

ST VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL



THREE YEAR SCHOOL DEVELOPMENT PLAN 2019 – 2021

Last updated 06_10_2019

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

1.0 VISION

To be a place of faith, love and learning, where individuals collaborate to be the best that they can be, recognising the learning struggle and aiming for excellence in personal, academic and professional spheres. Rooted in our Catholic faith, we provide a curriculum that is relevant, coherent and intended to develop the skills and knowledge that will enable pupils to engage fully with life in a diverse society.

2.0 AIMS

- 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

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3.0 OfSTED INSPECTION OUTCOMES

Link to letter following most recent Ofsted inspection (6th March 2018): <https://files.api.beta.ofsted.gov.uk/v1/file/2763517>

In March 2018, OFSTED carried out a Short Inspection under Section 8 of the Education Act. This inspection concluded that the “school continues to be good” and that “Safeguarding is effective”. ‘Good’ schools are routinely inspected every 4 years; as such we would be due from March 2022

The short inspection suggested that the school should focus on the following ‘Next Steps’:

Leaders and those responsible for governance should ensure that:

- *the proportion of children who reach a good level of development in Reception increases so that it is at least in line with the national average consistently across the areas of learning*
- *adults use assessment information precisely to ensure that children in the early years make good progress from individual starting points*
- *the proportion of children who reach the required standard in the phonics screening check by the end of Year 1 increases and is more consistently in line with the national average*
- *the quality and consistency of teaching in lower key stage 2 continues to improve so that all groups of pupils, particularly those who are disadvantaged, make consistently good progress across the curriculum.*

4.0 DIOCESAN INSPECTION OUTCOMES

Link to our latest Diocesan Sec48 Inspection: http://www.stvincent.herts.sch.uk/PDF/2016/SVDP_RE_Report.pdf

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.

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5.0 Strengths and areas of development drawn from the 2019 data set (unvalidated data)

The proportion of pupils achieving the Good Level of Development (GLD) at the end of EYFS are significantly improved and are above those achieved Nationally and in Hertfordshire. This has now been sustained for two years. **This needs to be sustained and built upon in future years.**

Phonics achievements at the end of Year 1 have been sustained at a higher level (i.e. above 80%) for two years now. **This needs to be sustained and increased in future years in order that standards are consistently above the national and generally above Herts.**

End of KS1 attainment is strong in relation to achieving the expected standard. **Achievement at the higher standard requires an ongoing focus, particularly in writing.**

End of KS2 attainment is above the National at the expected standard in reading, writing and Maths (and above Herts at expected standard in maths). It is significantly above the national / Herts at the higher standard in maths. All progress measures have increased significantly this year, with maths being particularly strong. **Progress measures require improvement in writing and reading and need to be sustained in maths.**

Pupils with EAL make accelerated progress as they move through the school. By the end of KS2 progress scores across all subjects are more favourable for pupils with EAL than for pupils with English as their first language. In maths and reading this is particularly significant.

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

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 increasingly 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, coherent and relevant curriculum which builds effective learning behaviours and takes into account previous learning and future learning so that progression of key skills and knowledge is clear. The curriculum will aim to make use of innovative ICT to deliver and engage all pupils. It will enable effective, relevant and timely feedback in order 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, promoting Building Learning Power principles.
- 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. Encourage pupils to act as effective citizens, addressing issues of injustice in the wider community, underpinned by the principles of our Catholic faith.
- 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.
- 6.8 Support developments in the curriculum and environment against a backdrop of reduced funding.

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7.0 Catholic Life & Religious Education 2019 – 20

Ref	Key priority	Actions	Resp	Time	Cost	Source
7.1	Develop creative aspects of RE & ensure variety in the pedagogy used to deliver RE	1. CPD opportunity to explore a widened definition of creativity in RE; then revisited in staff meetings.	NW	Sep19	Nil	n/a
		2. Staff CPD relates creativity to BLP to RE standards	NW	Sep19	Nil	n/a
		3. RE leadership team coach individuals in creative responses to RE	RELT	Ongoing	Nil	n/a
		4. Work scrutiny & lesson observations measure impact	RELT	May19	Cover 2 day	SD
		5. RE leads continue to engage with Diocesan training and disseminate key information to all staff	RELT	Ongoing	Cover 3 day	SD
7.2	Ensure appropriate challenge and effective engagement in RE, making links between the four areas: scripture, teaching, worship & life.	1. CPD focuses on establishing regular opportunities to link at least two of the four key aspects (scripture, church teaching, worship, life)	NW	Oct 19	Nil	n/a
		2. Planning for RE reflects these four aspects	Tch	Ongoing	Cover 7 day	SD
		3. Staff meetings measure impact of changes to planning to implement these four areas	JW	Ongoing	Nil	n/a
		4. RE leadership team coach staff as required in implementation of the four aspects and their linking	RELT	Ongoing	Nil	n/a
		5. Work scrutiny & lesson observations measure impact	RELT	Oct May	Cover 2 day	SD
7.3	Implement any changes to the Curriculum Directory in relation to knowledge content as directed by the Bishops (*Dependent upon National Update)	1. Update schemes of work as required	Tch	*TBC	Cover	SD
		2. Review the impact upon planned lessons				
		3. RE leadership team coach staff as required in implementation of new aspects of knowledge				
		4. Knowledge organisers are evaluated	RELT	*Jan 20	Nil	N/A
		5. Work scrutiny & lesson observations measure impact	RELT	*May 20	Cover	SD
		6. RE leads continue to engage with Diocesan training and disseminate key information to all staff	RELT	ongoing	Cover	SD
7.4	Review assessment procedures for RE and introduce systems in relation to no levels	1. Remove end of unit assessments	NW / VH	Jan 20	Nil	N/A
		2. Train all teachers in assessment without levels				
		3. Introduce ongoing assessment				
		4. Use AM7 to monitor assessment against year group expectations	Tch	Ongoing	Nil	N/A
		5. Moderate against standards in school	Tch	Feb 20	Nil	N/A
		6. Moderate against standards locally	RELT	May 20	Cover 1.5	SD
		7. Moderate against standards via the Diocese		July 20	days	

7.5	Updated National Inspection Framework for Sec 48	<ol style="list-style-type: none"> RE Lead Team attends training Information disseminated Impact on current practice evaluated and adjusted 	RELT	Dec 19	cover	SD
7.6	Engage with the 'Year of the Word: the God who Speaks'	1. Enrich our worshipping as a spiritual community through review our use and the prominence of the Wednesday Word	JW	Sep 19	Nil	N/A
		2. Share God's Word through our evangelisation, formation & proclamation, enabling an opportunity for the children to 'sent out with the Word' as a real purpose and action to share the message	JW	Sep 19	£1.1K / yr	SFA
		3. Live God's Word through our social action and outreach				
		a) Promoting and sharing the work of the Mini Vinnies	RS	Ongoing	£200	GA
		b) Allowing RE units to lead to real action (eg Action for Climate Change in relation to Creation Units)	RELT	Termly	£250	GA
c) Engaging with CARITAS Westminster to establish a holiday club which will use & share local resources fairly	JW	Oct 19	TBC	GF		
d) Engage with the themes of Caritas' Love in Action project	JW	Jan 20	Nil	N/A		
e) Continue to support Dementia Friendly Actions through engagement with the Red Shed Project	SL	Ongoing	Nil	N/A		
7.7	Plan for implementation of SRE scheme based upon Bishop's Conference Standards	1. Review current materials and scheme (consider TenTen)	JW	Jan 20	£400 / yr	GA
		2. Review Diocesan / CES Advice	T&L	Jan 20	Nil	N/A
		3. Consult with parents & staff	T&L	Feb 20	Nil	N/A
		4. Re-write / adopt new scheme for SRE	JW &	Feb 20	Nil	N/A
		5. Plan implementation of the scheme; train staff	JC		£300	GA
2020 – 2021 Priorities			2021 – 2022 Priorities			
<ul style="list-style-type: none"> SEC 48 inspection due (May) Launch new SRE scheme Monitor published schemes of RE for match to RE standards One member of SLT trains to be a Diocesan Inspector Staff & Governors Retreat Explore possibility of offering Catholic Parenting Classes Visible religious symbolism that can be seen from beyond the boundary (eg symbol on chimney at front of school) SEC48 inspection preparation 			<ul style="list-style-type: none"> Explore possibility of a family Retreat day Fundraise for large internal statue of Our Lady 			

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8.0 Leadership & Management 2019 – 20

Ref	Key priority	Actions	Resp	Time	Cost	Source
8.1	Continue to sustain, develop and sharpen leadership skills of the SLT	1. SLT development planning using local external facilitator	JW	Nov19	Nil	N/A
		2. Self-review – appraisal – targets	JW	Oct 19	Nil	N/A
		3. Opportunities to rotate the chairing of SLT meetings	SL	Ongoing	Nil	N/A
		4. Encourage SLT to engage with published research and recent innovations in pedagogy through reading widely (blogs, texts, books and tweets) – allow time for discussion	JW	Ongoing	Nil	N/A
		5. SLT publish a termly T&L newsletter for staff and Governors	RS	Termly	Nil	N/A
		6. Create extended time beyond SLT meetings to explore key topics / issues and for other planned tasks.	JW	Termly	3 mornings	SD
		7. Delegated responsibilities at every opportunity	JW	Ongoing	Nil	N/A
8.2	Encourage leadership at all levels	1. Create a standing agenda item for the staff meeting of 'Developing Pedagogy / Sharing ideas'	SL	Ongoing	Nil	N/A
		2. Review distribution of subject leaders and their schedule of work.	SLT	Sep 19	Nil	N/A
		3. Staff meeting time to develop the role of the subject leader	JW	Termly	£400 (adv) 3 x HLTA session/wk Cover	GA
		4. Subject leader release time continues to be planned in regularly according to needs of school plan	RS	Ongoing		SD
		5. Staff, including subject leaders, engage with a range of 'Deep Dives' in order to gather key information about various curriculum areas.	SLT	Termly	Cover	SD
		6. Subject leader action plans are completed and are scrutinised by the Teaching & Learning Committee	T&L	Feb 20	Nil	N/A
		7. Subject leaders attend relevant SLT meetings to report on their subjects	SL	Termly	Nil	N/A
8.3	Views of parents, staff and pupils guide the work of the SLT and the FGB	1. Staff survey is completed and analysed	RC	Jan 20	Nil	N/A
		2. Parent Survey is completed and analysed	T&L	June 20	Nil	N/A
		3. School Parliament minutes continue to influence the FGB & the SLT	CB	Ongoing	Nil	N/A
8.4	Empower staff to engage effectively with the appraisal process	1. Staff allocated time during staff meetings to reflect on their targets	SL	Termly	Nil	N/A
		2. Performance appraisal provides opportunities for all staff to run with projects that they can take a lead on	SLT	Ongoing	Nil	N/A

8.5	Sustain, develop and extend the capacity of the Governing Body to lead strategically	1. Ensure that new governors are appointed in relation to their specific skills	JS	Ongoing	Nil	N/A
		2. Review induction procedures for all new Governors	JS	Nov 19	Nil	N/A
		3. Ensure that all information provided is timely and relevant	MF	Ongoing	Nil	N/A
		4. Review each committee's schedule of business	SCC	Sep 19	Nil	N/A
		5. Governor training has a high profile	MF	Ongoing	Nil	N/A
		6. Governor succession planning occurs through pairing, shadowing and training opportunities	JS	Ongoing	Nil	N/A
		7. Governors commit to CPD & training log demonstrates that relevant and necessary skills are being developed	Gov	Ongoing	TBC?	GA
		8. Governor presence is prioritised at parent consultation evenings	JS	Termly	Nil	N/A
8.6	Nurture leadership skills, building them into appraisal and CPD opportunities as appropriate	1. Assign mentors to those considering stepping up to the next level of leadership	JW	As req	Nil	N/A
		2. Ensure that future aspirations are built into appraisal with credibility	SLT	Ongoing	Nil	N/A
		3. Targeted coaching for identified staff	SLT	Ongoing	£1000	GA
		4. SBM begins accountancy qualification	SL	Jan 20	TBC	GA
		5. 2 members of SLT continue with Masters Level Qualifications	MC & JW	Ongoing	Time	N/A
		6. Explore potential of Apprentiship Levy LA funds for leadership development at all levels	SL	Jan 20	Nil	N/A
2020 – 2021 Priorities			2021 – 2022 Priorities			
<ul style="list-style-type: none"> Review routes into leadership & professional qualifications available to all staff Develop networking opportunities for senior leaders / aspiring senior leaders within the Catholic sector HT & SENDCO feedback on effectiveness of MA programmes SBM completes accountancy accreditation 			<ul style="list-style-type: none"> 1 other member of SLT enrolls on MA level programme HT considers Executive Head training / National School of Formation Training DHT completes a Train the Trainer Safeguarding training 			

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9.0 Learning, Teaching & Assessment 2019 – 20

Ref	Key priority	Actions	Resp	Time	Cost	Source
9.1	Improve progress from KS1 to KS2 in writing and reading; sustain good progress in maths	1. Review approaches to writing for each year group	SC CH	Jan 20	Cover	SD
		2. Pupils are aware of the standards expected in each year group in relation to writing	Tch	Ongoing	Nil	N/A
		3. Opportunities for writing are maximised across the curriculum	Tch	Ongoing	Nil	N/A
		4. Refresh approaches to reading: individual, paired, group, guided and whole class	SC CH	Oct 19	Cover	SD
		5. All classes give priority to the sharing of a class story / novel as part of the 'daily' routine.	Tch	Ongoing	Nil	N/A
		6. Reading areas in each class are inspiring, relevant and engaging.	Tch	Oct 19	Nil	N/A
		7. Library & class reading stock is refreshed	SC CH	GF dep	£5K	GF
		8. Outdoor reading shed for KS1 is researched	CH	May20	£500	SFA
		9. Effective working walls are used to support current learning in Maths and English	SLs	Ongoing	Nil	N/A
		10. Explore methods to engage parents in supporting maths learning throughout the school through year group workshops	CB EMc	Jan 20	Nil	N/A
		11. Review digital resources available to parents to support core learning via website links	AHT & Tch	Nov 19	Nil	N/A
		12. Feedback & Marking Policy enables a flexible and relevant age appropriate approach, rooted in educational research evidence	SLT	Nov 19	Nil	N/A
		13. New HfL systems for assessment are introduced	RS	Feb 20	£300 cpd	GA
9.2	Sustain and develop high standards in the early Years Foundation Stage (EYFS)	1. Ensure that the introduction of the 30hrs offer for nursery age pupils is well planned, providing equity between the who choose to attend for part time provisions and enrichment for those taking up the full offer	VH	Ongoing	Nil	N/A
		2. Ensure that all three classrooms provide an age appropriate and developmental application of EYFS principles through their physical environment.	VH	Ongoing	Nil	N/A

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		3. Ensure that storage of equipment allows pupils to have independent access to equipment and that clutter free principles apply	SL	Dec 19	£4000	SBF
		4. Sustain the GLD at above National levels through effective early intervention	VH	Ongoing	Nil	N/A
		5. An agreed format for EYFS Learning Journals allows a consistent house style to be developed across the EYFS	VH	Nov 19	Nil	N/A
		6. All staff understand expectations in relation to observations and assessments. Expectations are manageable, and staff have time to complete and reflect upon their assessments in order that continuous provision can be adapted	VH	Nov 19	Nil	N/A
		7. Internal and external moderation indicates that assessments are accurate. Staff find assessments useful in planning next steps and adaptations to the environment	VH	Dec / Feb / July	Cover	SD
		8. Staff engage with the local Early Years project and attend relevant CPD that impacts upon the setting. An agreed focus for the EYFS is developed through engagement with this project.	VH	Termly	£820	GA
9.3	Sustain recent outcomes in phonics, ensure that standards remain above the national and at least in line with Herts for the end of Y1 check; ensure that there is appropriate support for those 'falling behind' in phonics and reading	1. Engage with parents from Nursery to Y2 to ensure that there is appropriate help for them in supporting early reading and then comprehension for reading	VH CH	Jan 20	Nil	N/A
		2. Ensure that the website directs families towards relevant phonic / reading support	AHT & Tch	Nov 19	Nil	N/A
		3. Ensure that the phonics environment is consistent and is developmentally appropriate as is reading envt	CH	Nov 19	Nil	N/A
		4. Pilot Louise Selby's morphology project for those who continue to struggle with phonics; upskill TAs in delivery of this intervention & measure its early impact.	MC	Ongoing	cover	SD
9.4	Ensure that provision in early KS1 meets the needs of all learners and provides effective transition from the EYFS	1. Y1 staff observe EYFS use of 'CHIL' and plan to develop this practice further into Y1 addressing the developmental needs of the children.	VH	Feb 20	Cover	SD
		2. Y1 outdoor area is developed to encourage key learning that is different to that experienced in Rec but which builds on key skills as required. Extended provision established	VH Tch	Ongoing	£500	SFA
		3. Support staff take responsibility for areas outside the classroom and continually develop resources to furnish them	Yr1 team	Ongoing	Nil	N/A

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9.5	Support for pupils with SEND remains strong	1. Review general classroom support for SEND	MC	Ongoing	Nil	N/A
		2. Early identification of SEND on entry is enhanced through a paperwork trail that ensures that key information is sought early.	MC RS	Oct 19	Nil	N/A
		3. SEND monitoring is built into whole school monitoring programme	MC & JW	Oct 19	Nil	N/A
		4. Streamlining of paperwork for Personalised Provision Planning and Provision Mapping	MC	Sep 19	Nil	N/A
		5. Speech Language and Communication focus – audit classroom support for the development for vocabulary	MC	Jan 20	Nil	N/A
		6. Mental Health Lead training updated	MC	TBC	Nil	DSPL
		7. Mental Health training for one other member of SLT	JW	Oct 19	Nil	funded
		8. Mental Health training disseminated to all staff	MC	Nov 19	Nil	N/A
9.5	Ensure breadth of a relevant, cohesive and meaningful curriculum across the school	1. Termly letters to parents reflect the revised curriculum	AHT	Termly	Nil	N/A
		2. Knowledge organisers aid planning	SLT	Ongoing	Nil	N/A
		3. Parents have access to the relevant curriculum map	AHT	Oct 19	Nil	N/A
		4. Staff continue to revisit coverage termly ensuring that it is appropriate and relevant	AHT	Termly	Nil	N/A
		5. Staff build up a picture of learning steps (knowledge and skills) in their subjects and across the breadth of the school. Subject leaders are able to articulate the learning journey.	SLT	Ongoing	Cover	SD
		6. Subject leaders monitor and report on curriculum coverage	SLs	Termly	Cover	SD
		7. A range of 'Deep Dives' have occurred with staff	SLs	Termly	Cover	SD
		8. School Parliament feeds back termly on their class' learning	CB	Ongoing	Nil	N/A
		9. Ensure that school visits (one longer visit and two local visits per year) support the curriculum	AHTs	Ongoing	Nil	N/A
9.6	Learning Environment supports independent learning	1. Classrooms and learning areas continue to be decluttered	Tch	Ongoing	Nil	N/A
		2. Paired and group 'Supportive Environment Walks' / staff are able to articulate how the environment supports the learning	Tch	Termly	Nil	N/A
		3. Storage solutions are reviewed in EYFS & KS1 classrooms	SL	Dec 19	£4000	SBF
		4. Rolling programme of furniture renewal – tables in KS2 workshop / Y5 and one Y6 class	SL	Apr 20	£2500	GA
		5. The learning environment and climate supports a 'Learning Pit' philosophy	SLT	Ongoing	Nil	N/A

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9.7	Global links – pupils look beyond the UK and develop a global perspective on key issues	1. Nepal link established – 1 teacher visits school in Pokhara, Nepal, to establish links	MC	Sep 19	£1K	GF
		2. Classes weave Nepalese links into the curriculum throughout the course of this year	Tch	Ongoing	Nil	N/A
		3. Home learning projects engage families with an international perspective	MC	Sep 19	Nil	N/A
		4. Reciprocal visit for Nepalese teacher enables further reflection	MC	Jun 20	£1K	GF
		5. Dragons Den pitching of Town Wide Nepalese Global Development Project (shared aims)	MC	Jul 20	Nil	N/A
		6. School maintains international link through writing letters and digital link	MC	Ongoing	Nil	N/A
9.8	Refresh vision for ICT	1. Research relevant new technologies	SLs	Jan 20	Cover	SD
		2. Establish a vision for ICT	RC	Feb 20	Nil	N/A
		3. Plan to resource the vision	RC	Feb 20	Nil	N/A
2020 – 2021 Priorities			2021 – 2022 Priorities			
<ul style="list-style-type: none"> Develop Y2 outdoor learning area (£1500) Species ID – use of the outdoor area – open sided covered area on field allows effective storage & gathering point for lessons. (£4K) Mobile technology project continues Computing club: coding 			<ul style="list-style-type: none"> Explore priorities for Lower KS2 outdoor areas Plan to repurpose ICT suite into multi purpose KS2 library / learning space Sensory room (inc PPA space) developed in KS1 (£45K) Extend mobile technologies (more chromebooks in both buildings) 			

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10.0 Personal Development, Behaviour & Welfare 2019 - 20

Ref	Key priority	Actions	Resp	Time	Cost	Source
10.1	Behaviour	1. Staff have considered practical strategies to redirecting minor repeated misdemeanours (consistent approach, underpinned by a therapeutic STEPS approach)	MC CB	Sep 19	Nil	N/A
		2. Behaviour leaflet for parents explains the approach. Class letters reinforce key messages.	CB	Jan 20	Nil	N/A
		3. Staff focus on consistent conversations for resolution	SLT	Ongoing	Nil	N/A
10.2	Lunchtime resources support purposeful play	1. KS1 shed repositioned	SL	Oct 19	£200	SF
		2. KS1 playtime shed restocked	VH	Oct 19	£400	SF
		3. KS2 play buddies assist with KS1 lunchtime play	CB	Nov 19	Nil	N/A
		4. Sponsorship sought for a KS1 lunchtime reading shed	JW	Ongoing	£500	GF
		5. School council seeks views on lunchtimes and breaktimes	CB	Nov 19	Nil	N/A
10.3	School Parliament enables pupils to understand the importance of democratic principles	1. Local councillor / MP visits elected representatives to offer advice on School parliament	CB	Jan 20	Nil	N/A
		2. Parliament meets regularly and informs key decisions	CB	Ongoing	Nil	N/A
		3. Class representatives feed back to their own classes and gather opinions of those they represent	Tch	Ongoing	Nil	N/A
		4. School parliament feed back to SLT (AHT lead & meeting with HT), Governors (minutes) and parents (Blog)	CB	Ongoing	Nil	N/A
		5. School Parliament Display Board celebrates their achievements	CB	Sep & ongoing	Nil	N/A
		6. School Parliament Blog established	CB	Jan 20	Nil	N/A
10.4	Safeguarding	1. CPOMS established: secure log ins established; training for all staff; two extra laptops available for reporting in key areas	JW	Sep 19	£1000 / yr	GA
		2. Explore use of CPOMS for logging behaviour, pastoral & individual interventions: holistic monitoring	SLT	Nov 19	Nil	N/A
		3. Establish new procedures for secure digital exchange of records between settings	JW	Sep 19	Nil	N/A
		4. CPOMS operational procedures appended to CP Policy	SLT	Jan 20	Nil	N/A
		5. NSPCC '@Speak Out Stay Safe' assemblies & workshop	RS	Jan 20	£500	GF
		6. Upper KS2 Pupil / Parent Safeguarding Workshop – 'Freedom From Abuse' occurs	JW	Feb 20	£750	SFA

10.5	Red Shed Project	1. Dementia Association provide 'Dementia Friendly' training for pupils	SL	July 19	Nil	N/A
		2. Red Shed Assembly ensures that all pupils understand what the area is being used for	SLT	Apr 19	Nil	N/A
		3. Pupils use the area when not being used by volunteers	AHT	Ongoing	Nil	N/A
		4. Supervised pupils use the area alongside Red Shed users	JW	Ongoing	Nil	N/A
2020 – 2021 Priorities			2021 – 2022 Priorities			
<ul style="list-style-type: none"> Mindfulness training for all staff Effective playtimes training – MSAs and TAs Review STEPS approach 			<ul style="list-style-type: none"> Train the trainer 'Protective Behaviours' training 			

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11.0 Staff Wellbeing 2019 - 2020

Ref	Key priority	Actions	Resp	Time	Cost	Source
11.1	Staff well-being remains high profile	1. Wellbeing update remains on weekly staff briefing agenda 2. Space purposed for personal reflection / prayer / meditation 3. Explore access to Head Space App for all staff	JW SL RS	Weekly Jan 20 Jan 20	Nil Nil £100 / yr	N/A N/A GA
11.2	Governance	1. Well-being link governor continues to prioritise wellbeing initiatives 2. Governors consider all new policies, innovations and change in the light of impact on well-being and reminds committees and FGB of their need to consider this when introducing new initiatives	WLG WLG	Ongoing Ongoing	Nil Nil	N/A N/A
11.3	SLT – new initiatives	1. SLT consider wellbeing when introducing new initiatives and, where possible, consider what can be dropped when something new is introduced.	SLT	Ongoing	Nil	N/A
11.4	Continue to seek views of staff	1. Well-being questionnaire delivered and analysed 2. Analysis fed back to staff 3. Actions planned	JW JW WLG JW	Feb 19 Mar 19 Apr 19	Nil Nil Nil	N/A N/A N/A
11.5	Staff training	1. Outside provider offer well-being training for all staff linked to questionnaire needs of staff	JW	May 19	£300	GA
11.6	Opportunities for staff to gather together for 'activities'	1. Seek views from staff on what would be appropriate 2. Arrange varied opportunities for optional activities	WLG	May 19	£200	GA
11.7	Plans for staff room remodelling and refurbishment	1. Plans reviewed to make this project feasible 2. Staff are consulted on changes 3. Project planned in phases over two years	RC SL SL	Mar 19 Mar 19 Apr 19	Nil Nil TBC	N/A N/A SBF
2020 – 2021 Priorities			2021 – 2022 Priorities			
Staff room remodelling and refurbishment continues			PPA facilities in KS1 building are improved through extension to the small group / sensory room (£70K - £100K)			

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12.0 Three Year Financial Revenue Plan

Predicted Income

CFR	Detail	2019 - 20	2020 - 21	2021 - 22
I01	Funds Delegated by the LA	1,605,252	1,624,490	1,658,159
I03	SEN Funding	7,129	11,300	11,300
I05	Pupil Premium	42,590	51,830	51,830
I08b	Other income from facilities and services	26,250	26,250	26,250
I13	Donations and/or Voluntary Funds	10,523	10,523	10,523
I18	Additional Grant for Schools	93,530	93,530	93,530
Total		1,785,274	1,817,923	1,851,592

Predicted Expenditure

CFR	Detail	2019 - 20	2020 - 21	2021 - 22
E01	Teaching Staff	938,701	969,128	978,359
E03	Education Support Staff	299,958	299,437	305,770
E04+05	Admin / Clerical Staff & Premises	153,807	156,979	160,214
E07	Other Staff	42,537	45,602	46,527
E08	Indirect Employee Expenses	1,339	1,365	1,393
E09	Development and Training	5,740	5,855	5,972
E10	Supply Teacher Insurance	12,494	12,744	12,999
E11	Other Staff Related Insurance	1,609	1,641	1,674
E12	Building Maintenance	14,035	14,316	14,602
E13	Grounds Maintenance	6,606	6,738	6,873
E14	Cleaning and Caretaking	33,935	35,138	35,841
E15	Water and Sewerage	4,800	4,896	4,994
E16	Energy	20,000	20,800	21,632
E17	Rates	5,746	5,746	5,746
E18	Other Occupation Costs	7,363	4,348	4,435
E19	Learning Resources (not ICT)	60,626	61,839	63,075
E20	ICT Learning Resources	24,534	23,619	24,092
E22	Administrative Supplies	8,010	8,170	8,333
E23	Other Insurance Costs	6,491	6,621	6,754
E25	Catering Supplies	85,107	86,810	88,546
E26	Agency Supply Teaching Staff	6,300	6,426	6,555
E27	Bought in Prof Services - Curric	29,387	29,975	30,574
E28a	Bought in Prof Services - Other	16,149	16,472	16,802
Expenditure Revenue Total		1,785,273	1,824,665	1,851,760
In Year Surplus / (Deficit)		1	-6,742	-168
Surplus / (Deficit) Brought Fwd		41,280	41,281	34,539
Cumulative Surplus / (Deficit) C/Fwd		41,281	34,539	34,370

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13.0 Three Year Capital Investment Plan

Capital Project	Priority	Cost
Water tank renewal including water heating in KS1 building LCVAP dependent	1	£150K
Nursery roof – water ingress	1	TBC
Roofing KS1 building	2	TBC
New Server for whole school (IT) Purchased Sept 2019	2	£8K
Classroom resource storage EYFS / KS1 – 3 classrooms (Purchased Sept 19 – Y1CH) £1K	2	£5K
Staff room / Staff kitchen / Staff work area remodelling	2	£30 - 40K (over 2 yrs)
Extend KS1 resources room to create pupil wellbeing space & PPA facilities	3	£70K - £100K (SFR)
Facia boards - Purchased 2019	3	£4K
Mobile technologies (laptops) – increase provision for each class	3	£13K
Re – carpet both Y6 classrooms	3	£3K TBC
New pupil tables in one Y6 class and both Y5 classes	3	£2.5K
Replace KS1 boiler	4	TBC
Upgrade KS2 fire alarm system & link to KS1 panel	4	TBC
Electronic lock systems – controlled access	5	£5K
Repurpose KS2 resource are into multi-purpose workspace for pupils (could include ICT suite)	4	£20K
Digital signing in system	5	£4K