

3 Year Strategic Plan for St Joseph's Catholic Primary School 2019/20, 2020/21 & 2021/22

We will deliver the strategic plan through four key areas whilst following the example of Our Lord, Jesus Christ.

The guide	Catholic Life of the School
The Leader	Leadership & Management
The teacher	Quality of Education
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Strategic Intent:

Mission Statement

“We are growing together on our journey of achievement with Jesus in our hearts, head and hands”

The school mission is central to our ethos, behaviours and values where the children bring God into their daily lives so that the Catholic Faith is not merely something to be learned but a life to be lived.

Ethos:

We see God at the centre of the day-to-day life of the school and this is expressed through the concern and respect we have for the efforts and achievements of everyone. We value and develop the qualities of each unique individual and strive to enable all to live the life God created them for by ensuring:

- ❖ The person of Jesus Christ is present, alive and active in our community
- ❖ The values and attitudes of Christ are modelled by all adults of our school community
- ❖ Pupils are encouraged to make the values and attitudes of Jesus Christ their own

Our three behaviours are supported by the school's

Values

1. Christ at the Centre

Service and Sacrifice

2. Continuous Improvement

Truth & Humility

3. Consistency

Integrity & Justice

Catholic Life of the School

Goals	2019/2020	2020/2021	2021/2022	Success Criteria
<p>To provide an education that is religious in its context and content – is at the heart of the curriculum and conduct of our school.</p> <div data-bbox="98 788 412 967" style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p>£500 to provide trips to places of worship</p> </div>	<p>Self-Evaluation B: Teaching & Learning of RE</p> <ul style="list-style-type: none"> - Implement new assessment procedure which helps inform teaching - Review planning format to enable more self-directed learning and to include learning from 'Building the Kingdom' course. - Learning to focus more on applying knowledge and skills - All children to have the opportunity for reasoning in RE units. - To have opportunities for days of reflection for pupils in places of worship i.e. mosque 	<p>Self- Evaluation C: To help pupils deepen their relationship with God and to develop of a sense of moral responsibility.</p> <ul style="list-style-type: none"> - Review PSCHE scheme to relate ethical and moral choices in everyday life to religious beliefs and values and to include SRE - Ensure variety of high quality, planned and spontaneous religious experiences: prayer, meditation, contemplation and ritual which are well supported by the parish priest. - Review the place of P4C in RE units of work. 	<p>Self- Evaluation A: To strengthen the link between the school and the local community, as well as the local and wider Church.</p> <p>Global citizenship and sustainable education through a range of national and international links and charitable activities.</p> <p>Plan further opportunities to explore diversity throughout the curriculum i.e. cultures, disabilities</p> <p>Enhance pupils' understanding of their place in a culturally diverse United Kingdom and the World through making links with other schools.</p> <p>Set up programme of visits/visitors from different religions and races within worship rota and RE curriculum</p>	<p>All areas of RE A: Community B: Teaching & Learning C: Spirituality & Morality E: Overall Effectiveness continue to be outstanding in the midterm validation in 2020/21</p>

Effectiveness of leadership and management

Goals	2019/2020	2020/2021	2021/2022	Success Criteria
<p>Leadership & Management: Leaders ensure that teachers receive focused and highly effective professional development - subject, pedagogical and pedagogical content knowledge.</p> <p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified and are consistently dealt with appropriately and quickly (including well-being)</p>	<p>To ensure staff at all levels exhibit leadership skills, and that middle/senior managers are identified and developed to support effective succession planning</p> <p>2019/20 Budget Costings £6K</p>	<p>More staff seen to take on leadership responsibilities as evidenced through performance reviews</p>	<p>All subject leaders to drive forward and realise our ambitious, collegiate vision which ensures all children and staff excel</p>	<p>Embed a culture that everyone understands they have a leadership role to play in the school, and that they feel empowered within their area of remit to make a difference. Performance management is highly effective in developing potential leaders as well as maintaining high performance standards.</p>
	<p>External mini review to look at how well the school's Leadership Team is working to support and improve learning.</p>	<p>RE Mid Cycle Moderation: Reflect on outcomes on the school's Leadership and its effectiveness</p>	<p>Actions from review placed in SD.</p>	<p>Reviews lead to continuous development, identification of school's strength and areas to develop.</p>
	<p>Review roles and responsibilities for TAs to adopt across the school. Ensure training budget is assigned for TA development – SEN, EAL, Computing and EAL.</p>			<p>All skills and talents of Support Staff are utilised as outlined in Performance Management and feedback from questionnaires.</p>
	<p>St. Joseph's, National Support School and its NLE Mrs. J. Dunlop to share its strengths with local school through brokering by area Teaching Schools and LA.</p> <p>£1,000 to provide training for staff to be an effective National Support School – to include in staff development</p>			<p>The school's reflective nature and thus its effectiveness is enhanced through sharing its expertise.</p>
<p>To extend our parental engagement work targeting increased parental involvement in our school.</p>	<p>To continue timetable for Parent Involvement i.e. showcase: Come Observe our Cool Learning (COOL)</p>			<p>The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult. Annual questionnaire.</p>
	<p>Restart the School's PTA with the election of a committee to lead school fundraising events</p>	<p>PTA to organise at least three events over the academic year</p>	<p>PTA to organise at least six events over the academic year</p>	<p>Effective PTA which is supported by the school community</p>

<p>£150 for 'Join Letter' online subscription</p> <p>£1600 for Shows: Parents' Fund</p>	<p>To raise attainment in the more able in all subjects. Focus areas: Reading: Consistent approach to reading - from Y2 to Y6 Review the teaching of English (including Reading) to reflect best practice and research. Handwriting: Ensure handwriting scheme is applied consistently across the school and time given in the lower classes to practice handwriting skills Library Library to be promoted termly – and used effectively to encourage a love of reading in all pupils Maths: WhiteRose scheme implemented. Concrete manipulatives used in all lessons where appropriate.</p>	<p>To raise attainment in foundation subjects. Focus areas: Geography: pupils taught and assessed on key geographical skills linked to global citizenship History: pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Art & DT: pupils equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design PE and PSCH: to ensure high quality PSCH and SRE lessons to support pupils' health & well-being.</p>	<p>To raise attainment in all areas. Focus areas: Writing Review writing across the school Science: science delivered through investigative and inspiring lessons. Computing: to review IT provision across the school through NAACE audit. Consider resources required</p>	<p>Pupils' work across the curriculum is consistently of a high quality</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well</p>
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Personal Development

Goals	2019/2020	2020/2021	2021/2022	Success Criteria
The school provides opportunities to develop pupils' talents and interests	<p>To further develop the children's leadership roles:</p> <ul style="list-style-type: none"> ○ All Y6 children to have a leadership role/ responsibility ○ Minnie Vinnies ○ School Council ○ Eco Group 	Evaluate the children's thoughts and ideas on how learning behaviours are embedded and how they could be further improved	Learning Behaviour - To develop pupils' Thinking Skills' through 'Philosophy for Children (P4C)	The school consistently promotes the extensive personal development of pupils.
Pupils feel happy and safe at school. Pupils are safe at school.	<p>Safeguarding Review and implement any actions</p> <p align="center">£400 for Review (SLA)</p>	Review actions	Safeguarding Review	85% positive results from the children survey Safeguarding Review is finds 'Safeguarding effective across the school'.
Our school provides rich, planned experiences, in the curriculum and through	<ul style="list-style-type: none"> • Plan rich learning experiences to enhance calendar celebrations and to enhance learning in class topic learning. 	Review experiences and improve further	Parental Fund to support external providers.	The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.

extra-curricular activities. Opportunities for pupils to develop their talents and interests are of exceptional quality	<p>Class topic learning to be celebrated through central display.</p> <ul style="list-style-type: none"> • Learning experiences shared with parents through class assemblies/plays. • Review all after school activities – to provide a wide range of opportunities 		There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work
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Behaviour and Attitudes

Goals	2019/2020	2020/2021	2021/2022	Success Criteria
Pupils' behaviour in classrooms and around the school is impeccable.	<p>Whole school agreed system for behaviour (including rewards) which is used consistently across school</p> <p>Evaluate the children's thoughts and ideas on how learning behaviours are embedded and how they could be further improved</p>	<p>Learning Behaviour - To develop pupils' Thinking Skills' through 'Philosophy for Children (P4C)</p>		<p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. We take a compassionate, intelligent, fair and highly effective action to support any pupils who are struggling in this area.</p>
Pupils consistently have highly positive attitudes and commitment to their education.	<p>Staff and children to reflect</p> <ul style="list-style-type: none"> - on the positive attitudes expected from pupils. - What commitment would look like for a pupil at St. Joseph's <p>School council to work with children on defining these attitudes</p>	<p>Attitudes commitment words/ phrases to be visible and celebrated across the school – school council to work with staff on this objective.</p>		<p>Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</p>
Pupils feel safe and secure at school.	<p>Review all responses in pupil questionnaire in Summer 2019 and add actions to SDP if required.</p> <p>Review mental wellbeing across the school – with special focus on PPG, SEND and LAC pupils</p> <p>Audit all activities which help pupils identify unsafe situations and how to keep themselves and others safe and action findings</p> <p>Focus Area: E-Safety & Mental Well-Being</p>	<p>Review all responses in pupil questionnaire and add actions to SDP if required.</p> <p>Audit all activities which help pupils identify unsafe situations and how to keep themselves and others safe and action findings</p> <p>Focus Area: SRE & Physical Activity</p>	<p>Review all responses in pupil questionnaire in Summer 2019 and add actions to SDP or Pupil Action plan if required.</p> <p>Audit all activities which help pupils identify unsafe situations and how to keep themselves and others safe and action findings</p> <p>Focus Area: Healthy Eating & Cooking</p>	<p>All groups of pupils are always safe and feel safe in school. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including e-safety.</p>

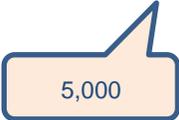
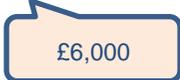
2019/20

Budget Costings

ESafety Workshop:
Parents Fund

Early Years Provision – Reception Year & Footsteps Nursery

Goals	2019/2020	2020/2021	2021/2022	Success Criteria
Intent The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff	Provides a range of memorable firsthand experiences and rich opportunities for high quality learning that motivate, engage and stimulate all pupils			Pupil to achieve high levels of development in communication, reading, writing and mathematics and apply these effectively in all their learning
	To develop continuity and progression from Footsteps Nursery into Reception Year - Create action plan for the next two year and include actions into the EYFS action plan. EYFS Action plan reflects both FS1 and FS2.	EYFS Review Review Action Plan both annual and biannual.		
			2019/20 Budget Costings EYFS: £1,500, Footsteps £3,000	
Implementation Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children	Have outstanding knowledge of early years pedagogy based on up to date theory and practice and can inspire others to develop their skills through insightful feedback, mentoring and coaching	High expectations for T& L in the early years which are understood by all staff Clear understanding of high-quality child initiated and adult led activities and monitor their effectiveness on a regular basis	Rigorously monitoring and evaluation of the achievement and attainment of different groups of pupils and planned interventions which closed gaps to ensure that no pupils are disadvantaged	EYFS is an outstanding setting School’s vision is clearly articulated and shared so that it is owned, understood and is embodied in the day to day workings of EYFS.
Impact The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes	Moderate judgements across the setting and with similar settings to ensure quality and consistency in Footsteps and Reception Year. Systematically collect and analyse summative pupil progress data to enable the early identification of underachievement and next steps for all learners	Ensure that well thought out and resourced interventions are put in place to promptly address weaknesses and monitor their effectiveness	Systematically collect and analyse insightful on entry data to identify starting and assess progress over time Ensure that all practitioners collect and analyse insightful formative progress data through observation and dialogue	Children demonstrate their very good retention of knowledge through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.

Parental Engagement:	Provide a wide range of useful information and guidance to parents including coffee mornings, workshops, drop-ins, leaflets and the school's communication system, Parent Mail	Ensure that parents are very well informed about the provision and pay attention to parents that find it hard to engage through formal processes	Proactively seek to engage with parents at the earliest opportunity and value their contribution to their child's learning, development and progress – maintaining an on-going dialogue	93% of parents contribute to child's learning, development and progress 96% of parents give positive comments in the parents' questionnaire.
Inclusion:	Celebrate diversity, create and promote positive strategies for developing good relationships	Regularly review the EYFS safeguarding and welfare provision and ensure they meet the highest possible standards	Supports pupils with disabilities, special needs and learning difficulties enabling them to be fully integrated into all aspects of learning	Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.
Provision				
To improve the indoor and outdoor environment for the pupils to ensure they can access an exciting broad and balanced curriculum that is planned to utilise all resources in the school	Review redecoration timetable Redecorate the Hall KS2 Toilets New Outdoor Sheds 	Footsteps Nursery/KS1 redecoration Redecorate corridors across the school 	Redecorate KS2 Classrooms Sean's Shelter Replenish bark 	Rigorously monitor and evaluate the achievement and attainment of different groups of pupils and use planned interventions to close gaps and ensure that no pupils are disadvantaged