

# ST VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL



## SCHOOL DEVELOPMENT PLAN SEPTEMBER 2017 – AUGUST 2018

in the context of the 5 Year Financial Plan

*UPDATED November 2017*

We are called to be the hands and face of Jesus as we learn, love and grow together

## KEY TO ACRONYMS & ABBREVIATIONS USED IN THIS PLAN

### Budget sources

<b>DFC</b>	Devolved Formula Capital	<b>SBF</b>	School Building Fund	<b>SFA</b>	School Fund Account
<b>LCVAP</b>	Locally Coordinated Voluntary Aided Projects	<b>SD</b>	Staff Deployment	<b>GR</b>	Grant
<b>SFR</b>	Special fund raising	<b>D</b>	Donations	<b>GA</b>	General Account

### ABBREVIATIONS USED IN THIS PLAN

Ad	Admissions Committee	PA	Prior Attainment
AHT	Assistant Headteachers	PPM(M)	Pupil Progress Meeting (Minutes)
ARE	Age related Expectations	QR	Questionnaire Results
BLP	Building Learning Power	RC	Resources Committee
BM	School Business manager	SEF	Self-Evaluation Framework
CG	Chair of Governors	SEF48	RE/Catholic Life SEF
CM	Committee Minutes	SB (M)	Staff Briefing (Minutes)
CPDR	Continuing Professional Development Record	SC (M)	School Council (Minutes)
Disp	Display	SEAL	Social & Emotional Aspects of Learning
EYFS	Early Years Foundation Stage	SEND	Special Educational Needs & Disability
FGB(M)	Full Governing Body (Minutes)	SG	Safeguarding Governor
Gov	Governor	SIP	School Improvement Partner
GR	Governor Report	SL(F)	Subject Leader (Feedback)
HA	Higher Achieving	SLG	Subject Link Governor
HfL	Herts for Learning	SLR	Subject Leader Report
HfLA	Herts for Learning Adviser	SLT (M)	Senior Leadership Team (Minutes)
HTR	Head's Report	SocM	Social Media
HSG	Health & Safety Governor	SM (M)	Staff Meeting (Minutes)
KSL	Key Stage Leaders	SDP	School Development Plan
LWN	Learning Walk Notes	TA(M)	Teaching Assistant (Meeting Minutes)
LG	Link Governor	Tch	Teachers
LO	Lesson Observations	TLC	Teaching & Learning Committee
NL	Newsletter	Web	Website
Pol	Policy	WP	Working Party
PA(R)	Performance Appraisal (Report)		
PPA	Planning, Preparation & Assessment time		

We are called to be the hands and face of Jesus as we learn, love and grow together

## 1.0 AIMS OF THE SCHOOL

- To create a living, Christian community of pupils, staff, parents, governors and parish where the teaching and values of Christ are at the heart of all our activities
- To sustain the Catholic life of the school through religious teaching, through experiences of prayer and Worship and through the Christian values which permeate the school
- To provide a secure, caring and welcoming environment for the children, parents, staff and visitors
- To offer our children the best possible education so that they may develop their aptitudes, abilities and interests to the best of their abilities within a stimulating learning environment
- To promote excellence
- To foster self-confidence and to motivate our children to take pride and pleasure in their work
- To encourage in our children a sense of responsibility for the community and for the world in which they live
- To help our children acquire the knowledge and skills that will eventually enable them to lead full lives in our society
- To celebrate and reward success in all areas of our children's development

## 2.0 SCHOOL VISION

*St Vincent de Paul Catholic Primary School aims to be a place where students, staff, families, governors and parishioners work together to create an environment where everyone understands what it is to 'to be called to be the hands and face of Jesus as we learn, love and grow together.' Social justice, an understanding of the common good and a focus on being rights respecting will be at the heart of all school actions. The school aims to offer pupils a rich, broad, diverse, relevant and creative curriculum that allows pupils the space to develop the skills to be an effective citizen. Pupils, learning indoors and outdoors, at home and at school, will develop their use of new technologies, alongside traditional skills to maximise their personal development of effective life-long learning behaviours and a healthy lifestyle in a Catholic environment. Parents will be empowered to work with pupils to engage with learning opportunities whether they be academic, cultural, spiritual or emotional. The school recognises everyone as a learner and acknowledges that the effective learning struggle, accompanied by the appropriate support, can enable excellence for everyone*

We are called to be the hands and face of Jesus as we learn, love and grow together

We are called to be the hands and face of Jesus as we learn, love and grow together

### 3.0 Ofsted Inspection Outcomes

<https://reports.ofsted.gov.uk/provider/files/2416879/urn/117498.pdf>

#### **AT OUR LAST INSPECTION THE SCHOOL WAS JUDGED TO BE 'GOOD' (JULY 2014)**

This means that the school is an inspection window from July 2017 to July 2019 under the current regime and would initially be subject to a one-day inspection to confirm that the school is still 'good'. Should other information become apparent, the school would then convert to a full Sec 5 inspection in order to delve deeper.

**In July 2014, OFSTED suggested that the school should focus on the two following development points:**

- **Improve the quality of teaching, particularly in mathematics, by ensuring:**
  - all teachers regularly provide challenging and stimulating activities for pupils, particularly those who are more able, to ensure that they concentrate hard at all times
  - pupils are encouraged to use their skills in mathematics to find solutions to mathematical problems and are given more opportunities to do so
  - the guidance teachers provide in their marking makes clear to pupils what they need to do next to improve.

**Develop the role of teachers who lead different subjects by giving them more responsibility for improving the quality of teaching in their areas, particularly in mathematics.**

**Inspectors suggested that the school is not yet 'outstanding' because:**

- The teaching is not quite as strong in mathematics as it is in reading and writing. Occasionally, work is repetitive and pupils lose interest.
- Teachers do not always set pupils, including the more able, sufficient challenges or give them the opportunity to use their mathematical skills to think hard and to solve problems.
- Teachers' marking in mathematics is not as helpful as it is in English. Teachers' comments do not always ensure pupils understand what they need to do to improve.
- Although subject leaders are enthusiastic about their roles, their skills in improving the quality of teaching are not fully developed.

### 4.0 Diocesan Inspection Outcomes

We are called to be the hands and face of Jesus as we learn, love and grow together

**AT OUR LAST SECTION 48 DIOCESAN INSPECTION (MAY 2016)  
THE SCHOOL WAS JUDGED AS FOLLOWS:**

Classroom Religious Education: **Good (2)**

Catholic Life of the School: **Outstanding (1)**

We can expect our next Diocesan SEC48 Inspection within 5 years from our last one  
(i.e. May 2021)

Issues from previous inspection report:

**(1) Inspectors identified the following areas to develop for classroom religious education:**

- Continue the progress of improvement of teaching and learning in RE, with particular emphasis on staff development
- Embed consistent marking practice that is developmental
- Provide further inset opportunities for staff to develop their insight into the relationship between the two Attainment Targets

**(2) Inspectors identified the following areas to develop the Catholic life of the school:**

- Continue to develop support for its third world projects such as that in Kanyike, Uganda.
- Take forwards its plans to become a Unicef 'Rights Respecting School' and a Fairtrade School in cooperation with CAFOD.
- Carry on with the good start already made with child initiated prayer.

## 5.0 Strengths and areas of development

**Strengths and areas of development** drawn from the 2017 data set

End of KS1 attainment is strong in relation to age related expectations

End of Key 2 progress is strong in maths and writing but is just below national progress rates in reading

The Good Level of Development (GLD) has remained below the national over three years and is impacted on by challenges with early writing and the early acquisition of language by pupils with English as an additional Language (EAL)

By the end of KS2 pupils with EAL have made accelerated progress

Minority ethnic pupils, on the whole, outperform other pupils in the school

On the whole Pupils in receipt of the pupil premium are making at least as good progress as their peers and often accelerated progress

Phonics expectation at the end of Year 1 are below national expectations and there is a focus on phonic catch up interventions

## 6.0 KEY DRIVERS FOR THE SCHOOL DEVELOPMENT PLAN

These are the key motivators for many of the actions contained in this plan and are the priorities for our development.

- 6.1 Sustain the Catholic Identity and Ethos of the school and support the faith journey of all pupils, their families and staff through effective teaching and learning strategies, continuous CPD, pupil involvement in the leadership of the spiritual life of the school and through effective engagement with families and parish life.
- 6.2 Maximise potential progress and achievement for all pupils through provision which ensures at least good and often outstanding learning and teaching, monitoring and feedback, leading to sustained high rates of progress and consistently high standards based upon effective knowledge of prior attainment and vulnerable groups.
- 6.3 Enjoy and achieve through ensuring a broad and creative approach to the curriculum which builds outstanding learning behaviours and makes appropriate links between subjects whilst maintaining progression in key subject skills (according to the National Curriculum), using innovative ICT to deliver and inspire learning and effective feedback to ensure that individual learning needs are continually developed.
- 6.4 Develop a safe and comfortable, outstanding learning environment which is conducive to effective and creative learning and teaching and which maximises the opportunities for learning indoors and outdoors
- 6.5 Promote community cohesion and celebrate the diversity of our school community, ensuring equality for all, respect for diversity & sustaining British Values, the rights of the child and themes of social justice and the common good.
- 6.6 Promote children's emotional and mental health wellbeing through an effective and relevant PSHEC curriculum and school wide systems that enable them to be resilient when they encounter problems and challenges. Support and promote the wellbeing of all staff and healthy lifestyles for all.
- 6.7 Ensure effective communication, consultation & consistency with all groups of staff, pupils and parents in order that everyone understands and is able to engage with whole school development issues & priorities.

We are called to be the hands and face of Jesus as we learn, love and grow together

## 7.0 Catholic Life & Religious Education

Ref	Key priority	Actions	Success criteria	Monitored by	Reporting via	Timescale	Cost	Budget source
7.1	Ensure that high standards in RE are developed & sustained	<ul style="list-style-type: none"> <li>Share good practice</li> <li>Monitor planning</li> <li>Monitor outcomes</li> <li>Pupil data is analysed</li> <li>CPD in school priorities</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are achieving according to expectations</li> <li>Teachers are aware of prior attainment</li> <li>Curriculum directory drives planning</li> <li>Pupils are increasingly aware of Curriculum Directory statements</li> <li>RE is given the time allocation of a core subject (10%)</li> <li>RE lessons are engaging and set aside as being different</li> <li>RE CPD is prioritised</li> <li>Learning Walk</li> <li>Lesson Observations</li> </ul>	SL SL SL SL SL SL LG LG SL	SEF48  SEF48 LWN HTR LO GR GR LO	Termly Ongoing Termly Jan 18 Termly May 18 Jun 18 June 18 May 18	£1000	GA
7.2	Ensure that marking and feedback moves learning on effectively	<ul style="list-style-type: none"> <li>Review current practice</li> <li>Feedback on development</li> <li>Effective RE feedback feeds into whole school 'marking and feedback policy'</li> </ul>	<ul style="list-style-type: none"> <li>RE work scrutiny &amp; feedback has occurred and demonstrates effective feedback</li> <li>School keeps abreast of development in RE asst (no levels) and is able to review its practice</li> </ul>	SL SL SL	HTR SMM SLTM	Jan 2018 Ongoing Ongoing	Nil Nil Nil	- - -
7.3	Pupils increasingly take a lead in the spiritual life of the school	<ul style="list-style-type: none"> <li>Pupils increasingly engaged in the planning of assemblies</li> <li>Pupils led worship continues</li> <li>Pupils deliver a short message with the Wednesday Word</li> <li>Friday assemblies have a religious focus alongside curriculum elements</li> <li>Pupils lead in whole school prayer opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Pupils visibly lead the spiritual life of the school</li> <li>Child led prayer is sustained in each class and pupil voice demonstrates its positive impact</li> <li>All assemblies have a spiritual focus</li> <li>Pupils take a lead in Rosary &amp; Stations of the Cross</li> </ul>	SL SL SL RE Gov	HTR HTR HTR GVR	Termly July 18 Termly Apr 18	Nil Nil Nil Nil	

We are called to be the hands and face of Jesus as we learn, love and grow together

7.4	There is a focus on the common good	<ul style="list-style-type: none"> <li>Pupils understand what it means to respond to social need</li> <li>Pupils are involved in determining the charitable works that are supported</li> </ul>	<ul style="list-style-type: none"> <li>Mini Vinnies are active in their support of the most vulnerable</li> <li>Minnie Vinnies display demonstrates their work</li> <li>RE work scrutiny demonstrates a focus on vulnerable groups in society</li> <li>Kanyike project actively supported</li> <li>Website makes clear those charities which have been supported</li> </ul>	SLT	NL	Jan 18	Nil	
				SL	Disp	Feb 18	Nil	
				SL	SMM	Dec 17	Nil	
				SL	HTR	Apr 18	Nil	
				SLT	Web	Apr 18	Nil	
7.5	Become a Fair Trade School	<ul style="list-style-type: none"> <li>School Council Meets to discuss criteria</li> <li>School council report back to SLT on findings and recommendations</li> <li>School adopts those recommendations which are reasonable</li> </ul>	<ul style="list-style-type: none"> <li>Priorities developed against Fair trade principles</li> <li>Fair Trade plan in place. Monitored by school council</li> </ul>	TBC	HTR	June 18	£250	GA
				SC	HTR	July 18	Nil	
7.6	Prayer focus is appropriate & relevant	<ul style="list-style-type: none"> <li>Evaluate class prayer tables</li> <li>Ensure that each KS has an appropriate prayer focus in each Hall</li> <li>Evaluate the impact of visitors to the school</li> </ul>	<ul style="list-style-type: none"> <li>Prayer tables make curriculum directory priorities clear</li> <li>Prayer tables are used as a focus for prayer daily</li> <li>The spiritual priorities of the school are evident at the boundary of the school and on first entering the building</li> </ul>	SL	Disp	Nov 17	Nil	
				KSL	SLTM	Dec 17	Nil	
				HT	HTR	Nov 17	£200	GA
7.7	Other faith provision	<ul style="list-style-type: none"> <li>Review coverage of 'other faith' provision</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum reflects Bishops' Directory</li> <li>Curriculum reflects local needs</li> </ul>	SL	SMM	Feb 18	Nil	

We are called to be the hands and face of Jesus as we learn, love and grow together

## 8.0 Leadership & Management

Ref	Key priority	Actions	Success criteria	Monitored by	Reporting via	Timescale	Cost	Budget source
8.1	Develop a sense of ownership of leadership	<ul style="list-style-type: none"> <li>Empower all staff to lead</li> <li>Empower communication &amp; feedback</li> <li>Review staff structure and lines of management</li> <li>Engage with feedback from all staff proactively</li> </ul>	<ul style="list-style-type: none"> <li>Line managers take responsibility for key actions</li> <li>Line managed act appropriately</li> <li>Staff feel empowered to act at all levels</li> <li>Staff feel that they have a voice</li> </ul>	SLT	SLTM	Ongoing	nil	
8.2	Widened leadership structures embedded	<ul style="list-style-type: none"> <li>KS leaders act as line managers for all teachings staff</li> <li>SENDCo &amp; InCo act as line manager for TAs</li> <li>InCo acts as line manager for HLTAs</li> </ul>	<ul style="list-style-type: none"> <li>Staff know where to turn for advice</li> <li>Leadership is distributed</li> <li>Appropriate decision taken are timely</li> <li>All staff feel listened to</li> <li>All staff are empowered to act</li> </ul>	HT	HTR	Ongoing	AHT cover 0.5 days per week each	GA
8.3	Communication	<ul style="list-style-type: none"> <li>Digital diary established</li> <li>Digital screen displays diary in staff room</li> <li>Outlook enables key staff to engage with diary</li> <li>Staff info board is updated regularly</li> <li>Emails established as key form of communication with all staff</li> <li>Staff briefing notes communicated to all staff via email</li> <li>Communication with parents enhances involvement in pupil progress &amp; engagement</li> </ul>	<ul style="list-style-type: none"> <li>All staff have access to weekly calendar and are aware forthcoming events</li> <li>All staff make use of digital diary</li> <li>All staff access emails regularly</li> <li>All staff use emails to keep colleagues informed</li> <li>Online diary, blogs &amp; tweets enable parents to be involved on the busy life of the school</li> </ul>	SL	SLTM	Nov 17	£1000	GA
				HT	HTR	Termly	nil	
8.4	Leadership structures are clear	<ul style="list-style-type: none"> <li>Line Management structures are visualised</li> <li>KS leads establish routes of communication</li> </ul>	<ul style="list-style-type: none"> <li>Staff understand line management structures</li> <li>Effective delegation occurs</li> </ul>	HT	SMM TAM	Nov 18	nil	

We are called to be the hands and face of Jesus as we learn, love and grow together

		<ul style="list-style-type: none"> <li>KS leads establish priorities for their KSs and communicate to SLT</li> <li>Behaviour &amp; Appraisal policies take into account new leadership structure</li> </ul>	<ul style="list-style-type: none"> <li>KS meetings occur</li> <li>KS leads deal with 'middle 'behaviour' issues</li> <li>KS leads field questions from staff</li> <li>Training in Appraisal for AHTS</li> <li>Staff &amp; Pupils are aware of new leadership structure</li> </ul>					
8.5	Subject leadership empowers actions & practice	<ul style="list-style-type: none"> <li>Dedicated subject leadership time is planned throughout the year</li> <li>Subject leaders produce action plans in consultation with the SLT</li> <li>Subject leaders review National Curriculum provision</li> </ul>	<ul style="list-style-type: none"> <li>Leaders understand the priorities for their subjects</li> <li>Leaders understand how teaching and learning has impacted on standards</li> <li>Leaders are proactive in promoting their subjects through cross curricular innovation, visits, resources &amp; planning</li> </ul>	DHT  HT	SMM  HTR	Termly  Termly	2 X HLTAs Mon – Fri	GA
8.6	Effective Governance	<ul style="list-style-type: none"> <li>Terms of reference are reviewed</li> <li>Govs ask effective questions, holding the SLT to account</li> <li>Governors attend regular training that is appropriate to their duties</li> </ul>	<ul style="list-style-type: none"> <li>Chairs of Coms and Govs are aware of their responsibilities</li> <li>Appropriate challenge is sustained</li> <li>Govs are suitably equipped to carry out their statutory and other responsibilities</li> <li>The FGB has an appropriate broad skillset to fulfil its functions</li> </ul>	CG	CMM	Ongoing	£500	GA
8.7	Staff Wellbeing	<ul style="list-style-type: none"> <li>Wellbeing focus at each staff briefing</li> <li>Staff consulted on their wellbeing, including material changes to the staff room</li> <li>budget for random acts of kindness / wellbeing projects</li> </ul>	<ul style="list-style-type: none"> <li>Staff feel invested in</li> <li>Staff engage with wellbeing initiatives</li> </ul>	SLT  SL  SL	SBM  RC  SBM	Ongoing  TBC  Ongoing	£4000	DFC

We are called to be the hands and face of Jesus as we learn, love and grow together

## 9.0 Teaching, Learning & Assessment (including OUTCOMES)

Ref	Key priority	Actions	Success criteria	Monitored by	Reporting via	Timescale	Cost	Budget source
9.1	Ensure that higher achieving pupils receive appropriate levels of challenge	<ul style="list-style-type: none"> <li>• Staff explore data in relation to HA pupils</li> <li>• Curriculum is planned to ensure that HA pupils are catered for effectively</li> <li>• Pupil Progress Meetings focus on the progress of HA pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are aware of high PA pupils</li> <li>• High PA pupils make appropriate and sometimes accelerated progress</li> <li>• Curriculum is appropriately differentiated</li> <li>• Marking and feedback moves pupils on</li> </ul>	SLT  SL	PPMM  SLF	Termly  As per schedule		
9.2	Ensure that the quality of teaching and learning in mathematics remains highly challenging	<ul style="list-style-type: none"> <li>• Sequence for planning is reviewed</li> <li>• Marking and feedback is reviewed</li> <li>• Provision planning is carefully coordinated</li> <li>• CPD in the use of manipulatives, conceptual understanding &amp; visualisation of concepts is prioritised</li> <li>• Calculation policy is reviewed</li> <li>• Lesson Observations occur</li> <li>• Work scrutiny occurs</li> <li>• Pupil Progress meetings unpick the progress of individuals &amp; groups</li> <li>• Review of Xtables provision</li> </ul>	<ul style="list-style-type: none"> <li>• Learning sequence in maths is clear</li> <li>• Curriculum focuses on going broader and deeper rather than accelerating year group objectives</li> <li>• Pupils feel challenged</li> <li>• Calculation policy is adhered to</li> <li>• Maths manipulatives are used regularly</li> <li>• Pupils understand when to independently use practical equipment</li> <li>• Pupil books demonstrate how manipulatives are impacting on the visualisation of new concepts as a bridge to formal methods.</li> <li>• Pupils know their times tables and are able to relate their use without stress under timed conditions by the end of Year 4.</li> </ul>	SL	SLF	Termly	£1500 (HfL)  £500 (extend manipulatives provision)	GA  SFA
9.3	Effective quality First Teaching	<ul style="list-style-type: none"> <li>• Termly phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics expectations (phases)</li> </ul>	SL	SLF	Termly	£1500 (HfL)	GA

We are called to be the hands and face of Jesus as we learn, love and grow together

	of Phonics	<p>expectations are made clear</p> <ul style="list-style-type: none"> <li>• Pupils at risk of underachieving are identified early</li> <li>• Phonics interventions are in place (separate to quality first teaching)</li> <li>• CPD needs have been identified and planned for</li> <li>• Parents are provided with appropriate materials to support</li> <li>• A phonics support workshop has occurred for KS1 parents</li> <li>• HfL adviser focuses on phonics provision with SL</li> </ul>	<p>are clear for each Year group and each term in EYFS &amp; KS1</p> <ul style="list-style-type: none"> <li>• Pupils below ARE in phonics receive additional interventions</li> <li>• Pupils at risk of not achieving ARE in phonics at the end of Year 1 are identified early (end of Summer Term Rec)</li> <li>• Staff feel confident in delivering and supporting learning in phonics and in interventions relating to phonics</li> <li>• Parents are given opportunities to support pupils falling behind</li> <li>• Parents understand what effective phonics looks like</li> <li>• Website, blogging and tweets direct parents towards useful material</li> </ul>					
9.4	Use of ICT to support learning	<ul style="list-style-type: none"> <li>• Review impact of current use of ICT to support learning</li> <li>• Pupil Voice re use of ICT has occurred</li> <li>• Lesson observation focus on the use of ICT</li> <li>• Impact and use of iPads explored</li> </ul>	<ul style="list-style-type: none"> <li>• ICT SL understands the needs of the subject</li> <li>• An ICT capital expenditure plan is established and monitored</li> <li>• Priorities for future development of ICT established</li> </ul>	SL / SA	LG	Jan 18	nil	-
9.5	Breadth of Curriculum	<ul style="list-style-type: none"> <li>• Yearly plan &amp; NC coverage checked</li> <li>• Impact of resourcing of creative curriculum reviewed</li> <li>• Units / NC elements redistributed as required</li> <li>• Review curriculum Statement</li> </ul>	<ul style="list-style-type: none"> <li>• All NC areas are adequately covered</li> <li>• Skills development is secure</li> <li>• Resources are in place to support curriculum development</li> <li>• Parents are aware of curriculum coverage</li> <li>• Curriculum statement reflects current practice and supports teachers and parents</li> </ul>	SLs	HTR	Termly	Nil	-
				SLs	SL	As reqd	TBC	-
				HT	RC	Dec 17	Nil	-

We are called to be the hands and face of Jesus as we learn, love and grow together

			effectively in their roles.					
9.6	Engagement of parents with the curriculum	<ul style="list-style-type: none"> <li>• Training for staff (Tchrs &amp; TAs) in the use of Twitter</li> <li>• Training for staff (Tchrs &amp; TAs) in the use of class blogging apps</li> <li>• Consultation with parents relating to information received</li> <li>• Website developed</li> <li>• Consultation with parents about Home learning</li> <li>• Review of Home learning with pupils &amp; staff</li> <li>• Review of Whole school Home Learning Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Each class is represented at least weekly on Twitter / Blog</li> <li>• Parents feel that they receive appropriate information about the curriculum</li> <li>• Website is accessible &amp; used</li> <li>• Parents support home learning tasks</li> </ul>	KSLs	SM	Ongoing	Nil	-
				SLT	SLTM	Jan 18	£750	TBC
				DHT	HTR	Feb 18	Nil	-
9.7	Ensure high profile of reading throughout the school	<ul style="list-style-type: none"> <li>• Reading materials reviewed (inc Essex Library)</li> <li>• Approaches to individual and guided reading reviewed</li> <li>• Summer Library Reading Challenge Promoted</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are engaged by reading materials</li> <li>• There is an appropriate balance between individual and guided reading</li> <li>• Planning indicated where reading skills are taught</li> <li>• Pupils are keen to talk about their reading</li> <li>• Reading Challenge assembly has occurred</li> <li>• Pupils have completed the summer reading challenge</li> </ul>	SL	SMM	May 2018	Nil	-

We are called to be the hands and face of Jesus as we learn, love and grow together

## 10.0 Personal Development, Behaviour & Welfare

Ref	Key priority	Actions	Success criteria	Monitored by	Reporting via	Timescale	Cost	Budget source
10.1	PSHEC curriculum supports all pupils	<ul style="list-style-type: none"> <li>Review current provision and materials</li> <li>MAP current PSHEC provision</li> <li>Ensure that gaps in provision are filled</li> <li>PSHEC training for all staff</li> <li>Bright Stars programme supports Year 4</li> <li>Hand networks are reviewed half termly in each class</li> <li>Communication boxes are introduced</li> </ul>	<ul style="list-style-type: none"> <li>Pupils feel safe</li> <li>Pupils are focused on the themes of feeling safe, communicating effectively, understanding feelings and emotions, healthy living, citizenship &amp; resilience in daily life</li> <li>Pupil know how to relax</li> <li>Pupils know who to turn to when they feel worried or anxious</li> <li>Pupils feel they are listened to</li> </ul>	KSLs	SMM	Summer Term	£500	GA
				HT	HTR	Oct 2017	£700	GA
10.2	eSafety	<ul style="list-style-type: none"> <li>Curriculum reviewed</li> <li>Resources reviewed</li> <li>Elements integrated into the Yearly Curriculum plan</li> <li>Pupil voice carried out</li> <li>Parents information on website reviewed and updated</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate curriculum in place</li> <li>Staff are directed towards appropriate resources</li> <li>Pupils feel safe, know and understand the SMART rules</li> <li>Parents understand how to support the safety of their children on-line</li> </ul>	DHT	SocM HTR	Ongoing	nil	-
10.3	Pupils affected by bereavement are supported	<ul style="list-style-type: none"> <li>Identified staff engage with Rainbow Programme (training)</li> <li>Policy in place</li> </ul>	<ul style="list-style-type: none"> <li>Bereaved pupils feel adequately supported</li> <li>Staff feel adequately equipped to support them</li> </ul>	HT	HTR	TBC	TBC	TBC
10.4	Pupil leadership principles	<ul style="list-style-type: none"> <li>School council establishes a route to report to the SLT and to Govs</li> <li>Eco council establishes a route to report to the SLT and to Govs</li> <li>Minnie vinnies establish a</li> </ul>	<ul style="list-style-type: none"> <li>Pupils feel they have impact on school improvement</li> <li>Key pupil groups have an effective voice on the SLT and the FGB</li> <li>Pupils views are acted on by SLT &amp; FGB</li> </ul>	KSLs	SLTM FGBM	From Nov 17	£400	GA

We are called to be the hands and face of Jesus as we learn, love and grow together

		<p>route to report to SLT and to school Govs</p> <ul style="list-style-type: none"> <li>• Pupils are involved in some learning walks</li> <li>• Pupil voice interviews mirror each monitoring exercise</li> </ul>						
10.5	Rights respecting School Award	<ul style="list-style-type: none"> <li>• Investigate actions required for accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are confident and use the language of rights respecting</li> <li>• Pupils understand their rights</li> <li>• Environment reflects this</li> </ul>					
10.6	Celebration of Achievement	<ul style="list-style-type: none"> <li>• Medals &amp; certificates shared in assembly</li> <li>• HTs award established for exceptional effort / achievement / acts</li> <li>• Postcards home established</li> <li>• Merit system reviewed</li> <li>• Pupil voice in relation to achievement has occurred</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils feel that their achievements have been recognised</li> <li>• Merits are awarded consistently</li> <li>• Parents are aware of successes</li> </ul>	HT	Ass	Weekly	Nil	-
				HT	HTR	Jan 18	£200	SFA
				DHT	SLTM	Feb 18	Nil	-
10.7	Effective behaviours for learning are sustained and developed	<ul style="list-style-type: none"> <li>• Staff training in Building Learning Power, focusing in particular on the 17 learning characteristics</li> <li>• All staff, pupils &amp; parents are exposed to the 'Learning Pit' model</li> <li>• Language of Growth Mindset promoted</li> <li>• T&amp;L policy reviewed in relation to this</li> <li>• Pupil voice review</li> <li>• Marking &amp; feedback scrutiny checks for growth mindset in comments made</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are in control of their learning behaviours and are independent in their approach to learning</li> <li>• Pupils are able to cope with appropriate struggle and are happy to learn from their mistakes</li> <li>• Language of BLP &amp; Growth Mindset is used in lessons and in feedback</li> <li>• Parents begin to understand the effectiveness of this approach</li> </ul>	HT	HTR	July 18	£1000 (inset speaker)	TBC
				KSLs	SLTM	Ongoing		
				HT	HTR	Jan 18		

We are called to be the hands and face of Jesus as we learn, love and grow together

10.8	Anti Bullying Policy	<ul style="list-style-type: none"> <li>• Policy is reviewed</li> <li>• Policy is communicated to staff, pupils &amp; parents</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, pupils and parents feel confident in the application of the policy</li> </ul>	SLT	SC	Jan 18	nil	-
10.9	Dealing with Racist Incidents Policy	<ul style="list-style-type: none"> <li>• Policy is reviewed</li> <li>• Policy is communicated to staff, pupils &amp; parents</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, pupils and parents feel confident in the application of the policy</li> </ul>	SLT	SC	Jan 18	nil	-

We are called to be the hands and face of Jesus as we learn, love and grow together

## 11.0 Effectiveness of early Years Provision

Ref	Key priority	Actions	Success criteria	Monitored by	Reporting via	Timescale	Cost	Budget source
11.1	Increase the proportion of children achieving the GLD by the end of EYFS	<ul style="list-style-type: none"> <li>Identify pupils at risk of not achieving GLD early (rag rating)</li> <li>Direct curriculum to such gaps</li> <li>Ensure that formal adult led work provides for such opportunities and is followed up by Chill activities</li> <li>Focus on the provision for early writing indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li>GLD is above the national and is sustained over time</li> <li>GLD is on an upward profile</li> <li>GLD is in line with Herts</li> </ul>	VH	HTR	July 18	£2000 EYFS Hfl Adviser  £1500 EYFS training	GA  GA
11.2	Outdoor environments enable effective learning for all pupils	<ul style="list-style-type: none"> <li>outdoor environment promotes the natural</li> <li>water and sand play are extended to ensure appropriate challenge</li> <li>All weather usage is enabled</li> <li>Outdoor area resources audited and gaps identified</li> <li>Storage of resources for continuous provision is enhanced &amp; outdoor creative area developed</li> <li>Non negotiables in relation to environment developed</li> <li>Training for TAs – setting up and maintaining effective</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor environment reflects school priorities</li> <li>Environment is stimulating, engaging and enabling</li> <li>Pupils demonstrate high levels of engagement using the Leuven scale</li> <li>Outdoor environment is accessible at all time and enables learning</li> <li>There are no gaps in provision</li> <li>Staff are able to move learning on outdoors effectively</li> <li>There are high levels of pupil engagement (Leuven)</li> <li>Outdoor environment matches the needs of individual cohorts and</li> </ul>	VH	HTR SLTM RC	March 18	£3000 resources	TBC

We are called to be the hands and face of Jesus as we learn, love and grow together

		<p>environments</p> <ul style="list-style-type: none"> <li>All adults intervene to engage individuals / groups who are less purposeful</li> </ul>	<p>changes over time as the needs of the cohort change</p>					
11.3	Indoor environments enable effective learning for all pupils	<ul style="list-style-type: none"> <li>Review provision promoted indoors</li> <li>Enable all staff to impact on enabling environments, changing provision as required</li> <li>Ensure quality of writing and mark-making materials to support early writing</li> <li>Review effectiveness of language rich envt in relation to EAL pupils</li> <li>Furniture renewal and refurbishment in order to allow for independent access to resources and materials</li> </ul>	<ul style="list-style-type: none"> <li>All areas of the curriculum are catered for</li> <li>Environment appears organised and well cared for</li> <li>Staff and pupils are able to access what they need</li> <li>Room is flexible to daily needs and changes in developmental needs</li> <li>Environment celebrates the achievements of all children &amp; Pupil voice is prominent</li> <li>The environment is dynamic, engaging and professional based upon the developmental needs of all children</li> </ul>	VH	HTR SLTM RC	March 18	£5000 resources (inc furniture)	TBC
11.4	Encourage high levels of engagement with parents and carers	<ul style="list-style-type: none"> <li>Learning Journeys are shared with parents at least half termly</li> <li>EYFS information evening shares key information with parents</li> <li>Half termly opportunities occur for parents to stay and work with their children, developing key areas of interest that will enable home school learning to increase. Include in sessions outdoor activities where possible.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of parental voice in Learning Journeys</li> <li>Parents are aware of the 'hows' and 'whys'</li> <li>50% + of parents engage with the 'stay &amp; play' opportunities</li> </ul>	VH	EYA SLTM TLC	Jan 18	Nil	-
				VH	HTR SM SLTM	Jan 18	Nil	-

We are called to be the hands and face of Jesus as we learn, love and grow together

11.5	Rigorous analysis of data impacts upon learning	<ul style="list-style-type: none"> <li>• Teachers make use of data to plan next steps &amp; direct the reorganisation of the learning environment</li> <li>• All EYFS staff are aware of specific development areas for cohorts and groups</li> <li>• Pupil progress meetings make use of a running record of achievement in Development Matters areas</li> <li>• Pupils in need of extra support / alternative provision are identified early and are catered for</li> <li>• Governors and senior leaders are aware of the achievement of EYFS cohorts and what this means for future achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Learning environment is dynamic and responds to need</li> <li>• All EYFS are aware of why an element in the environment has changed</li> <li>• Staff are proactive in engaging relating to pupil needs</li> <li>• Pupils are provided with proactive support quickly</li> <li>• SENCO is engaging with early identification, based upon invitation by the teacher</li> <li>• Governors are aware of achievement and progress data and issues in the EYFS.</li> </ul>	VH	HTR TLC	Termly	Nil	-
------	---	---	---	----	------------	--------	-----	---

## 12.0 Five Year Financial Plan

<b>Income</b>					
<b>Description</b>	<b>2017 - 18</b>	<b>2018 - 19</b>	<b>2019 - 20</b>	<b>2020 - 21</b>	<b>2021 - 22</b>
Total School Block	1,408,155	1,448,816	1,488,201	1,488,201	1,488,201
Total Early Years	86,708	76,708	76,708	76,708	76,708
Total SEN Funding	1,950	0	0	0	0
Total Pupil Premium	51,480	51,480	51,480	51,480	51,480
Total Income from Facilities & Services	6,709	6,709	6,709	6,709	6,709
Total Donations and/or Voluntary Funds	510	510	510	510	510
Total Additional Grant for Schools	82,035	90,000	90,000	90,000	90,000
Total Revenue Income					
	<b>1,637,547</b>	<b>1,674,223</b>	<b>1,713,608</b>	<b>1,713,608</b>	<b>1,713,608</b>
<b>Expenditure</b>					
<b>Description</b>	<b>2017 - 18</b>	<b>2018 - 19</b>	<b>2019 - 20</b>	<b>2020 - 21</b>	<b>2021 - 22</b>
Total Teaching Staff	871,716	876,941	887,172	896,174	905,265
Total Education Support Staff	284,159	300,467	308,300	319,516	322,898
Total Administrative/Clerical/Premises Staff	104,881	108,360	108,647	108,938	109,231
Total Other Staff	19,094	20,708	21,398	22,323	22,524
Total Staffing	1,318,346	1,345,369	1,364,810	1,386,647	1,400,024
Total Indirect Employee Expenses	1,009	1,017	1,024	1,032	1,039
Total Development and Training	4,500	4,545	4,590	4,636	4,683
Total Supply Teacher Insurance	16,440	16,604	16,770	16,938	17,108
Total Other Staff Related Insurance	799	807	815	823	831
Total Building Maintenance and Improvement	17,070	17,582	18,110	18,653	19,212
Total Grounds Maintenance and Improvement	6,270	6,395	6,523	6,654	6,787
Total Cleaning and Caretaking	33,348	33,995	34,655	35,328	36,015
Total Water and Sewerage	3,000	3,171	3,352	3,543	3,745
Total Energy	16,115	16,760	17,430	18,127	18,852
Total Rates	4,400	4,400	4,400	4,400	4,400
Total Other Occupation Costs	3,763	3,800	3,838	3,877	3,916

We are called to be the hands and face of Jesus as we learn, love and grow together

Total Learning Resources (not ICT)	81,869	82,676	83,491	84,314	84,990
Total ICT Learning Resources	25,913	24,960	25,210	25,462	25,703
Total Administrative Supplies	5,310	5,363	5,416	5,471	5,501
Total Other Insurance Costs	8,367	8,451	8,535	8,621	8,707
Total Catering Supplies	58,400	58,972	59,562	60,157	60,759
Total Agency Supply Teaching Staff	8,240	8,322	8,406	8,490	8,575
Total Bought in Prof Services - Curric	23,615	23,850	24,087	24,326	24,568
Total Bought in Prof Services - Other	12,527	12,613	12,700	12,788	12,877
	<b>1,649,301</b>	<b>1,679,652</b>	<b>1,703,724</b>	<b>1,730,285</b>	<b>1,748,291</b>

<b>In Year Surplus / (Deficit)</b>	<b>(11,754)</b>	<b>(5,429)</b>	<b>9,884</b>	<b>(16,677)</b>	<b>(34,683)</b>
<b>Surplus / (Deficit) Brought Fwd</b>	<b>94,116</b>	<b>82,362</b>	<b>76,934</b>	<b>86,818</b>	<b>70,141</b>
<b>Cumulative Surplus / (Deficit) C/Fwd</b>	<b>82,362</b>	<b>76,934</b>	<b>86,818</b>	<b>70,141</b>	<b>35,459</b>

We are called to be the hands and face of Jesus as we learn, love and grow together

We are called to be the hands and face of Jesus as we learn, love and grow together