



St Francis of Assisi
CATHOLIC ACADEMY TRUST

The very best Catholic education now and for generations to come

Trust Development Plan 2023-2024

Version 2

CATHOLIC LIFE

Trust Strategic Aim - To ensure involvement by all schools in the ongoing development of Catholic life within the Trust.

Objectives	Timescale	Person Responsible	Budget/Resources	Phases Involved	Monitoring	Success Criteria Outcomes	RAG
To continue to embed our Franciscan values award where established re launch in readiness for 4th October and presentation of badges	End of September	BOC, MK, HTs	Coach costs £105 x7 schools	All	AJC, BOC, MK	<ul style="list-style-type: none"> All schools actively participating in ½ termly and annual awards. Heads to share ½ winners with Exec Exec to try and attend some ½ celebrations Heads to share school values displays (Aut 2/Spring 1) Winners Mass /or assembly in the summer term All schools sent posters and certificates To design the shield Feast day liturgy and re launch presentation 	
To ensure all schools participate in an annual chaplaincy retreat	Summer term 2024	BOC, MK, HTs	SPEC cost PP(100) Coach cost per School (9 schools)	Primary chaplaincy Secondary Chaplaincy Team Year 7 -9 & Year 12	AJC, BOC, MK	<ul style="list-style-type: none"> All children will feel spiritually uplifted by sharing prayer and faith together. BOC/MK in contact with SPEC – hoping to confirm in early Nov 	

To continue developing chaplaincy liturgy	Ongoing	BOC, MK, HTs	-	All	AJC, BOC, MK	<ul style="list-style-type: none"> • All school chaplaincy teams will meet half termly online to share in prayer and reflection led by the host school. • Children will feel a part of a trust and leading in prayer. • Feast day shared liturgy • Exec to visit chaplaincy teams to hear what they would like? 	
To develop further opportunities for prayer and worship	Ongoing	BOC, MK, HTs	-		AJC, BOC, MK	<ul style="list-style-type: none"> • Children in all schools will feel a part of the Trust by sharing opportunities together. • Masses- Holy communion and confirmation (Summer) • Feast day Mass in future years • Feast day liturgy • ½ termly liturgy on Teams (See rota) • assemblies shared together or with visits from the executive • Opportunities for St Mary's to lead prayer groups for primary years(TBC) • Opportunities for some years /classes to meet online for May/October prayer groups – pupil led reflection/Rosary or Easter – shared stations of the cross ??? 	
To ensure that all schools are focusing on Franciscan values through displays, liturgy and teaching	Ongoing	BOC, MK, HTs	-	All	AJC, BOC, MK	<ul style="list-style-type: none"> • Children are able to discuss the Franciscan values and how they live these • Exec to view on visiting schools • Pupil voice in schools • Sharing with exec ½ termly winners • Exec view website and newsletters 	

To continue to develop our trust charity work	Ongoing	BOC, MK, HTs	-		AJC, BOC, MK	<ul style="list-style-type: none"> • Our chosen charity will be celebrated by the trust. • Schools to discuss as staff and pupils – share at Trust liturgy • Heads decide on Charity (was a pupil choice) • Across charity chosen • To plan the week and 1 event as a trust – schools to decide on other events that week or term • Spring term • Across assembly or launch • Could any secondary pupils or any staff in primary or secondary that have ever been involved share with all? • Charity posters • Children will know their moral purpose in giving back and what that is going to support 	
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CURRICULUM

Trust strategic Aim	<p>To develop a core curriculum approach/model rooted around our core Franciscan values and Trust Mission.</p> <p><i>Schools will use this core curriculum approach to underpin their own curriculum design personalised to their individual needs.</i></p>						
Objectives	Timescale	Person Responsible	Budget/ Resources	Phases Involved	Monitoring	Success Criteria Outcomes	RAG
Develop core curriculum drivers based on our Franciscan Values as a pictorial representation;	November Working party meeting for those involved –January for other schools	MK		All	MK/BOC/AJC	<ul style="list-style-type: none"> • To provide an outstanding and consistent curriculum approach and vision across the Trust, based on our gospel values. 	
Ensure Trust curriculum model is	1 st February	MK/BOC-Heads		All	MK/BOC/AJC	<ul style="list-style-type: none"> • To have a consistent Trust curriculum approach on all school websites. 	

displayed on all school websites;							
To identify a clear core curriculum intent for 3-18 curriculum across the Trust; A particular focus on delivery of key skills and approach in Key Stage Two and Three in English, Maths, Science and RE;	RE –Autumn 2 Maths –Spring 1 Reading /Writing– Spring 2 Science Summer 1	MK/BOC		KS2 and 3	MK/BOC/AJC	<ul style="list-style-type: none"> Develop core curriculum road maps for Years 4-9 in English; Maths; Science and RE with subject leads through ½ termly cluster meetings. RE –Autumn 2 (RE leads meet) Maths –Spring 1(Maths leads meet) Reading /Writing–Spring 2(Leads meet) Science Summer 1(Leads meet) Secondary Nace Conference planned with curriculum pedagogy focus on challenge. Primary representatives invited to join on 16th November. Build upon this to have a Trust wide curriculum pedagogy focus.(TJ to share with Heads) 	
To set up a Curriculum working party to include Primary and Secondary (MK; TJ; MF & MM,KM).	Sept 23	MK		All	MK/BOC/AJC	<ul style="list-style-type: none"> Head teachers’ have strategic input into creation of core Trust curriculum approach. 	

WRITING

Trust strategic Aim	TO MONITOR, EVALUATE AND IMPROVE THE TEACHING OF WRITING TO CREATE CONSISTENCY ACROSS THE TRUST SCHOOLS						
Objectives	Timescale	Person Responsible	Budget/Resources	Phases Involved	Monitoring	Success Criteria Outcomes	RAG
To attain aspirational targets –	NOV deadline for predictions	MK/BOC Heads		All	BOC/MK/AJC	<ul style="list-style-type: none"> Children’s work reflects the higher expectations on vocabulary, 	

KS1 higher attainers to be targeted to work towards gaining GDS in writing by end of KS2.	Termly review and analysis from Heads reports					<p>punctuation and genre specific language and style</p> <ul style="list-style-type: none"> Tracking of students undertaken on a common spreadsheet against range of agreed criteria (E.g. vocabulary range, ability to structure a whole text, technical accuracy, use of varied sentence structures) 	
Consistency of judgement in writing. To demonstrate rigor with moderation of judgements both internally and externally with other schools.	Moderation termly	MK/BOC Heads		All	BOC/MK/AJC	<ul style="list-style-type: none"> Moderation shows accelerated progress for all pupils in writing. Termly KS Moderation, autumn all year groups; spring term – core year groups. Year group data moderation clusters ?? 	
Overall attainment – Early Years – KS2	Termly tracking	BOC/MK Heads		Primary	BOC/MK/AJC	<ul style="list-style-type: none"> Children’s work reflects higher expectations and consistent approach; proficient at writing at length – (investigate schemes) Data tracking and analysis Sharing opportunities in schools 	
Gap between Reading and Writing attainment to be closed	Termly tracking	BOC/MK Heads		All	BOC/MK/AJC	<ul style="list-style-type: none"> Best fit scheme for each school; investigate and evaluate during Headteacher Meetings; building upon Tier 2/3 vocabulary within key cohorts. Curriculum maps across KS2-3 are developed to give an overview of progression and the learning journey in Reading and Writing. Consideration of primary schools in the trust using Accelerated Reader in Year 6 to enhance their reading and prepare students for using this in Years 7 and 8.(AH) 	

<p>S2 moving to KS3 English curriculum. Children are able to confidently display skills taught in primary settings, whilst also becoming increasingly confident and adept at writing in more academic / evaluative / transactional forms. Vocabulary and technical accuracy will also be consolidated and extended, in order for students to achieve at higher levels.</p>				All	BOC/ M K/ AJ C	<ul style="list-style-type: none"> • Grammar focus for each half term, mapped across KS2-3 • Shared approach to the teaching of spelling developed. • Agreed portfolio of writing for each KS2 child to bring to KS3 for their English teacher to use as a baseline (different styles of writing completed during Year 6).(Year 6 teachers/Heads/TJ) • Observations of phonics and other English teaching in primary schools by our Assistant Subject Leader (English), Literacy Coordinator and Specialist Learning Support Assistant.(MK/TJ/Heads) 	
<p>To launch Trust termly writing award</p>	Autumn 23 Ongoing termly	MK/BOC Writing leads/Heads		All	BOC/MK/ AJC	<ul style="list-style-type: none"> • Introduce writing award for each key stage. • Participation in writing competitions e.g. Young Writers national short story competition, Poetry By Heart competition • Celebration in schools • Celebration in trust newsletter • Pupil voice • School displays of competitions • Posters • SL meeting Nov 1st and termly 	
<p>To upskill staff with new writing approaches</p>	Ongoing	MK/BOC Heads Writing leads		All	BOC/MK/ AJC	<ul style="list-style-type: none"> • CPD for Scheme including HfL for schools joining writing pilot, across the trust if feasible – autumn training complete • Spring training discussed 	

- 1-1 meetings for some schools on planning

SEND

Trust strategic Aim To improve outcomes for all pupils with SEND in trust schools through collaboration, shared good practice ,training and resources.

Objectives	Timescale	Person Responsible	Budget/Resources	Phases Involved	Monitoring	Success Criteria Outcomes	RAG
To establish open lines of communication by SENcos	Sept 23 –set meetings ½ termly meetings	BOC		All	BOC/MK/AJC	<ul style="list-style-type: none"> • SENco cluster ½ termly to be set up • SENco’s rotating chairs • BOC setting agenda with SENco • SENcos will feel supported by each other and the trust. • Sharing of good practice 	Green
To establish a supportive network for school staff supporting SEN	Autumn 2 ongoing	BOC		All	BOC/MK/AJC	<ul style="list-style-type: none"> • Teachers and TAs will know they are supported by a wider team and larger knowledge base • To set a cluster/meeting for 1-1 TAs –specific to needs of pupils • To look at peer supervision for TAs supporting severe need • Staff will feel supported by colleagues. • School/staff and pupils will benefit from sharing good practice 	Yellow
To audit needs in all schools	Autumn 2 Spring 2 Summer	BOC		All	BOC	<ul style="list-style-type: none"> • We will have a clear view of all needs in our settings and provision in place which will inform targeted support. • Heads/Senco to complete termly SEN report • BOC to audit needs from the reports and complete a dashboard of need 	Red

						<ul style="list-style-type: none"> Use the dashboard to provide training/support/even external shared training 	
To audit skills in all schools for supporting SEND	Autumn 1-ongoing additions	BOC SENcos		All	BOC/AJC	<ul style="list-style-type: none"> As a Trust we will understand the skills set of staff in supporting SEN and in giving advice to Trust schools and Teams Collate all training for shared use(Gov hub) 	
To compile a 'library' of resources for sharing in all schools	Autumn 1-ongoing development	BOC SENcos		All	BOC/AJC	<ul style="list-style-type: none"> Staff will be able to trial items before committing to buying /or loan items not in use 	
To organise a CPD offer led by school SENcos throughout the year.	Autumn 1-initial ideas Autumn 2-embed	BOC SENcos	Cost if necessary for external consultants/training	All	BOC/AJC	<ul style="list-style-type: none"> All staff will receive up to date training on aspects of provision e.g, S&L ,Sign language, Makaton, Sensory circuits, ISI – audited from needs 	
To offer an ECT SEND training package	Autumn 2 Spring 2	BOC SENcos	Cost if necessary for external consultants/training	All	BOC/AJC	<ul style="list-style-type: none"> ECTs will have a greater knowledge and confidence BOC has requested ECT names – received from 4 schools To check with SENcos/Heads what they feel the need is and personalise the offer 	
A focus in Spring Subject lead cluster on SEN in all subjects /provision and adaptive teaching	Spring	BOC SENcos Heads SLs		All	BOC	<ul style="list-style-type: none"> All subject leads will understand their accountability of SEND and provision 	