



St Boniface RC Primary School

School Development Plan

2017-2018

	WHAT	COST	BUDGET AREA	WHEN	COMMENT
1	Hall project	£5,000	Cfwd		Project retention sum
2	Hall ICT	£3,000	Cfwd	Aut 2017	Cabling for network
3	Nursey Project - Reconfiguring the nursery area to allow dining space	£7,800 £2,200	SBS SBS	Sum 2018	Governors' 10% contribution Furniture/equipment for nursery
4	Early Years' Playground Equipment	£10,000	FoSB		Target amount for the replacement of outdoor equipment and development of the outside space
5	Enrichment – PPA cover for KS1 and KS2	£22,000	GF	7/12	Art, drama, music , French specialist teaching
6	ICT rolling programme	£2,000 £5,000	Cfwd SBS	Spring 2018	Replacement of whiteboards with interactive TV screens
7	Development of music	£10,035 £3,200	SBS		Year 4 Brass Wider Opportunities and Year 3 Singing Strategy Brass Band
8	Contribution towards garden maintenance	£1,800	SBS		
9	Reading	£5,000	SBS	Sept 2017	Class 'Ten Top Texts', Reception Reading scheme
10	Maths Mastery	£3,500	SBS	Sept 2017	Courses and resources
11	Remedial work following Legionella Inspection	£4,000	DFC	Sum 2017	
12	Redecoration Programme	£4,400	DFC	Spr 2018	
13	Support for disadvantaged children (DC)	£38,000	PPG	Summer 2017	Learning Mentor, WLS and EP- additional time, enrichment activities for DC
14	Development of sports	£9,000	PEsports Premium	Summer 2017	PE Enrichment Friday, teaching assistant support for PE across the school
SBS – school Budget Share cfwd – Carry Forward DFC - Devolved Formula Capital Grant LCVAP - Locally Controlled Voluntary Aided Project GF – Governors' Fund FoSB - Friends of St Boniface					

OUTCOMES FOR PUPILS SCHOOL IMPROVEMENT PLAN 2017-2018

School Improvement Targets

1. At least 75% of children achieve at the expected standard in reading, writing and maths in yrs 1 – 6 subjects by the end of the year.
2. At least 75% of children in reception achieve a good level of development by the end of reception.
3. At least 85% of children in year 1 will meet the expected standard for phonics.

Key Groups

1. Boys in year 1 phonics.
2. Performance of girls in relation to girls nationally and in relation to the boys in their class at both KS1 and KS2.
3. Disadvantaged children
4. English speaking, white British pupils in relation to their peers

Strategies

1. Identify the children who will need additional support to achieve targets in each class and year group.
2. Identify barriers to achieving targets for individual children.
3. Identify what support will be necessary to overcome barriers.
4. Monitor the impact of additional support on the progress of the identified individuals through termly dialogue meetings.
5. Share responsibility for these targets through performance management.

Evaluation

WHAT	HOW	Action By	Monitored by	Resources/Costs	Performance Indicators
CATHOLIC LIFE OF THE SCHOOL, RELIGIOUS EDUCATION and COLLECTIVE WORSHIP					
Develop children's leadership of the catholic life of the school	<ul style="list-style-type: none"> Shared understanding of the role of pupil chaplains Agree a whole school 'job description' for the role of pupil chaplains Appoint class chaplains Hold half termly meetings for class chaplains: <ul style="list-style-type: none"> What's going well What's not going so well? What help do we need? What's coming up? How can we prepare for this? Develop the role of assembly monitors into school chaplains with responsibility for whole school/phase worship 	BC SK	CP Gov	Catholic Network shared INSET Day 19.02.2018 One staff meeting per term	By the end of the year pupil chaplains will lead 3/4 class and corridor worships and 1/4 whole school/phase assemblies.
Strengthen assessment procedures to support teaching and learning	<ul style="list-style-type: none"> Share the revise level descriptors ensuring common agreement on requirements Share the expected standard for each year group and agree requirements Consider how standards can be translated into planning Ensure that the standard requirements are reflected in children's work, displays etc. Revise recording of progress in line with maths, writing, reading – pupil overview grids. Cross school moderation sessions to ensure consistency 	BC SK	MW	Diocesan Advisor	Moderation of assessments show teacher judgements to be accurate.
Creative approach to the curriculum	Big Questions <ul style="list-style-type: none"> Frequent use of 'Big Question' arising from curriculum/worship time to encourage spiritual reflection and thinking skills (ethical and theological) Use circle time/class worship to share thoughts/ideas and reflect prayerfully on outcomes. 	SK	IB		80% of children's responses to Big Questions are thoughtful and supported by sound evidence
Evaluation: Autumn/ Spring/ Summer					

LEADERSHIP AND MANAGEMENT					
Ensure a smooth transition to new school leader	<ul style="list-style-type: none"> Governors' Recruitment Working Party established and operational Draw up a list of key documents and information to pass on to new school leader Agree temporary arrangements in the event a Headteacher is not appointed ensuring all SLT roles are covered Regular SLT (Head, DH, SBM) meetings to ensure handover of key documents, information etc. 	Gov WP	COG	£10,000 SBS for recruitments Local authority and diocesan officers Local Catholic Headteachers	A strong senior leadership team is in place from January with all roles covered
Develop middle leaders to support and contribute to school improvement within phases and across the school	<ul style="list-style-type: none"> SMT activities to include setting up and leading termly team <ul style="list-style-type: none"> learning walks scrutiny of pupils' work for coverage and progress peer observation opportunities and discussions within and across teams identifying areas of good practice and areas for development summarising and sharing findings with team, SMT and SLT review and revise progress towards areas for development Use Link Inspector input for support and development 	Head	PFP	Weekly team meetings Fortnightly SMT team meetings LA Link Inspector visit once per term	Phase leaders are accountable for the performance of their phase team and accurately report on progress of their team towards targets
Continue to develop consistent good and outstanding teaching	<ul style="list-style-type: none"> Professional dialogue – before and after lesson observations Agree what makes good and outstanding teaching by sharing and agreeing 'Outstanding Teaching at St Boniface' document Encourage peer observations between and across teams with the opportunity to meet before and after the lesson for WWW and EBI Focus on <ul style="list-style-type: none"> Was there learning? Was there enough learning? Did the resources support learning (including use of the TA)? Focus on the quality of the pupil/teacher dialogue (PTD) 	SLT	PFP	Cover for teachers for before and during and after peer lesson observations	<ul style="list-style-type: none"> All lessons to be judged as at least good. Where a lesson is not good, identified areas are addressed by the next observation. Whole school targets are met.

	<ul style="list-style-type: none"> ○ What opportunities were there for PTD? ○ How did it support learning? ○ Who was involved? 				
Support and promote language development across the school	<ul style="list-style-type: none"> ● Embed the key learning from the Elklan training, 'Elklan Gems' into everyday practise ● Focus on 'tier 2' words- identifying them and ensuring that children understand them ● Whole school approach (including all support staff) modelling and encouraging full sentence answers across the curriculum 	SENCO	SENCO gov	<p>Start of term briefings for staff</p> <p>SEN staff meeting item once per term</p> <p>Lesson observation/monitoring feedback</p>	<ul style="list-style-type: none"> ● Children routinely respond in full sentences In formal situations ● Lesson observations show 'Elklan Gems' to be everyday practice.
Continue to develop partnerships with other schools	<ul style="list-style-type: none"> ● Continue to work with Catholic Network to develop current and new programmes ● Set up an academy working party to help stakeholders: <ul style="list-style-type: none"> ○ know and understand the statutory impetus behind the conversion to academy status ○ consider the range of partnership types and which is the most appropriate for St Boniface ○ be aware of the economic and educational advantages and disadvantages of the various partnership models ○ Understand the factors that will influence when a different partnership model is necessary. ○ Liaise with other potential local/diocesan Catholic partners 	PFP Gov	COG	<p>Cover for teachers to attend cross school moderation in year groups. Half a day per teacher each term.</p> <p>Cover rate for support staff.</p> <p>Travel expenses to and from partner schools.</p> <p>Lunch for visiting teachers when hosting event.</p>	A change impact analysis document to be produced by July 2018 with next steps clearly defined and a timescale for action.
Evaluation: Autumn/ Spring/ Summer					

TEACHING, LEARNING and ASSESSMENT					
Strengthen assessment procedures to support teaching and learning	<ul style="list-style-type: none"> Review the assessment process and cycle to reflect current cycle Use progress in children's books to validate teachers' judgements: <ul style="list-style-type: none"> What progress is evident in this book over time? What are the next steps for this child? What evidence is there that feedback has supported learning? 	LP	MW	One staff meeting per term for moderation each of writing and maths. Professional dialogue meetings once per term with support staff cover.	Portfolio of annotated work for the expected standard in each of reading, writing and maths for each year group.
Develop a creative curriculum	<ul style="list-style-type: none"> Produce a 'Big Books -What We Do and Why we Do It' and impact document to <ul style="list-style-type: none"> encourage a creative approach to the foundation curriculum ensure consistency of content/approach across the school support 'learning talk' – the children's ability to talk in depth about their learning and make links to broader learning (bigger picture) ensure that learning is revisited regularly Use 'big questions' to encourage thinking skills 	SK	IB	Formal and informal SLT/pupil dialogue meetings	<p>During Pupil/SLT dialogues, pupils show that they know</p> <ul style="list-style-type: none"> what subject the work relates to how this learning links to wider learning why it is important for them to learn this and understand any technical/subject specific vocabulary used
Improve standards in maths	<ul style="list-style-type: none"> Introduce Maths Mastery into Year 6 (lower set) Develop teaching for mastery in maths through participation in the Maths Hub Working Group for Primary Mathematics Teaching for Mastery 	SH LP	MB	£3,000 maths budget	Children achieve the challenging end of year targets in line with school expectations
Improve standards in reading	<ul style="list-style-type: none"> Produce a 'Reading- What we do and why we do it' document Update 'Top Ten Texts' for KS 2 Explicit teaching of reading skills Teacher modelling of how to answer comprehension questions Identifying and using good vocabulary, sentence structures etc. 	SK	LE	£ 5,000 reading budget	Children achieve the challenging end of year targets in line with school expectations
Evaluation: Autumn/ Spring/ Summer					

PERSONAL DEVELOPMENT, BEHAVIOUR and WELFARE					
Develop provision for Pastoral Support	<ul style="list-style-type: none"> Introduce PATHS into years 2 and 3 Train a support member of staff to become an ELSA (emotional literacy support assistant) 	JS	IB	£500 course fees	Children are able to compliment themselves and others for child of the day and give reasons for their compliment.

Evaluation: Autumn/ Spring/ Summer

SCHOOL MANAGEMENT PLAN				
WHAT	HOW	WHO	Monitored	COST/RESOURCES
Develop the nursery buildings to provide more efficient use of resources	<ul style="list-style-type: none"> Finalise project plan Agree project timescale (summer holiday to avoid health and safety/access issues etc?) Plans for alternative accommodation for the nursery class if appropriate Ensure site and access is safe and secure during works Health and safety Liaise with Sprinbok Garage for access Purchase finishings for new space 	SBM and PO	PFP gov	£78,000 LCVAP funded (including governors' 10% from SBS) £2,200
Legionella Inspection Report	<ul style="list-style-type: none"> Address findings and recommendations from summer report 	SBM and PO	PFP gov	£4,000
Redecoration Cycle	<ul style="list-style-type: none"> Draw up a programme for redecoration of the school 	SBM and PO	PFP gov	£4,400