

**Analysis of Parent views April 2019:**

- Have more consistency in teaching staff, to be more stable for the pupils.
- More homework will be good.
- I love the School.
- What I am sad sometimes children they don't respect each other.
- I think it would be beneficial for the children if they have a motivational speaker at least 1 a year, this would help children with self-confidence/behaviour/focus. I thank the staff team for their HARD work and afford and time they have invested in my child's education and her future. God bless you all. You are all highly respected and appreciated.
- Consistency of staff for pupils.
- I will suggest that the number of absences from school should not score same as percentage (points) as many absences at end of term results.
- I would only recommend if they improved and got a Good in all areas regarding Ofsted.
- One of the things to consider adopting is perhaps holding Common Meetings with parents of children so they can have input and discuss any concerns they may have.
- More interaction & involvement with parents would be nice. Maybe offer a variety of after school activities such as cricket, rounder's, tennis or basketball. (Apologies if you already have these clubs up and running but I'm only aware of football) I would be willing to volunteer if necessary.
- The school needs to communicate well with parents. The school also needs to emphasize on how important the school uniform is as it also represents (us) school.

**Voice from External Agents:**

“... having considered all the evidence. I am of the opinion that at this time: leaders and managers are taking effective action towards the removal of special measures...” (Ofsted Oct 2018)

“When the school joins the SJPIIMA in the summer term, it will have the capacity to sustain and build on its strengths without reliance on external support...”

(BEP Strategic School Improvement Fund Review Report Feb 2019)

“Pupil outcomes at Sacred Heart have been stronger in recent years than is usually the case in schools judged to be ‘inadequate’.

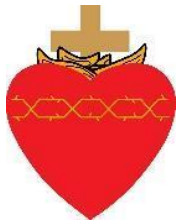
(BEP Strategic School Improvement Fund Review Report Feb 2019)

“Leaders have compiled writing portfolios of work completed by pupils throughout key stages 1 and 2.... portfolios are used throughout the year to help teachers moderate the work of their current pupils. The portfolios are compelling evidence of the teachers' strong subject knowledge and of the pupils' improving outcomes in writing..”

(BEP Strategic School Improvement Fund Review Report Feb 2019)

“Every effort was being made to ensure that good or better progress and attainment was being achieved regardless of starting points.’

(BEP Strategic School Improvement Fund Review Report Feb 2019)



Following the Implementation of the reopening of the school after March - August lockdown and following actions within the School's Recovery Plan this SDP aims to commence from November 2020- September 2021

Actions to be completed by September 2021

(Covid Restrictions allowing)

### **PRIORITY 1: Catholic Life, Collective Worship and RE.**

- a. Ensure the curriculum is taught and assessed to a high level with DES support
- b. to develop child led worship in school and across Academy with children actively planning and leading prayer to play a more proactive role in Prayer
- c. Following the most recent Section 48 Monitoring visit, to continue to implement actions

### **PRIORITY 2: Quality of Education**

- a. Improve outcomes so that pupils make good progress in reading, writing and mathematics with outcomes in 2021 KS2 better than -1.9 progress in Reading and -2.0 Maths, however, we acknowledge the impact of Covid and the forced lockdown of schools will have an effect.
- b. To develop and ensure that teachers use assessment information accurately to plan lessons that are well matched to pupils' needs, particularly the most able pupils.
- c. To improve outcomes in Reading and Maths, through the purchase of whole school resources.

### **PRIORITY 3: Behaviour and attitudes**

- a. Attendance absences reduced
- b. Employment of a Family Support Worker
- c. Embed Characteristics of Effective Learning through the House Point system and new specific awards for the promotion of behaviours

### **PRIORITY 4: Personal Development**

- a. Work towards level 1 pupil partnership with UNICEF Rights Respecting Schools Award, possibly through MAC to increase awareness of the UNICEF Rights Respecting Schools Award charter and actions through a link with the gospel values
- b. ensure that all staff have the same high expectations of all children in all lessons, ensuring the 'non-negotiable expectations' are exhibited at all times
- c. build links with schools of a different demographic to support classroom teaching Preparing learners for life in modern Britain

### **PRIORITY 5: Leadership and management**

- a. Develop a coaching cycle through Phase Leadership monitoring, monitored and analysed at SLT encouraging and support succession planning by the development of middle leaders.
- b. Ensure Academy Committee offer challenge and accountability through their Governor role gaining first hand evidence where possible