

School Growth Plan 2022-24

Context:

The overwhelming majority of Intents in the 2019-22 Growth Plan were delivered prior to the start of the 2020 spring term and the onset of the Covid-19 pandemic. From the onset of Covid almost all planning activities became immediate/short term, as the associated challenges touched every area of school activity.

Our school adapted very quickly to changed circumstances. Throughout the first national lockdown a consistent high quality provision of academic work and support was delivered, to ensure that our students were not disadvantaged, in comparison to others, when returning to school. Upon return we launched an ambitious programme for students, before moving their progress forward as quickly as possible. Additional classes for Year 12 and 11 students took place after school and Saturday's. Hundreds of Year 9 and 10 students attended Saturday 'catch-up' in English and Mathematics in a ten-week programme, overseen by the school and taught through external tutors.

The plan to offer the same provision in the Spring Term was blocked by the closure of schools in January 2021. Extensive preparation with both staff and students during the Autumn Term 2020 enabled us to offer live streamed provision relatively smoothly during the second national lockdown. In addition, we were able to host online parent's evenings for all year groups. Saturday 'catch-up' classes in English and Mathematics for Year 7 and 8 students were moved to the Summer Term.

By January 2021 it was clear that the remainder of the 2019-22 Growth Plan period would be dominated by the continued impact of the Covid-19 pandemic, and the school's response. It is likely that by September 2021 vaccinations may allow a return to something close to normality. By that time, it is unlikely that the Spring return from lockdown will allow us to have fully compensated for two extended periods of students not having face to face teaching. The initial phase of this Growth Plan will put in place provision and interventions that fill both learning and social gaps, to enable our student to make rapid progress.

The identification and filling of gaps in student learning, will be a core purpose in planning for the academic year 2021-22. Post lockdown it is likely that the economic impact of the pandemic will place a significant strain on school budgets. There will be some positive legacies from this period, and a 2021-24 Growth Plan will incorporate the lessons learned from the rapid deployment and development of online learning. Existing Growth Plan Intents around wellbeing and enrichment will be more important than ever. Numerous studies have raised concerns about the mental and physical health of children. Enrichment activities and opportunities have diminished as a function of lockdowns to the detriment of our students. In many cases the only enrichment and cultural capital experienced by our students comes through school led activities.

The above provides a rationale for fresh thinking around the challenges faced when returning from the second lockdown. The immediate actions concerning the closure of learning gaps are straight forward, if difficult to implement. The long term implications of the pandemic for education remain unclear, but will be closely tied to impact upon the economy. This will be compounded by the particular challenge faced by Catholic education as a consequence of Brexit. The high number of Europeans migrating to London has halted and the number of Catholic families applying for primary school

places is greatly reduced. It is inevitable that this will quickly apply to secondary schools, with the Diocese believing that the formation of Catholic Academy Trusts provides the most effective protection for Catholic education. Should Cardinal Wiseman move towards academy status, significant administrative and managements capacity will need to be set aside for the thorough preparation required.

What will not change as a function of Covid or Brexit is the paramount importance of developing the faith life of our students, as well as their well-being and associated social skills, in line with our school motto “All things for Christ”. This, along with the safeguarding of students, is our most important intent. Close behind is a whole school community determination that we do not compromise consistently high standards across all areas of school life – standards that took a number of years to establish fully.

We will be in a strong position as we emerge from the pandemic. Finances are robust, with a healthy budget surplus at the end of the 2020-21 financial year. The school is operating effectively, through a mature leadership group who have developed outstanding systems and structures to support learning at all levels. This is reflected in current outstanding inspection grades from Ofsted and the Diocese of Westminster. This Growth Plan will ensure outstanding provision for our students, that will enable them to thrive as we recover from the Covid pandemic.

Key Intent

1. Continue the development of the School's Catholic ethos to nurture the gifts and faith of each student.

The Cardinal Wiseman community is a gathering place for people to live out our gospel values; a place of faith development where students and staff fulfil their talents and ambitions. It is a place where people look after each other and, where possible, those beyond the community who are less fortunate.

- The School motto "All things for Christ" (Education for All = Achievement for All) is the foundation of all activity within the school community.

All things for Christ – our mission is undertaken through the teachings and example of Jesus Christ.

Education for All – is undertaken in an inclusive Catholic community whose membership fully reflects the diversity of our great city. It demands that our inclusion work ensures that no student is left behind or alone as they grown towards adulthood.

Achievement for All – is undertaken to drive each student to fulfil their potential in and out of the classroom to improve their life chances and quality of life.

- All staff will support the development of our student's faith life, in collaboration with governors, families, local parishes, the Diocese and the students themselves. This work will be evident through prayer, liturgy, retreats, reflection and charity. It will be reflected in the relationship between staff and students. It will underpin activity in each of the key intents that follow.

*Target – Maintain 'outstanding' grade awarded in 2019 Section 48 Inspection.
Ensure our students know they are loved.*

Intent 1 – Continue the development of the School’s Catholic ethos to nurture the gifts/faith of each student.

Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Chaplaincy cost centre RC Life	Ensure all staff understand the distinctive nature of Catholic schools.	<ul style="list-style-type: none"> - Deliver INSET to new staff Sept/Oct 2021. - Whole staff refresher training Sept 2021. - Consolidate above as part of staff retreat St Mary’s University July 2022. - Year team monitor daily liturgical delivery in tutor groups. 	<ul style="list-style-type: none"> - Staff voice questionnaire July 2022 - Review of monitoring visits identify required actions moving forward (Including student feedback). 	<p>MB October 2021 and termly</p> <p>Catholic Life Co-ordinator Termly</p>
CPD cost centre RC Life	<p>All staff/students given opportunities for retreat events and reflection, particularly –post lockdowns.</p> <p>Consolidate Year Group retreat programme.</p> <p>Extend above to senior school.</p>	<ul style="list-style-type: none"> - Liaise with SLT Curriculum Team to calendar date retreat programme. - Thorough planning to ensure a high quality experience is delivered. (e.g. external speakers) 	<ul style="list-style-type: none"> - Catholic Life Team review termly and report to Governors sub-committee. 	<p>MB Sept 2021 and termly</p>
CDP cost centre RC Life	Continue to procure/create art work to enhance the school’s faith ethos.	<ul style="list-style-type: none"> - Find appropriate spaces to display works. - Utilise outdoor walls to display stations of the cross. - Ensure each classroom has a focus for prayers. 	<ul style="list-style-type: none"> - Large crucifix at front of school. - Stations of the Cross space located and artwork in place. - All classrooms have artwork/prayer focus. 	<p>Head/MB July 2020</p>
Chaplaincy cost centre RC Life	Full programme of assemblies, liturgies and sacraments in place – that are available to all stakeholders including parents.	<ul style="list-style-type: none"> - Calendar date as appropriate. - Ensure staff/student support team in place to facilitate liturgies. 	<ul style="list-style-type: none"> - Student/staff voice confirms value of programme. - Reported to and reviewed by Govs Catholic Life sub-committee 	<p>MK/MB/Catholic Life Co-Ord September 2021 and termly</p>
Possible agency cost requirement	Develop our relationship with St Peter and St Pauls in Ghana, in line with our Catholic mission /SMSC commitment.	<ul style="list-style-type: none"> - Chaplaincy proposal to Gov. Body. - Set up fundraising events. - Explore possibility of staff/student visit to monitor impact of support and reinforce relationship. 	<ul style="list-style-type: none"> - Report on fund raising and initial visit to Governors March 2022. - Meet with stakeholders to plan future support and potential visit. 	<p>MB/Catholic Life Team July 2022</p>

RC Life		- Ensure student understanding and engagement through assemblies.	- Student voice activity in tutor groups to measure their understanding of social justice in action.	
CPD cost centre RC Life	Ensure curriculum leaders fully understand/deliver the distinctive nature of SMSC at Cardinal Wiseman.	- All curriculum leaders to attend CPD delivered by Chaplain / Catholic Life Co-Ordinator, Autumn Term. - Ensure SMSC clearly identified in schemes of work and lesson plans/lesson observations. - Catholic Life Co-Ordinator to ensure distinctive nature of Catholic School is supported in PSE resources across the curriculum.	- All curriculum leaders attend training. - Review of schemes of work. - Evidence from learning walks.	Catholic Life Co-Ordinator September 2021 and termly
RE cost centre RC Life	Review the delivery and impact of core RE.	- Review pre-lockdown lecture/seminar delivery to guide planning for September 2021, including content.	- Student/Teacher voice on impact of learning. - Quality of students work and assessments. - Attendance levels of students.	Head of RE/Catholic Life Co-Ordinator July 2021 and termly
Family funded/Pupil Premium RC Life Headteachers /Governors Funds	As post lockdown permits, organise student/staff pilgrimage to Lourdes or Walsingham Consolidate and further develop the Emmaus Catholic Schools Partnership post-lockdown.	- Ensure trip planned appropriately through Catholic Life/RE Team. - Ensure inclusive student participation. - Walsingham July 2022? - Lourdes July 2023? - Ensure calendar dated events completed summer 2021. - Attend Summer Term meetings to set events timetable for 2021-22 academic year. - Ensure all events fully publicised through website and Twitter.	- Student/Staff/Parental feedback - Report to full Governing Body / Catholic Life sub committee. - SLT/Catholic Life Team attend Emmaus meetings and keep all stakeholders informed fully.	Catholic Life/RE Teams September 2021 and termly. Catholic Life Team September 2021 and termly

Key Intent

2. Ensure provision offered by the school enables every student to experience a broad, balanced, challenging learning experience.

In the 2019-22 Growth Plan, there was a huge emphasis on ensuring that our school integrated significant curriculum and accreditation changes in each Key Stage. This was completed successfully with excellent teaching and learning resulting in outstanding outcomes. The provision framework put in place from September 2021 will have a significant impact upon our ability to continue to successfully deliver Key Intents in 3, 4 and 5, and must be a key focus for all teams within Cardinal Wiseman. To ensure high quality provision for our students we will:

- Review current provision and associated schemes of work.
- Continue to implement greater consistency in the formation and awarding of grades at key assessment points.
- Continue our relentless focus upon the needs of significant groups re: 'in school variation'.
- Ensure all students are offered high quality curriculum (SMSC) and extra-curricular opportunities to balance and broaden their education.

This framework will ensure that provision is reviewed and adapted, based upon previous experience and outcomes. This will provide an outstanding provision for our students.

*Target: - All teams review the provision framework for courses of study in Key Stage 3,4 and 5
- Student progress and outcomes continue in line with high expectations 2021-24.*

Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Curriculum cost centre/surplus funds/govt funding Curriculum sub-committee	Rapidly close learning gaps that emerged during lockdowns	<ul style="list-style-type: none"> - Low stakes testing, retrieval practices, deeper assessments to identify areas that require intervention. Baseline testing new Yr7,8,9 to inform SoW adjustments for September. - Appropriate consolidation activities across all year groups to close gaps. - As above to identify students requiring additional support through curriculum areas of “external tutoring programme” in the case of Year 7/8 students. - Repeat the external tutoring programme used after the first lockdown to develop key core skills. - Curriculum area development plan focus and Autumn Term 2021 external and in-school tutoring programme for students who have significant learning gaps. Bespoke Saturday school programme for new Year 7. - Summer 21 Learning Reviews to inform SoW/T&L strategies 2021-22. 	<ul style="list-style-type: none"> - Use test outcomes to guide curriculum area analysis and to diagnose learning needs previously not identified. - Repeat testing/questioning to confirm gaps closed. - Review progress at the end of year. - Review of tutoring programme to ensure learning has been consolidated. - Review Autumn ‘catch-up’ programme as basis for further interventions. Evaluate effectiveness of Govt additional Covid funding. 	SLT Curriculum Coordinators Summer term 2021 and termly in 2021-22
CPD cost centre	Review current provision and associated Schemes of Work.	<ul style="list-style-type: none"> - Annual review of public examinations to ensure outcomes in line with planned Teaching and Learning strategies; with action plans formulated where concerns arise with (adapted/ appropriate Teaching and Learning strategies). - Plan appropriate staff INSET and CPD informed by Summer 21 Learning Review. - Closely monitor introduction of any new specifications KS4/5 or temporary Covid assessment structures Year 11/13. 	<ul style="list-style-type: none"> - Subject examination reports benchmarked against SLT Curriculum Team analysis. - Review (in line with above) entry requirements for 6F courses and subject provision, along with transition process. - Co-ordinators ensures appropriate SoW applied with challenge and rigour to ensure students make good progress. 	SLT curriculum September 2021 SLT curriculum September 2021 and half termly

Curriculum sub-committee		<ul style="list-style-type: none"> - Following successful piloting – introduction of less rigid setting of students Year 7/8/9 to raise aspiration/expectations around progress. - Closely monitor progress of most able to ensure they are stretched/challenged. Also ‘middle’ ability students, who were most adversely impacted by lockdowns. - Ensure focus of all teams on Year 9 as a “bridging” year with staggered starting points for GCSE study <ul style="list-style-type: none"> - along with carefully planned and timed key assessments. - Reinforcement of 3-part homework practice to prepare students for increased academic demands, including increased use of digital strategies. - Ensure a robust and supportive assessment process, to enable 6F students to move successfully to Year 13, including: careful placement of students re subject choices. - Ensure key assessments appropriate and based on what has been fully taught following review of assessment policy and moderation practice. - Early identification and support for students struggling with transition, benchmarked against GCSE performance/data. - Ensure vocational course students benefit from the rigour associated with core academic subjects. - Explore assessment alternatives for SEN/ lower ability KS4 e.g. ASDAN. 	<ul style="list-style-type: none"> - SLT Curriculum Team effectively oversees the impact of new specifications / changes - Careful monitoring of progress grades and main assessments to confirm positive impact on student progress overall. - As above re this group. - SLT along with curriculum/inclusion post holders regularly monitor the quality and frequency of assessments/homework. - SLT and E/M Co-ordinators continue to adjust provision in line with student progress and needs. - SLT/ Sixth Form Team continue to adjust provision and ensure parents fully informed of actions. - Line managers review SoW benchmarked against core subject SoW. - Curriculum leaders ensure coursework clearly set out with students fully prepared, deadlines met and rapid intervention where concerns arise. 	<p>SLT curriculum September 2021 and half termly</p> <p>SLT Curriculum Team / CC’s</p>
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CPD cost centre	<p>Maintain consistency in the formation and awarding of grades at key assessment points.</p>	<ul style="list-style-type: none"> - Effective use of all KS2 information/baseline data to formulate challenging targets for students on entry to Year 7. - SoW KS3-5 support progress, standards and the rigour demanded in new examination specifications / grading's – in line with school's flightpath. - Develop KS5 'flightpath' to provide a framework for greater consistency in awarding progress grades across curriculum areas, with KS4 outcomes as foundation for setting aspirational targets, - Ensure assessments for all Key Stages placed at optimum points in year allowing for appropriate preparation/revision. - Embed effective standardisation/moderation processes following all exam/assessment series. 	<ul style="list-style-type: none"> - Inclusion Team ensures all relevant information from primary schools incorporated into target setting. - TLR holders regularly review and amend individual targets in line with progress made. Focus upon positive projections especially re 'boys' and 'PP students. - Line managers and Curriculum leaders ensure rigorous monitoring re moderation of work to ensure consistency within and across teams. - Director of Curriculum to formulate draft for SLT consultation. - Ensure that SoW guide students to enable them to transition smoothly to GCSE work. 	<p>SLT Curriculum /Inclusion Teams September 2021 and half termly</p> <p>SLT Curriculum Team / CC's</p> <p>Director Curriculum September 2021</p> <p>AHT i/c KS3/ SLT Curriculum Team September 2021 and annually</p>
CPD cost centre	<p>Continue relentless focus on narrowing in-school variation (especially 'vulnerable' groups)</p>	<ul style="list-style-type: none"> - Ensure all staff aware of students 'vulnerable' status, learning needs and progress to enable teams to plan effective learning, particularly for SEN/PP students through whole staff briefings, curriculum and inclusion meetings. - For 2021-22 all teams focus planning on improving progress for boys/middle attainers/white Irish – emerging as potentially underachieving groups. - Ensure appropriate resources in place to enable students to thrive and make good progress. - Closely monitor 'vulnerable' students' progress with rapid intervention and support where concerns arise. - CPD research groups to focus in this area to establish 'best practice' that works in our context. 	<ul style="list-style-type: none"> - SLT/Curriculum leaders closely examine underachievement to identify required actions to ensure that no continued variation or trend emerges. - All post-holders review performance of 'vulnerable' student groups and students to inform provision and planning. - SLT i/c SEN/PP funding review performance and adjust budget channels if required. 	<p>SLT Curriculum /Inclusion Teams/SENCo September 2021 and half termly</p>

	Review delivery of the Curriculum and associated departmental structures	<ul style="list-style-type: none"> - Increased alignment of SEN/ Inclusion and academic teams through regular meetings to discuss and plan learning progress and pathways for individual students from their entry point. - Build on experience of online learning to adapt how we deliver digital technology skills to our students. - Review the balance and breadth of the post-16 curriculum and wider learning provision. 	<ul style="list-style-type: none"> - SLT Curriculum team/SLT meetings. - SLT Curriculum Team / Director of Operations. 	Director of Curriculum/SLT Curriculum Team
Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Curriculum and Catholic Life	Promote SMSC areas within the curriculum, as well as enrichment and futures based activities, to broaden learning opportunities and promote aspiration- post lockdowns.	<p>Promote and map enrichment activities through curriculum areas and outside agencies.</p> <ul style="list-style-type: none"> - Continue to raise awareness of activities through rewards in assemblies, achievement points, badges and acknowledgement letters home. - Continue to provide additional funding for targeted enrichment opportunities in a context where few children have been able to engage in enrichment visits. - Simplify visits administration through adjusting School Visits Policy. <p>- Ensure readiness for and enhance the provision of independent careers advice in line with Gatsby benchmarks for KS3,4,5.</p> <p>- Use digital platforms to enhance opportunities for acknowledging good/excellent work.</p> <p>- Ensure SoW include appropriate opportunities for faith reflection and SMSC development – including social, personal and employability skills.</p> <p>-</p>	<ul style="list-style-type: none"> - SLT review opportunities v's need to be in school to 'catch-up' balance. - Target every student for enrichment visit in 2022, particularly PP/FSM students. <p>- SLT review of curriculum content – summer term 2019.</p> <p>- Adjust timetable to allow for 'drop down' days and other planned interventions and activities.</p>	<p>SLT Curriculum/Inclusion Teams September 2021 and half termly/</p> <p>SLT Curriculum /Inclusion Teams/Coordinator PSHE September 2021 and review annually</p> <p>SLT Curriculum Team September 2021 and half termly.</p>

Key Intent

3. Ensure that consistent high quality teaching, support and intervention results in learners making good and outstanding progress.

In the previous Growth Plan, the development of teaching and learning was linked closely to the changing requirements of the new courses at Key Stage 3,4 and 5. A key feature of the changes was the increased focus on assessment and revision. Powerful evidence of the impact of this strategy came in the 2019-20 examination results. This foundation will be built upon through:

- Ensuring regular high quality assessment and independent learning opportunities for learners.
- Greater consistency in the formation and awarding of grades at key assessment points.
- Continued careful recruitment of staff, allied to high quality training and support.
- Continued review of the school's teacher workload review to ensure a reasonable work-life balance for staff.
- Ensuring that curriculum team ownership of highly effective teaching and learning is supported by the SLT Curriculum Team. Ensuring all staff have appropriate training and development through the school.
- Maintaining the schools steering group membership of the Ealing Teaching School Alliance and related collaboration with other schools.
- Maintain a relentless focus on curriculum and pupil support teams working together to close attainment gaps re significant groups.
- Adding additional capacity to whole school Teaching and Learning support.

Through delivering this intent we will continue to improve the life chances of our students and send scored of students to University each year. In many cases these students are the first generation in their family to reach third level education. Each team within the school must commit to ensure that we continue to raise the achievement levels of our students through high expectations, challenging targets and planning effectively towards them.

*Target: - Learning walks evidence highly effective teaching in all subjects at all key stages.
- Whole school aim of 0.5+ Progress 8 KS2-4 and no blue ALPS subject grades KS5.*

Intent 3 Ensure that consistent high quality teaching, support and interventions result in learners making good and outstanding progress.

Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Gov Com	All teacher and Curriculum Teams working through new Teaching and Learning Policy	<ul style="list-style-type: none"> - Regular monitoring of teaching through LW/Deep Dives shows all teachers operating in line with policy. - All Curriculum teams adopting distributive/retrieval practice to support consolidation of learning. - All Curriculum teams represented in research groups, Teach-Meets to support continued development of highly effective teaching. - Whole school focus post lockdown embedding literacy in all lessons. 	<ul style="list-style-type: none"> - Departmental reviews and Learning Walks. - SoW, Learning Walks, student progress grades. - Teach-meet presentations utilised by curriculum areas. Measure impact of research through student progress, student feedback. 	SLT Curric Team September 2021 and termly
Dept/CPD cost centres	All teachers including non-specialists, consistently deliver highly effective lessons – within the context of a reasonable workload.	<ul style="list-style-type: none"> - Clear structures/support in place to ensure T&L is thoroughly evaluated and developed in all Key Stages. - Appropriate INSET targeting all teachers and middle leaders on all areas of managing and coaching T&L – including middle leaders coaching programme. - All staff benefit from CPD opportunities, with internal T&L research groups focused upon best practice strategies – particularly in relation to underachieving groups. - All staff fully aware of student needs and associated progress. - Regular TeachMeets and other meetings used to highlight and share excellent practice. - Ensure comprehensive support and training for all new staff, particularly ECT's, lacking TP experience. - Introduction of ECF, ensuring ECT's, mentors and induction tutors all engage in effective training. 	<ul style="list-style-type: none"> - SLT use of evidence from monitoring teaching fully utilised to develop and share best practice. - Performance management reviews reflect above, with evidence shaping INSET/CPD programmes. - Learning walks show that actions are delivered effectively, as does pupils progress. - Line managers/SLT support curriculum areas and collaborate with other schools to identify / share best practice. 	JG/ SLT Curric Team September 2021 and half termly
Curriculum				

CPD cost centre	Ensure regular high quality assessment opportunities for learners, that encourage them to demonstrate their knowledge and associated skills.	<ul style="list-style-type: none"> - Review prior attainment and adapt SoW to ensure that students entering Year 7 can thrive and make continual progress from their starting point at High School. - Underachievement quickly identified and appropriate teaching strategies and other interventions utilised to close gaps. - Throughout each Key Stage ensure a range of formative and summative assessment opportunities are used to gauge students' needs and progress, with T&L adapted accordingly- informed by Summer 2/ Learning Review. - Assessments monitored by line managers to ensure only work covered previously is assessment and appropriate intervention evident. 	<ul style="list-style-type: none"> - Regular meetings between TLR holders and line managers to evaluate and review assessments and adapt accordingly. - Regular meetings between TLR holders and LST to evaluate/review assessments and plan appropriate interventions and support for LST students. - SLT curriculum team / SLT review assessment outcomes as the base for adaptations to assessment policy and implementation. 	SLT Curric Team September 2021 and half termly
Curriculum				
SLT curriculum cost centre	Ensure consistency in the formulation and awarding of grades at key assessment points. (See Intent 2)	<ul style="list-style-type: none"> - All teams and teachers award grades in line with the framework provided by the KS2-4 "Flightpath". - Continue exploration of the viability of a KS5 "flightpath". - Rigorous monitoring of work/assessments to ensure consistency within teams. - SLT review grades to ensure consistency across different teams, in line with targets/flightpath. 	<ul style="list-style-type: none"> - Line managers monitor to ensure assessments are appropriate, with built in moderation to ensure consistency and fairness. - SLT Curriculum Team monitor KS5 progress/projected grades to ensure no assessment is purposefully or artificially difficult, in order to 'motivate' students to work harder. 	SLT Curric Team September 2021 and half termly
Curriculum				
SLT Curriculum cost centre	Provide opportunities for the development of independent learning skills within and beyond the curriculum.	<ul style="list-style-type: none"> - Ensure appropriate 3-part homework set regularly on Microsoft 365 to support independent learning skills within and beyond the curriculum; this is in line with the marking, feedback and assessment policy. - Continue development of Microsoft 365 and 'One Drive' as online learning platforms. - Develop full online programme of intervention/enrichment lessons. - In line with above ensure that parents are given advice and practical help on how they can access support and develop their children as independent learners on Microsoft 365. - Continue to provide a wide range of enrichment opportunities where students can develop practical and academic skills at challenging levels, not always available through the curriculum. 	<ul style="list-style-type: none"> - SLT department learning walks. - Book looks. - SoW 	SLT Curric Team and Department Heads September 2019 and half termly
Curriculum				

Dept/SLT cost centres	Provide all staff with appropriate training and development opportunities.	<ul style="list-style-type: none"> - SLT to identify key teaching and support staff training needs and ensure discussed at PM meetings, with completion targets set. - Set aside sufficient funding in appropriate cost centre. - Continue to develop middle/senior leaders through NPQSL/NPQML and equivalent's, including internal middle leader's training. - Introduction of ECT and new staff induction programme. - Continue internal programme of CPD Research Groups, with focus on raising achievement for 'vulnerable' groups / students. - Ensure curriculum teams regularly refresh examination board training re specifications, marking. - All staff fully trained in Microsoft 365 and 'one drive' 	<ul style="list-style-type: none"> - Senior AHT T&L / SLT review examination results and learning walk reports, continuously adapting programme in response to evidence of above. 	SLT Curric Team and Senior AHT T&L September 2021 and half termly
Curriculum				
Dept cost centres	All teacher support the development of Literacy and Numeracy,	<ul style="list-style-type: none"> - Whole school focus on Literacy/Oracy CPD to ensure cohesive approach. - Periodic re-testing of reading ages/skills throughout KS3, with appropriate support and intervention where lack of progress is a concern. - Literacy and Numeracy co-ordinators continue to present in briefing and work with subject leads to find new ways of promoting Literacy and Numeracy within the subject. - Library staff continue to work with teams to provide additional literacy resources in different subjects. - Library staff continue to work with the English Team to promote and develop wider reading. 	<ul style="list-style-type: none"> - Senior AHT T&L / SLT Curriculum Team ensure wider Literacy and Numeracy promoted in SoW. - Learning walks to provide evidence of implementation. 	SLT Curric Team and Department Heads September 2021 and half termly
Curriculum				
SLT Curriculum cost centre	Continue relentless focus on narrowing in-school variation (especially 'vulnerable' groups) (See Intent 2)	<ul style="list-style-type: none"> - As with Intent 2, with a particular emphasis on groups identified as potentially underachieving (boys, SEN/PP, high attainers). - Continued CPD on use of EEF Toolkit for PP/SEN students. 	<ul style="list-style-type: none"> - Learning walk reviews - Progress grades monitored and appropriate interventions put in place. 	SLR Curric Team September 2021 and termly
Curriculum				

Payroll	Provide additional 'whole school support' for the continued development of T & L (particularly online), training and monitoring standards.	<ul style="list-style-type: none"> - Appoint induction tutor to support ECT. - Appoint Edtec TLR3's to capitalise upon and embed, online (lockdown) leaning strategies, to complete 2 year Covid project. 	<ul style="list-style-type: none"> - Feedback from staff Performance Management. - Feedback from staff impact upon SoW. 	Dir.Curric Senior AHT T&L September 2021 Parents
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Key Intent

4. Continue improving access and removing barriers to academic and social progress for all students, particularly those with learning needs and from disadvantaged backgrounds in the post- Covid context.

Very few learners are unaffected by challenges (particularly during their teenage years), that can impact upon their learning and progress. We will support our students, including many who will require long term and consistent intervention – in line with our mission of education and achievement for all. Most of our students will have been affected by the Covid pandemic and associated school closures. The curriculum needs and closing of gaps is primarily covered in Intents 2/3. The safeguarding and wellbeing, including mental health, of our students are equally important. We will meet their needs by:

- Ensuring that systems around safeguarding and child protection operate effectively and sensitively.
- All teaching/support teams focusing upon ensuring that students arrive at school on time and ready to learn.
- Progress being monitored closely, with rapid intervention where pastoral concerns or underachievement are identified.
- Continue to work towards closing the in school variation, particularly concerning disadvantaged and SEND students, with the more demanding new courses in Key Stage 3,4 and 5.
- Ensure systematic delivery of pro-active actions around risks associated with keeping students safe.
- Ensuring that we engage fully with families, with a priority of meeting those seen as ‘hard to reach’.
- Prioritise getting students into *what were) normal routines during the Summer/Autumn 2021 post lockdown, so that they make good progress towards the next stage of education.

Target: - All safeguarding and child protection issues dealt with effectively and with positive outcomes.

- Continue to improve high attendance figures seen in 2018-19.

- Students with vulnerable or disadvantaged characteristics make expected or better than expected progress.

Intent 4 Continue improving access and removing barriers to academic and social progress for all students, particularly those with learning needs and from disadvantaged backgrounds in the post- Covid context.

Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
.	Ensure smooth transition for new Year 7 students, including early identification of students with learning needs	<ul style="list-style-type: none"> - Early testing to identify students who may not have been ‘flagged’ by primary schools. - Parents Information Evening to establish positive relationships between home and school, where concerns can be communicated more effectively. - HOY 7/tutors to monitor progress carefully and flag potential concerns and barriers to progress. - LST to highlight students requiring additional support and provide the information/benchmarks to allow all staff to ‘flag’ concerns. 	<ul style="list-style-type: none"> - Test results/progress grades. - Parents/school liaison - LST benchmarking. 	Director of Inclusion / SENCO September 2021 and half termly
Pupil Support Surplus fund	Rapidly close learning gaps that may have emerged during lockdowns (see Intent 2)	<ul style="list-style-type: none"> - Inclusion Teams support the work of Curriculum Teams, through liaising with parents and supporting intervention work and ensuring access to ICT facilities. - KS2-3 transition work to highlight students requiring additional support. 	<ul style="list-style-type: none"> - Student progress (grades) and key assessments. - Feedback from review of in-school interventions and external tutor programme. 	SLT Inclusion/Curriculum Teams July 2021 and termly
	Identify and put in place appropriate interventions for safeguarding/mental health concerns emerging from or post-lockdowns.	<ul style="list-style-type: none"> - All students complete a mental health check questionnaire upon return to school, Spring 2021. 	<ul style="list-style-type: none"> - Review of questionnaire outcomes used to plant interventions support. 	SLT Inclusion Team Summer 2021 and termly

Curriculum		provide personalised support to underachieving students KS3-5. - Complete audit of ICT to ensure all students have access to ICT based resources.	based upon appropriate assessments. - Groups changed through regular meetings of SLT Curriculum/Inclusion Teams. - Strategies adapted through above and meeting with parents.	
Dept/ CPD cost centres Curriculum	Consistent high quality teaching ensures that all learners' needs are fully met. (see Intent 3)	- All SoW address wide range of learners, informed by in-house teaching research teams. - Consistent application of Schools Code of Conduct ensures an outstanding environment for learning. - Teachers fully informed in relation to students with particular needs.	- Learning walk scrutiny demonstrates teacher awareness of student needs, through appropriate actions/strategies. - Intervention where concerns identified through progress checks.	Senior AHT T&L October 2021 and half termly
Pupil Support cost centre Curriculum	Ensure parents are fully informed and engaged in their children's learning.	- Overwhelming majority of parents attend September information evenings. - Targeted meetings with families categorised as 'hard to reach'. - Continue to improve Teams/on line interface with families. - Regular progress information delivered to parents in easy to understand format.	- Attendance data from September meetings. - Half termly progress grades. - Monitor Teams usage. - Parent voice feedback at transition/parents evenings.	Dir. Inclusion September 2021 and half termly.
Pupil Support cost centre Full Gov's	Ensure systems around Safeguarding and Child Protection operating effectively.	- Close any gaps in provision and training as new related threats emerge. - Assemblies utilised to ensure all students know CP officers	- Policies updated in line with internal review and DfE updated safeguarding requirements. - New and existing staff fully trained re above. - Student/Parent feedback	PW/GW October 2021 and reviewed regularly. PW October 2021

		<p>and confident to approach them.</p> <ul style="list-style-type: none"> - Ensure all new appointments fully vetted and all staff records demonstrate appropriate checks in place. 	<ul style="list-style-type: none"> - Termly internal checks, including governors safeguarding audit and external audit verification. 	<p>GW September 2021 and termly.</p>
<p>Pupil Support cost centre</p> <p>Full Gov's</p>	<p>Ensure systematic delivery of pro-active actions around risks associated with wellbeing and staying safe.</p>	<ul style="list-style-type: none"> - Utilise assemblies/PSHE lessons to fully inform students re: online risks / e safety and who they can go to on the staff. - As above re: substance misuse / mental health and who they can go to on the staff. - Staff fully trained re: emerging risks (peer on peer abuse, sexual harassment) and who they report to on the staff / LA. - Ensure effective delivery of RSE programme. - Effective utilisation of extended tutor period 2021, to ensure RC Life, wellbeing, SMSC. 	<ul style="list-style-type: none"> - Record and monitor incidents related to risk areas and deliver appropriate interventions following review. - Student / parental feedback. - Regular monitoring of tutor groups by HoY. 	<p>Inclusion Team/ Co-ordinator PSHE/Careers September 2021 and termly.</p>
	<p>Ensure systematic delivery of pro-active actions around risks associated with wellbeing for staff.</p>	<ul style="list-style-type: none"> - Ensure all new initiatives are implemented with consideration of workload impact. - Ensure all staff have access to a social space beyond the classroom. - Develop opportunities for staff to develop skills to offset stress/anxiety. - Ensure all staff know where to find support if anxious. 	<ul style="list-style-type: none"> - Staff feedback including anonymous surveys. - Staff data attendance. 	<p>Senior AHT Inclusion September 2021 and termly</p>

<p>Pupil Support cost centre</p> <p>Full Gov's</p>	<p>Fully inform students around progress post-16 and potential occupational pathways.</p>	<ul style="list-style-type: none"> - UCAS and Apprenticeship evening for students/parents. - Utilise assemblies/PSHE lessons and drop down- days, to allow students to explore options with additional advice/support for vulnerable groups. - Develop range of external contacts to provide a range of potential pathways. - Carefully plan drop-down days to avoid significant disruptions to teaching and learning. - Ensure school is GATSBY benchmark compliant. 	<ul style="list-style-type: none"> - Parental/Student engagements and feedback. - Student and staff feedback to guide further development. - SLT Curriculum Team to ensure minimal impact on teaching and learning. - Ensure above in place and that students are given opportunities to consider provision from other providers. 	<p>Head Yr11/Senior Inclusion/Curriculum Teams September 2021 and termly</p> <p>Co-ordinator PSHE/Careers UCAS officer September 2021 and termly</p>
<p>SEN/CPD cost centres</p> <p>Curriculum</p>	<p>Continued focus upon the reduction of in-school variation re: significant groups - SEND students. (See Intent 2)</p>	<ul style="list-style-type: none"> - SENCo Closely monitor progress of students through Line Managers. - SLT Curriculum Team and Ach/Standards to use progress grades to inform planning and target support for curriculum teams. - CPD/Pilot research groups identify and share best practice. - LST to monitor all SEN progress grades and to regularly liaise with SLT Curriculum Team. 	<ul style="list-style-type: none"> - Progress grades scrutinised with appropriate intervention where concerns identified. - As above - SLT/curriculum teams review impact of implementation of research findings. 	<p>Directors of Inclusion/Curriculum/SENCo September 2021 and termly</p> <p>Senior AHT T&L September 2021 and termly</p> <p>SLT Inclusion Team</p>
<p>Pupil Premium cost centre</p>	<p>Continued focus upon the reduction of in-school variation re: significant groups – Pupil Premium students. (See Intent 2)</p>	<ul style="list-style-type: none"> - Ensure Pupil Premium funding directed effectively, with appropriate interventions where required. - Monitor the progress of students through line 	<ul style="list-style-type: none"> - Regular review of progress grades/outcomes and other data e.g. attendance to identify impact/need for adjustments. - Progress grades scrutinised with appropriate intervention where concerns arise. 	<p>SLT Inclusion/Curriculum Teams September 2021 and termly</p> <p>As above / Line managers</p>

Curriculum		<p>managers to ensure awareness within curriculum areas.</p> <ul style="list-style-type: none"> - CPD /Pilot research groups identify and share good practice. 	<ul style="list-style-type: none"> - SLT/curriculum teams review impact of implementation of research findings. 	As above,
	<p>Continue to reduce the number of Permanent/ Fixed Term exclusions overall, with particular focus on 'vulnerable' groups.</p>	<ul style="list-style-type: none"> - Introduction of additional tier before FT exclusion following successful pilot. - Ensure appropriate support and guidance in place for students presenting inappropriate behaviour. - Work closely with parents and external support stakeholders. 	<ul style="list-style-type: none"> - Half termly audit of data to determine actions for next half term. 	<p>Director of Inclusion September 2021 and half termly</p>

Key Intent

5. Ensure all resources and capacity are utilised efficiently and directed towards enhancing the learning environment for our students.

Despite significantly increased costs over the last 3 years, income has increased from the national funding formula and increased numbers in the sixth form. Cardinal Wiseman remains the least well-funded school, per students, within the Local Authority. This context has resulted in some difficult decisions around restructuring areas of the school to make efficiency savings, in order to expand the number of teaching staff, particular Advanced level teachers.

The core function for budgets 2021-24 will be to consolidate and improve learning opportunities for our students and ensure that they make expected or better than expected progress. During 2021-24 we will:

- Carefully monitor spending to ensure value for money and impact in relation to the core function outlined above.
- Fully explore the (increasingly difficult to find) areas where further efficiently savings can be made without impacting upon core provision.
- Continue to develop the site to ensure the school is safe and offers the best learning opportunities.
- Ensure that no child is disadvantaged by an inability to access ICT.
- Work towards achieving balanced budget's 2021-24, despite significant uncertainty in relation to government funding.

*Target: - Maintain a balanced budget through a period of challenging public finances and increased costs 2021-24.
- School budget continues to deliver value for money in meeting Growth Plan objectives.*

Intent 5 Ensure all resources and utilised efficiently and directed towards enhancing the learning environment for our students.

Cost centre Govs Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Whole school budget Finance	Maintain a balanced budget through a challenging period of anticipated income reduction and increased costs 2021-24	<ul style="list-style-type: none"> - Review impact of National Funding formula review and plan appropriate adjustments including staff and curriculum structures. - Continue to seek savings from all cost centres to ensure maximum funding to teaching and support teams. 	<ul style="list-style-type: none"> - Review action plan in place for final 2020-21 budget planning (and next 2 years). - As above, and informed by funding formula outcome. 	GW January 2021 GW January 2021
Payroll cost centre Finance/HR	Continue to address the volume of upper Threshold costs and seek to make additional efficiently savings.	<ul style="list-style-type: none"> - Maintain focus on staff training, development and career progression. - Closely monitor staffing costs to ensure that it is controlled as a percentage of school expenditure including the removal of portability from School pay policy. 	<ul style="list-style-type: none"> - Ensure appropriate training programme available to all staff, updated in line with changing needs e.g. safeguarding/ Prevent updates. - Take appropriate action if concerns identified e.g. delete post or restructure. 	HT/GW January 2021 and termly
Carry forward cost centre Full Gov's	Ensure confirmed appropriate utilisation of the School's carry forward figure.	<ul style="list-style-type: none"> - Ensure in year unbudgeted savings utilised to support student progress and support, particularly that of disadvantaged students. - Seek projects that can enhance provision - Review viability of new 6F student area in light of school funding announcement autumn 2019 	<ul style="list-style-type: none"> - Review impact of 2019-20 enrichment funding. - Review use of school surplus post 6F project. 	HT/GW January 2021 and termly. As above.

Whole school budget Finance/ Full Gov's	Effectively monitor cost centres to ensure appropriate spending/control	<ul style="list-style-type: none"> - Regularly monitor all cost centres with appropriate intervention where appropriate. - 'Incentivise' teams to avoid overspends. - Regular financial reports to governing body and regular meetings with Chair of Finance sub-committee along with Finance Committee meetings. 	<ul style="list-style-type: none"> - Monthly financial reports to governors. - Review all cost centres, with penalties imposed re: overspends. - Actions in line with Governing Body guidance. 	GW/Finance manager October 2021 and termly
Recruitment/ CPD cost centres HR	Ensure effective recruitment of new staff.	<ul style="list-style-type: none"> - Fully utilise close and improved relationship with St Mary's University. - Act quickly as vacancies arise, interviewing candidates immediately after ad closure. 	<ul style="list-style-type: none"> - Astute / discreet / proactive analysis of likely needs. - Review of process if candidates are lost before interview. 	GW/ January 2021
		<ul style="list-style-type: none"> - Review ICT Team in line with additional responsibilities post C Carr. 	<ul style="list-style-type: none"> - Monitor effectiveness of new alignment 	
Dept/Premises cost centres Full Gov's	Ensure the school is a safe environment for all stakeholders.	<ul style="list-style-type: none"> - On-going review of all related school policies particularly child protection and safeguarding. - All appropriate risk assessments in place, updated and reviewed where appropriate. - All areas well maintained and conducive to effective teaching and learning. 	<ul style="list-style-type: none"> - Annual update of policies and equipment inventory. - Work with LA Teams to ensure full compliance with legislation/obligating and acting where concern identified. - Regular maintenance of all plant and equipment. Monitor quality of cleaning operation. 	GW/Site Manager September 2021 and on-going
ICT cost centre	Maintain high level IT provision across all areas of the School.	<ul style="list-style-type: none"> - Plant ICT development post BSF contract. - Ensure appropriate training for all staff re: IT systems. - All administrative team SIMS trained. - Ensure maintenance of accurate inventory. 	<ul style="list-style-type: none"> - Audit training requirements through Performance Management to identify needs. - Annual external inventory. - Careful monitoring of cost centre. 	GW/CC Jan 2021 GW

Finance/ Premises		<ul style="list-style-type: none">- Ensure VFM purchasing in line with school policy.- Ensure related policies appropriate and up to date e.g. use of internet, data protection.	<ul style="list-style-type: none">- Annual policy review or changes in legislation requires action.	April 2021 and annually ICT Manager September 2021 and yearly
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Key Intent

6. Strengthen links within the local community through collaborative projects and opening up facilities (to ensure that the school avoids segregation within that community)

The Cardinal Wiseman Catholic School was built in 1959 to provide education for the rapidly growing catholic population as hundreds of thousands of families moved to London from the Irish Republic. During the 1980's and 90's a significant number of local non-Catholic children were able to attend the school as a consequence of increased admission numbers.

During the last ten years' the school's success allied to Cannon Law, has resulted in only fully practising Roman Catholic children being able to attend the school. Despite, this, through migration the catholic population in and around Greenford is a minority within the local community. Our school should not become isolated from the wider community around the Greenford area. It is important that we work to ensure that our modern facilities are of benefit to the wider community. To do this we will:

- Open the school facilities to community groups where possible.
- Continue to work with local schools to support their work and offer our facilities for their use.

*Target: - Continue to liaise with the local parish and other schools to utilise our facilities.
- Increased collaboration with local primary and special schools.*

Key Intent

7. Plan and prepare for the school's move to academy status.

In April 2016 the Diocese of Westminster directed its school to begin preparation towards joining a Diocesan MAT. This followed the announcement by the Chancellor that all schools were to become academies by 2020. The subsequent change of position by the government did not alter the view of the Diocese that 'adacemisation' was the best way to protect catholic education moving forward.

Cardinal Wiseman has been proactive in positioning the school to avoid being unprepared and potentially disadvantaged as the above process moves forward. Both the Chair of Governors and Headteacher served on Diocesan working groups. The position of the school in 2020 before the pandemic struck, was that there was, on balance, little benefit to the school community through becoming a part of a CAT. In January 2021 the Education Service published plans to accelerate the acadamisation process. As this moved forward we will:

- Keep stakeholders fully informed.
- Ensure key staff are given appropriate training so that we are able to have some influence in shaping any future CAT arrangement.
- Consult fully with staff, parents and other stakeholders before moving the process forward.
- Liaise with schools that have previously converted, to avoid unnecessary errors and costs.
- Prioritise the current arrangements re: staff pay and conditions to ease any associated anxiety.
- Ensure that students are not affected by the schools need to divert capacity and resources to ensure a successful transition.

Target: - To position the school so that it can convert to academy status, if advantageous or necessary to do so.

Intent 7 Plan and prepare for the school's move to academy status.

Cost centre Gov Comm	Target	Actions	Base for monitor/ Review of impact and further actions	i/c – Date
Whole school budget Full Gov's	All stakeholders kept informed of Diocesan moved towards academy status.	- Governors working group to explore response to Diocesan directive. - Monitor progress of Harrow CAT.	- Updates to stakeholders allow feedback from school community to Diocese in shaping process. - Governors agenda item at all FBG meetings	HT/Govs Summer Term 2021
Whole school budget Full Gov's	Consultation with school community re: Academy status.	- Consultation meetings with staff, parents and other stakeholders if governors proceed Summer 2020.	- Governors working group formulate roadmap to academy status in the event of decision to become academy. - Governors working group plans timetable towards joining MAT – in the event of decision to join.	HT/Govs Autumn Term 2021 or Spring Term 2022