The use of subject-specific instructional coaching supports improved pedagogy and metacognition in the classroom. The considered lesson format is embedded in the sixth form. High-quality sixth form training and KS5 learning and teaching methods supports good progress in the classroom. High-quality collaborative planning supports teacher development and enhances learning in the classroom. 	Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate	July 2023 July 2023 July 2023 Ongoing Half-termly Spring 2024	assessment – June In response to SIP v development in CP Ofsted research rev priorities in each ar Best learning surve Curriculum Review	ongoing tumn 21 gogical techniques and formative 22 risit all CLs must include pedagogical L – June 22 riews to identify key teaching ea – May 22
В	Substantive and disciplinary knowledge development	LT/ALT CL/PLs Teachers	 Teaching demonstrates knowledge development as a process (eg schema development, teachers demonstrate and pupils able to articulate links between prior knowledge and new knowledge) QA shows students demonstrate application of new knowledge into existing disciplinary knowledge with fluency 	Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate	July 2023 July 2023 July 2023 Ongoing Half-termly Spring 2024	priorities in each ar Next steps: Curriculum progres knowledge – Sept 2 New staff training of All CL book scrutiny Nov 22 (feedback g QA of CPL sheets – Development of SC Review level of cha Curriculum reviews	ongoing tumn 21 views to identify key teaching ea – May 22 sion sheets contain disciplinary 2 luring CPL time – Autumn 22 v – "child across the curriculum" – iven to individual departments) Nov 22 W – English llenge CM History – Nov 22 – Hums, Eng, SOCIT
С	Assessment development	LT/ALT CL/PLS Teachers DHT KS3/4 HOLS HOMS	Staff can articulate effectively how the curriculum is the progression model Training on effective formative and summative assessment Evidence of consistent formats within departments	Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate	July 2023 July 2023 July 2023 Ongoing Half-termly Spring 2024	Assessment workinNew policy ratified	rdisation in departments

		HOUS	Departmental trackers developed further and used effectively to track progress and inform adaptations to teaching. QA shows effective use of assessment data to support pupil progress. All staff successfully complete Year 2 of the Embedding Formative Assessment programme. Coaching model including personal action plans and accountability.			Support CLs with new DP systems eg trackers, averages Sept 22
D	Cultural capital and CEIAG development	LT/ALT CL/PLs Teachers	Students are exposed to a range of cultural capital opportunities. An increased number of students, particularly disadvantaged, have greater access to extracurricular and supra-curricular activities. All students have access to high-quality CEAIG across all key stages.	Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate	July 2023 July 2023 July 2023 Ongoing Half-termly Spring 2024	 Improved attendance to extra-curricular and supra-curricular activities – 2022-23 Increased number of educational visits and residentials during 2022-23 Increased opportunities for students to visit museums, theatres and other cultural experiences – 2022-23
E	Leadership development	All staff	Students have access to a range of leadership programmes across school – internally and externally. Leadership programmes enhance students' oracy and debating skills. Leadership programmes increase opportunities for students' post-16 and post-18 via access to higher education and employment. Staff have access to NPQ programmes to support in-school projects and enhance leadership across the school. Increased collaboration with other schools.	Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate	July 2023 July 2023 July 2023 Ongoing Half-termly Spring 2024	16 staff currently involved in the NPQ programme 2022-23. Increased number of students involved in the 1804 Society and Prefect roles.

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