

**St Boniface RC Primary School**

**School Development Plan**

**2018-2019**

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|  | **WHAT** | | | **COST** | **BUDGET AREA** | | **WHEN** | | **COMMENT** | | | | | |
| 1 | Nursery Building Project | | | £9,000  £11,00 | DFS  SBS | | Sum 2018 / Aut 2019 | | Refurbishment of Nursery building | | | | | |
| 2 | Development of Early Years’ Outdoor Spaces | | | £10,000 | FoSB | | Sum 2018 /Aut 2019 | | Replacement of outdoor equipment and development of the outside spaces | | | | | |
| 3 | Enrichment – PPA cover for KS1 and KS2 | | | £25, 650 | GF | | 7/12 | | Art, drama, music , French specialist teaching | | | | | |
| 4 | Development of Middle Leaders (SMT) | | | £5000 | SBS | | Aut 2018  Spr 2019 | | 2 x 3 days course – Andy Hinds  Release for SMT 1 day per ½ term - monitoring | | | | | |
| 6 | ICT / Computing Rolling Programme | | | £7,000  £3,000  £8,000 | Cfwd  SBS  FoSB | | Spr 2019 | | Replacement of interactive whiteboards  Purchase of I Pads | | | | | |
| 7 | Development of music | | | £13,500 | SBS | | Aut 2018 -  Sum 2019 | | Year 4 Brass Wider Opportunities  Year 3 Singing Project  Brass Band | | | | | |
| 8 | Additional Provision for SEND in Early Years | | | £3,240 | SBS | | Aut 2018 -  Sum 2019 | | 1 x SEND TA 1 day per week in Reception to provide intervention for pupils with high needs | | | | | |
| 9 | Literacy | | | £5,000 | SBS | | Aut 2018 | | Class ‘Ten Top Texts’, Reading Comprehension scheme for each year group, Reception reading scheme | | | | | |
| 10 | Maths Mastery | | | £3,500 | SBS | | Sept 2018 | | Purchase of MM online toolkit (includes year group plans), courses and resources | | | | | |
| 12 | Redecoration Programme | | | £10,000  £5000 | Cfwd  SBS | | Spr 2019 | | TBC | | | | | |
| 13 | Support for disadvantaged children | | | £22,440 | PPG | | Sum 2018 – Spr 2019 | | Learning Mentor, WLS and EP additional time, enrichment activities, develop Wellbeing Hub | | | | | |
| 14 | Improve Standards in PE/ Sport | | | £10,960 | PE Sport Premium | | Aut 2018 -  Sum 2019 | | KS2 PE taught by a sports coach, purchase of resources, KS2 Football tournament , water activities on school journey | | | | | |
| 15 | Appointment of LA Clerk to Governors | | | £4720 | GF | | Aut 2018 – Sum 2019 | | 11 x Meetings = £4720 | | | | | |
| **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 2018 - 2019** | | | | | | | | | | | | | | |
| **School Improvement Targets** | | | | | | | | | | | | | | |
| 1. At least 75% of children achieve at the expected standard in reading, writing and maths in Y1 – Y6 by the end of the year. | | | | | | | | | | | | | | |
| 1. At least 75% of children in Reception achieve a Good Level of Development by the end of Reception. | | | | | | | | | | | | | | |
| 1. At least 85% of children in Y1 will meet the expected standard for phonics. | | | | | | | | | | | | | | |
| 1. The percentage of children achieving expected progress given their prior attainment, is at least in line with LA. | | | | | | | | | | | | | | |
| **Key Groups** | | | | | | | | | | | | | | |
| 1. Y3 pupils who didn’t reach the expected standard at the end of KS1 | | | | | | | | | | | | | | |
| 1. Y6 pupils who didn’t reach the expected standard at the end of Y5 | | | | | | | | | | | | | | |
| 1. Disadvantaged children | | | | | | | | | | | | | | |
| 1. Pupils with SEND | | | | | | | | | | | | | | |
| **Strategies** | | | | | | | | | | | | | | |
| 1. Identify the children who will need additional support to achieve targets in each class and year group. | | | | | | | | | | | | | | |
| 1. Identify barriers to achieving targets for individual children. | | | | | | | | | | | | | | |
| 1. Identify what support will be necessary to overcome barriers. | | | | | | | | | | | | | | |
| 1. Monitor the impact of additional support on the progress of the identified individuals through termly dialogue meetings. | | | | | | | | | | | | | | |
| 1. Share responsibility for these targets through Performance Management. | | | | | | | | | | | | | | |
| **Evaluation** | | | | | | | | | | | | | | |
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| **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 | | | * Embed the role of the class chaplains. Further develop their role in preparing/leading class/phase/school worship * Hold termly meetings for class chaplains:   + 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? | | | LP  LW | | Fr S | | Non contact time for RE coordinator - ½ day per term  One staff meeting per term  Diocesan Advisor | | | 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 | | | * Further embed the new assessment systems – the revised level descriptors ensuring common agreement on requirements * Monitor how standards are being translated into planning * Ensure that the standard requirements are reflected in children’s work, displays etc. * Ensure that assessment opportunities enable pupils to provide evidence of higher level attainment * Cross school moderation sessions to ensure consistency * Provide peer assessment opportunities where appropriate | | | BC  LP  LW | | CP Governors | | Moderation of assessments (in school and with Wandsworth Catholic network) show teacher judgements to be accurate. | |
| Evaluation: Autumn/ Spring/ Summer | | | | | | | | | | | | | | |
| LEADERSHIP AND MANAGEMENT | | | | | | | | | | | | | | |
| Ensure that the next round of Headteacher recruitment is planned for | | | * Governors’ Recruitment Working Party is operational | | | Gov  Recruit.WP | | CoG | | £10,000 SBS for recruitments  Local authority and diocesan officers  Local Catholic Headteachers | | | A strong senior leadership team is in place from September 2019 with all roles covered | |
| Ensure smooth running of the school under the Acting Leadership Team | | | All areas of School Development Plan (SDP) are planned for and effectively resourced   * Catholic Life of the School, RE, Collective Worship * Leadership & Management * Teaching, Learning & Assessment * Personal Development, Behaviour & Welfare | | | LP  LW | | CoG | | Diocesan Mentor  Link Inspector  Catholic Heads’ Network | | | SDP 2018/19 evaluations show that the Acting Leadership Team have been effective in leading the school and securing successful outcomes | |
| Develop middle leaders to support and contribute to school improvement within phases and across the school | | | 2 Middle Leaders to attend training by Andy Hind  SMT activities to include setting up and leading termly team   * + learning walks   + scrutiny of pupils’ work for coverage and progress   + peer observation opportunities and discussions within and across teams   + analysing phase data * 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 | | | LP | | CP Governors | | 3 days of training for 2 x phase leaders  Weekly team meetings  Fortnightly SMT team meetings  LA Link Inspector visit once per term  1 x day per term of non contact for each phase leader | | | Phase leaders are accountable for the performance of their phase team  Phase leaders can accurately report on progress of their team towards targets | |
| Continue to develop consistent good and outstanding teaching | | | * 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   + 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)   + What opportunities were there for PTD?   + How did it support learning?   + Who was involved? | | | SLT | | CP Governors | | Cover for teachers for before and during and after peer lesson observations | | | 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. | |
| Support and promote language development across the school | | | * Further embed the key learning from the Elklan training * Train new staff and revisit “Elklan Gems” with support staff trained in 2016/7 * 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 | | JC  SE | | Sept Inset Day  Start of term briefings for staff  SEN staff meeting item once per term  Lesson observation/monitoring feedback | | | * Children routinely respond in full sentences In formal situations * Planning shows more awareness of language deficits e.g. Tier 2 words * Lesson observations show ‘Elklan Gems’ to be everyday practice. | |
| Continue to develop partnerships with other schools | | | * Continue to work with Catholic Network to develop current and new programmes   Current: Heads, Writing, RE, SEND  New : Reading | | | LW  BC  FR | | CoG | | Cover for teachers to attend moderation – ½ day per teacher each term.  Travel expenses  Lunch for visitors when hosting event. | | | Staff are liaising with colleagues in other schools on a termly basis:   * sharing good practice * knowledge of resources * subject management ideas * shared understanding of year group standards. | |
| Evaluation: Autumn/ Spring/ Summer | | | | | | | | | | | | | | |
| TEACHING, LEARNING and ASSESSMENT | | | | | | | | | | | | | | |
| Strengthen assessment procedures to support teaching and learning | | | * Review the expected standard for each year group in RWM * Review how coverage in ensured and how evidence of achievement is collected/recorded * Revisit the Overview Grids to ensure consistent practice across the school * Use progress in children’s books to validate teachers’ judgements:   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  LW | | CP Governors  Link  Inspector | | Sept Inset Day  One staff meeting per term for moderation each of writing and maths.  One staff meeting per term for completing Overview Grids  Professional dialogue meetings once per term with support staff cover. | | | Progress seen in children’s books and teachers’ records validates the judgements on end of term Overview Grids  Portfolio of annotated work for the expected standard in each of reading, writing and maths for each year group. | |
| Improve the outcomes for pupils with SEND | | | * Increase focus on provision for pupils in the Early Years with SEND (staffing, timetabling, needs/interventions) – more pupils, higher needs * Analyse the outcomes for pupils with SEND in 2017/8 * Review the procedures for target setting for SEND pupils * Sencos to support teachers with setting targets | | | AG  PC  AM | | SE | | Monthly meeting between SLT/Sencos/EY Phase Leader  1 x additional day per week of SEND TA  1 x additional day of EY Senco support to cover Senco maternity leave  Weekly EY planning meeting  1 x staff meeting each term | | | All Early Years staff are well prepared for the new intake of Nursery and Reception children  Interventions are up and running immediately in September due to analysis of need and rigorous timetabling/planning  Additional funding is received to enable additional support to be provided  Children with SEND achieve challenging end of year targets that are in line with those of non SEND pupils | |
| Improve standards in maths | | | * Promote reasoning as a whole school focus * Continue to develop teaching for mastery in maths through participation in the 2nd year of the Maths Hub Working Group for Primary Mathematics - Teaching for Mastery * Ensure that key principles of Maths Mastery are supporting maths learning from Reception – Y6 | | | SH  LP | | MB | | £3,500 maths budget  Staff meeting time | | | Children achieve the challenging end of year targets in line with school expectations | |
| Improve standards in writing | | | * Revisit “Writing - What we do and why we do it” document * English coordinator to model shared writing for colleagues * Whole school performance management target linked to outcomes in writing (observation of teaching, scrutiny of books) | | | FR | | LE | | Inset Day session  Professional Dialogue Days | | | Children achieve the challenging end of year targets in line with school expectations | |
| Improve standards in reading | | | * Further embed the “Great Reading Lesson” * Develop the assessment of reading by ensuring that:   Year group standard is understood & covered  Attainment & progress are rigorously tracked ( pupils’  gaps are identified )  Evidence of achievement is collected | | | FR | |  | | Inset Day session – Sept 2018 and Jan 2019  Professional Dialogue Days | | | 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  [See School Management Plan] | | | * Introduce PATHS into Y5 and Y6 (funded) * Train a support member of staff to become an ELSA (emotional literacy support assistant) * Enrol on Place2Be training (funded) – 2 x SLT * Re-instate a ½ day per week of Counsellor provision | | | AG  LP  KT | | IB | | £500 ELSA course fees  ½ day of Counsellor provision - funded by Governors’ Fund | | | Across the school children are able to express their feelings more easily and compliment themselves and others (Child of the Day)  Children who experience anxiety (expressed in a range of ways) increase their range of coping strategies.  Vulnerable children are able to access more support as needed | |
| Evaluation: Autumn/ Spring/ Summer | | | | | | | | | | | | | | |
| **SCHOOL MANAGEMENT PLAN** | | | | | | | | | | | | | | |
| **WHAT** | | **HOW** | | | | | | | | | **WHO** | **Monitored** | | **COST/RESOURCES** |
| Develop the ICT Room to provide an SEND intervention and wellbeing hub to improve provision for vulnerable pupils including those with SEND | | * Support staff and Senco develop space during Inset Day * FOSB donation * Grant dependent – research funding | | | | | | | | | LP  AG  PC | SE  IB | | Dependent on grant/donations  Time on inset days (support staff) |
| Redecoration Cycle | | * Draw up a programme for redecoration of the school | | | | | | | | | SBM and PO | PFP  Governors | | £15,000 |