

## Strategic Development Plan 2020-2022 : November 2021 review

Action completion **RAGed**

Success criteria **RAGed**, and/or **disrupted to due to Covid-19**, and/or **further work suggestions**

*Growing together through Christ with courage, confidence and dignity*

Quality of  
Education

- Curriculum (new KS4 curriculum and review of KS3 curriculum)
- Targetted groups achievement (SEND, MAPP and Boys' achievement)
- Sixth Form

Personal  
Development  
and Welfare

- Catholic life of the school
- Pastoral Support Systems and implementation of Tutor Support
- Mental Health and Wellbeing
- PSHE, Careers and Citizenship Curriculum, Gatsby Benchmarks

Behaviour and  
Attitudes

- Attendance and Punctuality
- Fostering Pupil Motivation and Positive Attitudes
- Routines and Procedures

Leadership and  
Management

- Development of Leadership
- Workload and Staff Wellbeing



**Quality of Education**

Target	Issue	Action completion (RAG)	Time Frame	Lead and monitoring	Resourcing	Success Criteria (RAG)
<b>Curriculum</b>	To ensure that the KS4 curriculum i) is meeting the needs of our changing pupil intake. ii) leads to pupils of all abilities making good progress iii) offers bespoke individualised curricula for the most vulnerable pupils and those with SEND.	<ol style="list-style-type: none"> <li>Review KS4 offer to ensure that pupils of all abilities have suitable progression pathways and course options leading to accessible qualifications.</li> <li>Curriculum lead and SENDCO to meet to establish where existing KS4 curriculum does not meet needs of every individual</li> <li>To identify bespoke courses, qualifications, and support to enable the most vulnerable pupils to make progress</li> <li>Meet with middle leaders with plan to implement bespoke curricula for Sept 2020</li> </ol>	<p>Jan 2020 → Jun 2022</p> <p>Nov 2021</p> <p>Dec 2021</p> <p>Jan 2022 →</p>	CC and GB HG		<p>Progress 8 measure for pupils of all prior attainment bands is &gt;0.00 (achieved except MAPP male and EHCP SEND)</p> <p>Progress 8 measure for most vulnerable SEND pupils &gt;national performance</p> <p>Further work: Consider how alternative curriculum information and opportunities are better shared with stakeholders</p> <p>Continue to review curriculum offer to meet differing needs of each cohort and considering work on broadening the curriculum.</p>
	to ensure that KS3 curriculum i) meets the needs of our changing pupil intake. ii) prepares our KS3 pupils for our revised KS4 curriculum	<ol style="list-style-type: none"> <li>issue KS3 curriculum audit to middle leaders</li> <li>survey new y9 pupils to establish how prepared they feel for KS4 curriculum</li> <li>hold middle leaders KS3 curriculum meeting to discuss findings and agree any changes needed to KS3 curriculum</li> <li>teaching staff are delivering any necessary revisions to curriculum</li> </ol>	<p>Oct 2021</p> <p>Dec 2021</p> <p>Jan 2022 →</p> <p>Sept 2020 →</p>	CC HG		<p>Audit complete and shared sense among leaders of fitness for purpose of the KS3 curriculum</p> <p>Changes implemented</p> <p>Further work: Continue to review place of KS3 curriculum in pupils' whole curriculum journey (from y7 to y13) Plan further alternative provision for years 7 and 8.</p>

						Implement recovery curriculum considering what to pare down; which key skills to begin with; spiral curriculum and flexibility of transition to on-line learning if needed. Implement work on broadening the curriculum.
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<p><b>SEND and Challenge</b></p>	<p>To close the achievement gap between pupils with SEND and those without.</p> <p>To ensure that the SEND department is staffed appropriately with a skill set more closely matched to the needs of our pupils.</p>	<p>Improve wider curriculum offer to include:</p> <ul style="list-style-type: none"> <li>• Offer Duke of Edinburgh accreditation at Bronze level</li> <li>• GCSE Entry Level programmes of study,</li> <li>• GCSE-equivalent programmes of Arts accreditation</li> <li>• ASDAN accreditation.</li> </ul> <p>Renewed CPD focus for teaching staff to ensure teachers continue to develop awareness/knowledge/repertoire and use of different teaching and learning styles especially for children with SEND and those with emotional needs. This year our focus areas are: Precision teaching Working memory difficulties.</p> <p>Staffing and CPD: Recruitment of TA's to fill current gaps in provision CPD for existing TA's so they can better support increasing demand and diversity of need SEND lead to attend appropriate course in order to gain NASENDCO certification</p>	<p>Ongoing</p>	<p>GB</p> <p>Twilight INSET as appropriate</p> <p>(SENCO)</p> <p>TAs</p> <p>Lesson observations</p> <p>Half termly evaluation of impact of interventions</p> <p>Half termly pupil progress meetings</p> <p>Work scrutiny</p>		<p>Progress 8 indicators show further progress towards narrowing gap With exception of SEND EHCP</p> <p>Progress 8 indicators of SEND pupils are closer to those of rest of cohort</p> <p>SEND department is sufficiently staffed to provide support hours identified in EHCPs and support needs of most vulnerable students.</p> <p>Further work Strategies for SEND students to be a focus for staff training each half-term.</p> <p>Trial strategies staff can use to aid differentiation which also take into account staff workload.</p>
<p><b>Attainment of MAPP pupils</b></p>	<p>To close the achievement gap between</p> <p>i) MAPP and other MA pupils MAPP pupils in school and MAPP pupils nationally</p>	<ol style="list-style-type: none"> <li>1. Review of 2018-2019 PP strategy</li> <li>2. Writing of 2019-2020 PP strategy, and publication to website</li> <li>3. Identify most underachieving MAPP pupils using formal assessment data</li> </ol> <p>Pastoral leads to identify pupils for targeted intervention, including nurture group and subject specific intervention [I don't know what a nurture group is – nurture?]</p>	<p>Nov 2021</p> <p>Dec 2021</p>	<p>SM, GB, CB, CC</p>		<p>Progress 8 measure of MAPP and other MA is the same Gap has narrowed 2020 P8 was 0.39 and 0.12</p> <p>Progress 8 measure of MAPP pupils is &gt;0.00 2020 P8 was 0.12</p> <p>Further work: Review of 2019-2020 and plan for 2020-2021 to include:</p>

						<ul style="list-style-type: none"><li>- Use of tracking data to identify which students did not engage with online learning and have fallen further behind;</li><li>- Identify students to use catch-up funding with;</li><li>- Strategies for More Able to be a focus of staff training</li><li>- Trial strategies staff can use to aid differentiation which also take into account staff workload.</li></ul>
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<p><b>Boys' Achievement</b></p>	<p>To close the achievement gap between boys and other pupils</p>	<ol style="list-style-type: none"> <li>1. Identify most underachieving boys using formal assessment data</li> <li>2. Pastoral leads to identify groups for targeted intervention, including nurture groups, subject specific intervention</li> <li>3. Contextualise learning, making the links between learning in class and the point of it clearer through <ul style="list-style-type: none"> <li>- Outside visitors to focus on how they achieved their positions, e.g. Lawyers in Schools, Deloitte mentoring, LSE mentors</li> <li>- Year 10 careers and college info INSET run by MF staff giving pupils 1:1 guidance</li> <li>- More Able Co-ordinator to work with pupils from Year 6 into 7 to map their career pathways</li> </ul> </li> <li>4. Work with St Paul's to offer enrichment opportunities to targeted Year 9 boys</li> <li>5. Organisational skills to be taught to boys explicitly, e.g. external revision support; creating timetables; organising notes</li> <li>6. Organise external mock interviews for Year 10 pupils</li> </ol>	<p>Each term</p> <p>Sept 2019 →</p> <p>July 2021</p> <p>Oct 2020</p> <p>July 2022</p>	<p>SM, GB, CB, CC</p> <p>SSOs and C Gill SM</p> <p>Identified staff SM CB GB</p> <p>C Gill SM</p> <p>C Gill SLT</p> <p>SM SLT</p> <p>SM SLT</p>		<p>Progress 8 measure of male and female pupils is the same and &gt;0.00 2020 P8 male 0.20 female 0.73</p> <p>Pupil surveys indicate that pupils have a better understanding of career progression and are more confident in their plans</p> <p>1:1 guidance given to targeted underachieving and vulnerable boys</p> <p>Fewer behaviour incidents logged at KS4 from September to March.</p> <p>Better outcomes at KS4 indicate that pupils more engaged in their learning</p> <p>All pupils to have completed a revision timetable; departments to use revision strategies</p> <p>Pupils report that are more confident in how to behave in interviews</p> <p>Further work: Monitoring on GC of key students identified through data analysis by pastoral team and More Able Co-ordinator</p>
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<b>6<sup>th</sup> Form</b>	To increase the number of students in the 6 <sup>th</sup> Form.	<ol style="list-style-type: none"> <li>Look at alternative courses that the school could offer to attract more students</li> <li>All Year 11 students will be invited to the Sixth Form in December (TBC) to experience life as a 6<sup>th</sup> former and talk to existing students.</li> <li>Where possible and practical, Year 11 students will be invited to join virtual visits to a range of Russell Group Universities</li> <li>Attend open events at other schools where possible</li> </ol>	<p>Nov 2021</p> <p>Nov 2021</p> <p>Ongoing</p> <p>As per open evenings at other schools</p>	<p>MA SLT</p> <p>GS MA</p> <p>GS MA</p> <p>GS MA</p>	<p>6<sup>th</sup> form recruitment figures improve.</p> <p>There will be more current y11 students in the 6<sup>th</sup> Form in the next academic year, as well as external students</p> <p>Students can study Core Maths and another BTEC level 3 course (TBC)</p>
	To improve the provision for all students in the 6 <sup>th</sup> Form	<ol style="list-style-type: none"> <li>Support is put in place for those subjects where progress was below expected levels for KS5</li> <li>There is a rich and varied extra-curricular provision for students</li> <li>The most able students are given the support they need to get into Russell Group Universities</li> </ol>	<p>July 2021</p> <p>July 2021</p> <p>January 2022</p>	<p>MA SLT</p> <p>AS MA</p> <p>MA / AS SLT</p>	<p>ALPS score for the 6<sup>th</sup> Form is maintained or improved, 4 or better ALPS score was 2 for Aug 2020</p> <p>There are more trips and experiences for students and they report enjoying their experience of the 6<sup>th</sup> Form More students receive offers from Russell group universities and get the grades needed to secure their place</p>



## Personal Development and Spiritual, Moral, Social and Cultural Development

Target	Issue	Action completion (RAG)	Time Frame	Lead and monitoring	Resourcing	Success Criteria (RAG)
<b>Catholic Life of the School</b>	Increase the opportunity for staff and pupils to receive the Sacrament of the Eucharist	Liaise with Fr Jeremy and Fr Jim to have mass on a regular basis in the school chapel and attend mass at St Aloysius in a school bubble	As available	SW MA		A regular mass is said in the school chapel
	Develop the role of the chaplain within the school	<ol style="list-style-type: none"> <li>Sr Ellen to play a lead in Founder's Day</li> <li>Sr Ellen to arrange for forms to attend mass</li> <li>A justice and peace group to be set up</li> </ol>	Oct 2021  Ongoing  SW/Sr Ellen	Sr Ellen/ SW  SW/ Sr Ellen  SW/ Sr Ellen		Pupils have more opportunity to receive the sacraments Pupils have a greater awareness of the world in which they live
	Ensure that Gospel values are at the heart of everything we do at school	<ol style="list-style-type: none"> <li>To monitor regularly and report the Catholic Life of the school to the governors.</li> <li>The school's Catholic values and virtues are evidenced in high standards of pupil care and opportunities for spiritual and moral development.</li> </ol>	July 2020  Ongoing	SW MA  MA SLT		All stakeholders are fully aware of the prominence that the Catholic life of the school holds Pupils and staff feel valued at school
	Maintain and develop links with other FCJ and diocesan schools	<ol style="list-style-type: none"> <li>New staff attend the FCJ induction training</li> <li>Staff attend all FCJ conferences</li> <li>Staff attend relevant diocesan training and conferences</li> <li>The school hosts diocesan and other Catholic events</li> </ol>	Nov 2021  July 2022  July 2022  Ongoing	MA HG HG Govs SW / CB MA  SE HG		The school continues to play a leading role in developing links within the diocese and the FCJ community of schools
<b>Pastoral Support Systems and</b>	Greater tracking of wider learning opportunities (extra-curricular, careers, PSHE, Work Exp and Citizenship)	Implementation of Unifrog Online recording programme to ensure all extra learning opportunities are recorded by	January-July 2022	CB / PB SLT		All pupils will have a range of wider learning opportunities logged in their Unifrog accounts



<b>implementation of Tutor Support</b>	activities) required to ensure equal opportunities for all pupils	pupils in Tutor Time and tracked by form tutors				
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<p><b>Mental Health Wellbeing</b></p>	<p>Develop further a focus on growing of pupils' self-esteem, confidence, resilience so they can keep themselves mentally healthy</p>	<p>Greater focus on mental health and well-being</p> <p>Wellbeing is a central theme for Founder's Day</p> <p>Identify possible links with charities and outside agencies to enrich, develop and contextualise mental health education</p> <p>Improve display around the school to promote greater awareness of how to stay mentally healthy</p> <p>Develop a range of internal support systems for mental health including:</p> <ul style="list-style-type: none"> <li>• Access to a mental health first aider</li> <li>• COVID-19 mental health support is in place</li> </ul>	<p>Oct 2020- June 2022</p> <p>Nov 2021</p> <p>Oct 2020 – Jan 2022</p> <p>Dec 2020 – March 2022</p> <p>Sept 2020- Jan 2022</p> <p>Oct 2021</p>	<p>MA/CB SLT</p> <p>MA</p> <p>MA SLT</p> <p>CB SLT</p> <p>MA/CB SLT</p> <p>MA/CB</p>		<p>Pupils will have an understanding of how they can stay mentally healthy</p> <p>Pupils have the opportunity to think positively about themselves</p> <p>Pupils are able to access other tiers of support as well as CAMHS (CCS, Anna Freud, XLP, MHST)</p> <p>Pupils will access and utilise a range of internal mental health support</p> <p>Support is in place to help pupils cope with the consequences of the pandemic and any lockdowns</p>
<p><b>PSHE, Citizenship and Careers Curriculum to support Development and Wellbeing</b></p>	<p>Ensure further that pupils feel cared for, have equal opportunities and understand that difference (cultural, sexual orientation, gender, age, religious beliefs etc) is a positive with individual characteristics making pupils unique</p> <p>Ensure that British Values and developing as a citizen is at the core of what we do in school</p>	<p>Increase number of Themed days from 3 to 5 to ensure increased content covered and greater focus in school</p> <p>Implement a tutor system to ensure pupils have access to greater pastoral support</p> <p>Identify possible links with charities and outside agencies to enrich, develop and contextualise PSHE, Citizenship and careers education</p>	<p>Sept 2021</p> <p>Sept 2021</p> <p>Oct 2020 – Jan 2022</p>	<p>CB SLT</p> <p>CB SLT</p> <p>CB SLT</p>		<p>Pupils will have greater number of citizenship, PSHE and careers learning opportunities including mental wellbeing and SRE</p> <p>This was planned for, but some couldn't take place</p> <p>Pupils will have Tutor time twice daily and as a result have more access to pastoral support and have daily education on personal and spiritual development</p> <p>Pupils will have a better understanding of how to stay</p>

	<p>Develop a greater focus on PSHE and social development incorporating SRE legislation</p> <p>Develop further a focus on growing of pupils' self-esteem, confidence, resilience so they can keep themselves mentally healthy and access higher education and employment opportunities</p> <p>Further ensure pupils know how to exercise and stay healthy</p> <p>Ensure pupils reflect upon their experiences and extra-curricular learning</p> <p>Further improve attendance and punctuality</p>	<p>Improve display around the school to promote greater awareness of diversity, wellbeing and healthy relationships</p> <p>Work with Caterlink to ensure break and lunch food available is healthy with a view to meeting the criteria for Healthy Schools accreditation</p> <p>Work with Camden to ensure pupils participate in activities to promote physical well being</p> <p>Implementation of Unifrog Online recording programme to ensure all extra learning opportunities are recorded by pupils in Tutor Time and tracked by form tutors</p>	<p>Dec 2020 – March 2022</p> <p>Sept 2020- Dec 2021</p> <p>Dec 2020 – March 2022</p> <p>January 2020 -July 2022</p>	<p>CB SLT</p> <p>CB / SE SLT</p> <p>CB SLT</p> <p>CB SLT</p>	<p>physically and mentally healthy, how to be an active British citizen and how to access careers education developing a firm and aspirational vision for their future beyond school</p> <p>Pupils eat healthy food in school</p> <p>Further Work: <b>Issue</b> Caterlink are not delivering the school meal service in line with the contract specification and the enhanced Camden and Islington Standards. There is significant room for improvement. <b>Action</b></p> <ul style="list-style-type: none"> <li>Camden contract management team to undertake regular audits of catering at Maria Fidelis to inform action planning.</li> <li>Increase % of pupils taking their free school meal entitlement</li> <li>Undertake regular pupil voice to gain student feedback</li> </ul> <p>Pupils participate in a range of physical activities to stay fit and healthy</p> <p>Pupils track and evaluate the impact of their wider learning and extra-curricular participation</p>
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<b>Gatsby Benchmarks and Careers</b>	Greater tracking of wider learning opportunities in relation to careers required to ensure equal opportunities for all pupils	Implementation of Unifrog  Online recording programme to ensure all extra learning opportunities are recorded by pupils in Tutor Time and tracked by form tutors	Jan 2020-Jul 2022  Sept 2021	CB / PB SLT CB SLT		All pupils will have a range of careers learning opportunities logged in their Unifrog accounts  Pupils will have greater number of citizenship, PSHE and careers learning opportunities including mental wellbeing and SRE  Pupils will be aspirational in their plans for life beyond school  Pupils will have experienced a wide range of aspirational work experience.
	To increase number of meaningful work experience opportunities that promote aspiration for our pupil	Increase number of Themed days from 3 to 5 to ensure increased careers learning content covered and greater focus in school	Sept 2021	CB SLT		
		Identify possible links with charities and outside agencies to enrich, develop and contextualise careers education and provide meaningful work experience placements	Dec 2020 – March 2022	CB / PB / AM SLT		
		Improve display around the school to promote aspiration for life beyond school	Sept 2020- Dec 2021	CB SLT		



**Behaviour and Attitudes**

Target	Issue	Action completion (RAG)	Time Frame	Lead and monitoring	Resourcing	Success Criteria (RAG)
<b>Improve Attendance and Punctuality</b>	<p>Attendance of the whole school has historically been good, and above national averages.</p> <p>However it is becoming harder to engage with more vulnerable and hard to reach pupils, resulting in a recent dip in attendance figures.</p>	<ol style="list-style-type: none"> <li>1. Review the Attendance and Punctuality policy and send the policy home to parents.</li> <li>2. Rigorous analysis of attendance data, identifying specific trends / patterns is completed weekly</li> <li>3. Create a new reward (separate to the merits system) for               <ol style="list-style-type: none"> <li>a) pupils with 100% attendance each half term</li> <li>b) pupils with the most improved attendance each term</li> </ol> </li> <li>4. SSO i/c attendance to               <ol style="list-style-type: none"> <li>a) spend more time tracking persistent absence, including home visits with the Educational Welfare Officer, or Safer Schools Officer</li> <li>b) improve the monitoring of specific groups of children and to track their attendance, producing a weekly report to the DHT.</li> </ol> </li> <li>5. Attendance is further supported through targeted intervention for parents and carers who have difficulty in supporting their child's emotional needs</li> </ol>	Sept 2021 → May 2022	SMu MA		<p>2019-2020 attendance improves to above 95.0%</p> <p>2019-2020 persistent absenteeism falls to below national average</p>

<b>Fostering Pupil Motivation and Positive Attitudes</b>	An increase in the number of pupils presenting with emotional and mental health needs.	<ol style="list-style-type: none"> <li>To develop provision of emotional wellbeing programmes for students and promote good mental health</li> <li>Review rewards system to ensure that the majority of pupils still find it encouraging and motivational.</li> </ol>	Jan 2021 → Apr 2022	GB / CB/ SM MA		Attendance and outcomes for all pupils improves
<b>Routines and Procedures</b>	Behaviour of pupils is becoming more challenging with each year 6 intake, with a wider range of needs and more vulnerable pupils.	<ol style="list-style-type: none"> <li>All poor behaviour is logged on Progresso and followed up by Heads of Year</li> <li>Good behaviour is acknowledged and publicly recognised where possible</li> <li>Poor behaviour is dealt with swiftly and proportionately</li> <li>Review fitness for purpose of behaviour policy and associated rewards and sanctions</li> </ol>	Ongoing  Jan 2022	AHTs MA / HG		Behaviour for Learning systems are implemented consistently  Pupils behave with consistently high levels of respect for others. They play a significant role in creating a positive and healthy school environment.
	The needs and vulnerabilities of pupils is increasing and becoming more diverse and as such there are more frequent and wider safeguarding concerns.	<ol style="list-style-type: none"> <li>All staff receive annual safeguarding training</li> <li>Form tutors get to know their tutees and are vigilant, passing on any concerns they may have</li> <li>Safeguarding procedures are adhered to by all staff at all times</li> <li>All visitors are given the Safeguarding and Warning Signs booklets</li> </ol>	Sept 2021  July 2022  July 2022  July 2022	MA HG		Pupil voice and parental and pupil surveys indicate that pupils are feel safe in and around school  Safeguarding matters are dealt with swiftly and effectively and there is a culture of safeguarding within the school



## Leadership and Management

Target	Issue	Action completion (RAG)	Time Frame	Lead and monitoring	Resourcing	Success Criteria (RAG)
<b>Development of Leadership</b>	Since moving into our new school building the skill set of the current admin team is no longer fit for purpose.	1. Review the staffing structure of the admin team, ensuring there is the breadth of skills, knowledge and expertise within the team to support the school in the new building	Oct 2020- Jan 2021	SE NF HG		New admin staff structure in place
	Changes in staffing in the SEND department, and the difficulty of appointing an appropriately qualified SENDCO, coupled with increased demand from pupils arriving with SEND needs mean that there is currently a skills gap in this area of the school.	2. Complete the Annual Review and termly review processes and paperwork to ensure it is in line with the SEND Code of Practice.	Oct 2021	GB HG		Further work: <b>Issue</b> The new Central Admin and Communications position was filled immediately prior to the partial school closure on 20 <sup>th</sup> March. The time is now right to make full use of this role to improve communications.
	The Governing Body population has remained largely static for a number of years and as a result it is becoming more difficult to ensure a broad and balanced skill set amongst the Governing Body.	3. Appoint suitable qualified SENDCO, or current member of SLT in this role to achieve necessary qualification	Jan 2021	GB HG		<b>Action</b> Develop, agree and implement an internal and external communications strategy
		4. Keep under review the skill set and expertise of Governing Body in their role as 'critical friend' to ensure that the development of the school and growing needs of the student body are met in the future.	Ongoing	MT Govs		Further work: Review role of Cover Supervisor in light on changing demands of role to facilitate and support remote and on line education. Support staff in applications for, and completion of, NPQs.

<p><b>Workload and Staff Wellbeing</b></p>	<p>Nationally staff work load and stress levels are leading to high absence rates and colleagues leaving the profession prematurely.</p>	<ol style="list-style-type: none"> <li>1. Staff well-being to be regular agenda item at SLT meetings.</li> <li>2. Add staff well-being to the responsibilities of a member of the SLT, who is then responsible for monitoring, feeding back and implementing initiatives to support this.</li> <li>3. Routinely monitor agreed meeting actions for workload impact and work/life balance</li> <li>4. Evaluate each new policy and practice for workload impact and publish to staff</li> <li>5. Establish method of capturing termly feedback from staff on wellbeing and work/life balance concerns.</li> <li>6. Investigate new ways of managing staff absence due to illness</li> <li>7. Promote Camden and school incentives to staff which may improve work/life balance</li> </ol>	<p>Ongoing</p>         <p>Ongoing</p>         <p>Ongoing</p>	<p>SLT Govs</p>         <p>CC HG</p>         <p>SE HG</p>		<p>Reduce one day and longer-term staff absence rates to below Camden average Don't have data to evaluate</p> <p>Further work: Staff wellbeing has been considered in light of Covid-19 pandemic and a number of supportive and considerate measures put into place. See risk assessment for details.</p> <p>Further work: Ensure all staff are aware of the Employee Assistance Programme</p>
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