



## 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'*



		PLs FTs	<ul style="list-style-type: none"> <li>all are invited to learn how to worship God in spirit and truth through the prayer and liturgy of the Church</li> <li>the formation of all to live in conformity with the pattern of human goodness, truth and justice that we find in Jesus Christ</li> </ul>	requirements of Bishops' conference <ul style="list-style-type: none"> <li>Strong outcomes at the end of Key Stages and across assessment points</li> <li>Weekly assembly and daily sacred time embedded practice in all Year and Form groups</li> <li>CSI self-evaluation document evidences centrality of Catholic life and Mission of the school</li> </ul>	Termly  Ongoing  Ongoing	<ul style="list-style-type: none"> <li>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</li> </ul>
D	Reading development	LT/ALT CL/PLs Teacher LSAs Support staff	<ul style="list-style-type: none"> <li>The whole-school reading strategy is embedded across the school to support progress across the curriculum and improved reading scores compared against chronological ages.</li> <li>Disciplinary literacy is prioritised with targeted vocabulary across the curriculum to enable students to access the curriculum.</li> <li>Development of Lexonic and phonics training in line with the Ambition for All strategic plan.</li> <li>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Find issues &amp; solutions</li> <li>Devise strategies</li> <li>Share the plan</li> <li>Staff training</li> <li>Monitor</li> <li>Evaluate</li> </ul>	July 2023 July 2023 July 2023 Ongoing Nov 2023 Spring 2024	<ul style="list-style-type: none"> <li>Improved reading scores 2022-23</li> <li>New staff training during CPL time – Autumn 22</li> <li>Champion teacher trained – March 23</li> <li>Visit from Voice 21 – Sept 23</li> </ul>
E	Vocabulary development	LT/ALT CL/PLs Teachers LSAs	<ul style="list-style-type: none"> <li>Students know subject-specific language.</li> <li>Communication shows use of tier 2 and 3 vocabulary.</li> <li>QA shows students can extend their learning and apply it in subject specific ways.</li> <li>Students demonstrate excellent use of vocabulary through extended writing.</li> <li>Students demonstrate high-quality extended writing using a range of subject-specific vocabulary in their exercise books.</li> </ul>	<ul style="list-style-type: none"> <li>Find issues &amp; solutions</li> <li>Devise strategies</li> <li>Share the plan</li> <li>Staff training</li> <li>Monitor</li> <li>Evaluate</li> </ul>	July 2023 July 2023 July 2023 Ongoing Spring 2024	<ul style="list-style-type: none"> <li>Cristine Council training July 2021</li> <li>QA December 21- Typicality</li> <li>Literacy Trust training February/March 2022</li> <li>Curriculum progression sheet – QA and development in trios – June 22</li> <li>Implementation of curriculum progression sheets contain disciplinary vocab (tier 3) – Sept 22</li> <li>QA – pupil use of tier 3 vocab</li> <li>New staff training during CPL time – Autumn 22</li> <li>LK – Tier 2 vocab focus in curriculum areas</li> <li>Reading in curriculum areas audit – May 23 (CLs to revisit in CPL time)</li> <li>Reading strategies and non-negotiables shared – May 23</li> </ul>
<b>Key Impacts: Due to the actions above the following have occurred:</b>						
<ul style="list-style-type: none"> <li></li> </ul>						

Strategic aim: 2		All curriculum plans are clear, concise and ensure that students can progress and achieve excellent outcomes above national.				Timeframe:	Sept. '23 – July '24
		Notre Dame values – Faith, Hope, Truth, Joy, Justice and Love					
How will it be achieved?		OFSTED May 2023: In some subjects, in key stages 3 and 4, leaders have not defined clearly enough the most important knowledge that pupils need to learn. This makes it more difficult for teachers in these subjects to help pupils to remember this content in the long term. Leaders should ensure that they are clear about what they want pupils to know, and should ensure that support teachers 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	<ul style="list-style-type: none"> <li>Recall and retrieval techniques are embedded within the long-term memory store.</li> <li>All students make good progress across the curriculum.</li> <li>All students, particularly disadvantaged students, achieve in line or above national benchmarks.</li> <li>High-quality curriculum progression sheets are embedded across all key stages and support gaps in knowledge if students have missed a lesson.</li> </ul>	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	<ul style="list-style-type: none"> <li>All curriculum maps reviewed and in place for September 2023.</li> <li>Positive student feedback received regarding the effective use of curriculum progression sheets – March 2023.</li> </ul>	
B	All curriculum areas address gaps in knowledge and support high-quality intervention	LT/ALT CL/PLs Teachers	<ul style="list-style-type: none"> <li>Students can address misconceptions and gaps in knowledge through the use of high-quality curriculum progression sheets.</li> <li>Students access wider reading to develop and enhance their knowledge.</li> <li>Staff use high-quality homework linked directly to prior and future knowledge to enhance learning in the classroom.</li> <li>Students' books demonstrate good curriculum progression, are well presented and in line with the schools' learning and teaching policy.</li> </ul>	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	<ul style="list-style-type: none"> <li>A homework strategy plan is in place for each key stage – July 2023</li> <li>Most departments use a range of apps to support homework and engagement.</li> </ul>	
C	PSHE/RSE knowledge development	LT/ALT CL/PLs Teachers PSWs	<ul style="list-style-type: none"> <li>Research driven training for staff delivered effectively – use of DfE approved materials and resources.</li> <li>Evidence of effective teacher pedagogy applied consistently.</li> <li>QA shows that students have the opportunity to develop their knowledge, values, skills, attitudes, values and beliefs.</li> </ul>	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	<ul style="list-style-type: none"> <li>A coherent and well-planned PSHE/RSE programme – all year groups aligned with the core themes to allow for key topics to be revisited</li> <li>Excellent quality assurance outcomes – all FTs observed and student voice completed</li> </ul>	

			<ul style="list-style-type: none"> <li>Students can clearly articulate and demonstrate their understanding linked to the core themes.</li> </ul>			
D	PSHE/RSE curriculum progression	LT/ALT CL/PLs Teachers PSWs	<ul style="list-style-type: none"> <li>Teaching demonstrates knowledge development as a process (eg schema development, teachers demonstrate and pupils able to articulate links between prior knowledge and new knowledge)</li> <li>QA shows students demonstrate application of new knowledge into existing disciplinary knowledge with fluency – lessons connect with previous and future learning.</li> <li>The subject matter is relevant, age-appropriate and meaningful.</li> <li>The PSHE/RSE curriculum map effectively links in all aspects of PSHE/RSE and SMSC programmes across the school.</li> </ul>	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	<ul style="list-style-type: none"> <li>Enhanced use of DfE approved PSHE resources from the PSHE Association.</li> </ul>

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Strategic aim: 3		Knowledge development ensures that students progress to excellent destinations post-16 and post-18				Timeframe:	Sept. '23 – July '24
Why do we want this?		Notre Dame values - Faith, Hope, Truth, Joy, Justice and Love					
Objectives		Who:	Specific success criteria:	Timescales and Milestones:		Evidence of actions to date:	
A	Pedagogical development	LT/ALT CL/PLs Teachers Head	<ul style="list-style-type: none"> <li>Research driven training for staff delivered effectively.</li> <li>Evidence of effective teacher pedagogy applied consistently.</li> <li>QA shows student understanding is clear in lessons.</li> <li>The use of subject-specific instructional coaching supports improved pedagogy and metacognition in the classroom.</li> <li>The considered lesson format is embedded in the sixth form.</li> <li>High-quality sixth form training and KS5 learning and teaching methods supports good progress in the classroom.</li> <li>High-quality collaborative planning supports teacher development and enhances learning in the classroom.</li> </ul>	Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate	July 2023 July 2023 July 2023 Ongoing Half-termly Spring 2024	<ul style="list-style-type: none"> <li>Metacognition training Sept 2021</li> <li>Carousels Oct 21</li> <li>QA in departments ongoing</li> <li>PM observation Autumn 21</li> <li>Carousels on pedagogical techniques and formative assessment – June 22</li> <li>In response to SIP visit all CLs must include pedagogical development in CPL – June 22</li> <li>Ofsted research reviews to identify key teaching priorities in each area – May 22</li> <li>Best learning survey KS5 – Nov 22</li> <li>Curriculum Review – English and SOCIT Nov 22</li> <li>SIL support – Computer Science - ongoing</li> </ul>	
B	Substantive and disciplinary knowledge development	LT/ALT CL/PLs Teachers	<ul style="list-style-type: none"> <li>Teaching demonstrates knowledge development as a process (eg schema development, teachers demonstrate and pupils able to articulate links between prior knowledge and new knowledge)</li> <li>QA shows students demonstrate application of new knowledge into existing disciplinary knowledge with fluency</li> </ul>	Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate	July 2023 July 2023 July 2023 Ongoing Half-termly Spring 2024	<ul style="list-style-type: none"> <li>Metacognition training Sept 2021</li> <li>Carousels Oct 21</li> <li>QA in departments ongoing</li> <li>PM observation Autumn 21</li> <li>Ofsted research reviews to identify key teaching priorities in each area – May 22</li> <li>Next steps:</li> <li>Curriculum progression sheets contain disciplinary knowledge – Sept 22</li> <li>New staff training during CPL time – Autumn 22</li> <li>All CL book scrutiny – “child across the curriculum” – Nov 22 (feedback given to individual departments)</li> <li>QA of CPL sheets – Nov 22</li> <li>Development of SOW – English</li> <li>Review level of challenge CM History – Nov 22</li> <li>Curriculum reviews – Hums, Eng, SOCIT</li> </ul>	
C	Assessment development	LT/ALT CL/PLs Teachers DHT KS3/4 HOLS HOMS	<ul style="list-style-type: none"> <li>Staff can articulate effectively how the curriculum is the progression model</li> <li>Training on effective formative and summative assessment</li> <li>Evidence of consistent formats within departments</li> </ul>	Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate	July 2023 July 2023 July 2023 Ongoing Half-termly Spring 2024	<ul style="list-style-type: none"> <li>End of KS3 assessment March 22</li> <li>Carousels Oct 21</li> <li>Moderation/standardisation in departments</li> <li>Assessment working party – May 22</li> <li>New policy ratified by governors – Summer 22</li> <li>Staff training (formative assessment) – July 22</li> </ul>	

		HOUS	<ul style="list-style-type: none"> <li>Departmental trackers developed further and used effectively to track progress and inform adaptations to teaching.</li> <li>QA shows effective use of assessment data to support pupil progress.</li> <li>All staff successfully complete Year 2 of the Embedding Formative Assessment programme.</li> <li>Coaching model including personal action plans and accountability.</li> </ul>			<ul style="list-style-type: none"> <li>Support CLs with new DP systems eg trackers, averages – Sept 22</li> </ul>
D	Cultural capital and CEIAG development	LT/ALT CL/PLs Teachers	<ul style="list-style-type: none"> <li>Students are exposed to a range of cultural capital opportunities.</li> <li>An increased number of students, particularly disadvantaged, have greater access to extra-curricular and supra-curricular activities.</li> <li>All students have access to high-quality CEIAG across all key stages.</li> </ul>	Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate	July 2023 July 2023 July 2023 Ongoing Half-termly Spring 2024	<ul style="list-style-type: none"> <li>Improved attendance to extra-curricular and supra-curricular activities – 2022-23</li> <li>Increased number of educational visits and residentials during 2022-23</li> <li>Increased opportunities for students to visit museums, theatres and other cultural experiences – 2022-23</li> </ul>
E	Leadership development	All staff	<ul style="list-style-type: none"> <li>Students have access to a range of leadership programmes across school – internally and externally.</li> <li>Leadership programmes enhance students' oracy and debating skills.</li> <li>Leadership programmes increase opportunities for students' post-16 and post-18 via access to higher education and employment.</li> <li>Staff have access to NPQ programmes to support in-school projects and enhance leadership across the school.</li> <li>Increased collaboration with other schools.</li> </ul>	Find issues & solutions Devise strategies Share the plan Staff training Monitor Evaluate	July 2023 July 2023 July 2023 Ongoing Half-termly Spring 2024	<ul style="list-style-type: none"> <li>16 staff currently involved in the NPQ programme 2022-23.</li> <li>Increased number of students involved in the 1804 Society and Prefect roles.</li> </ul>

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