



1 Introduction & Overview

School Development Plan 2014-15

The School Development Plan

The School Development Plan is a document which helps to integrate school, national and Local priorities enabling us to continuously improve the educational experiences offered to the children and the school community. As a working document it will change in the light of new priorities and initiatives which develop within the year.

Priorities are identified in consultation with children through assemblies, children's annual review, the School Council and conversations with children following lesson observations; with teaching and support staff; with parents through Parent's forum and curriculum evenings and through surveys; with Governors who represent different sections of the school community; through discussion with advisors and inspectors from the Local Authority and Diocese, our School Improvement Advisor and in the light of Ofsted, SIAMs and other external evaluations and to support the implementation of national programmes.

The outcomes of the School Development Plan should enable us to achieve the aims of the school which are:

- To provide a caring and disciplined environment in which children are able to develop to their full academic potential, within the framework of the National Curriculum, the agreed RE Syllabus and the Agreed Curriculum for the School.
- As a church school, to build the values of Christianity into our ethos and teaching.
- To encourage strong links between school, home and the village community.
- To teach the children to respect the needs, opinions and rights of the individual and the values of a mutually supportive society.
- To encourage in the children confidence in their own abilities and a pride in their school.
- To enable all children to achieve our motto of being 'the best that we can be'

Where the school is now?

External evaluation of the effectiveness of the school is carried out on a three to five yearly cycle by OFSTED on behalf of the Department for Education (DfE). At another time the school is inspected by the Diocese of Ely as to its distinctiveness and effectiveness as a Church of England School. Cambridgeshire Local Authority carry out an annual review of the school comparing it to other similar schools in the county and reviewing its procedures and practices as well as the outcomes of assessment. Nationally collected data is available against which the school can evaluate the learning outcomes in core subjects for all children as well as benchmarking financial and administrative practice. There are national awards which recognize excellence in different aspects of school life.

The school was last inspected by OFSTED in November 2013. The overall effectiveness of the school was judged to be good.

- Parents are very pleased with the school and the progress that their children make.
- Pupils behave well and they have a good understanding of how to keep themselves safe.
- Management of the school is good.
- The governors are active in holding the school to account.
- There are good links between subjects in the form of themes which interest the pupils.
- The school is at the heart of the community. Pupils learn from the contributions and expertise of village residents. There are close links with the church.

The Achievement and Standards were judged to be good where children reach above averages standards by the end of year 6. Teaching and Learning was judged as good where regular reviews of teaching and learning take place to improve them further. Curriculum, Leadership and Management and Behaviour and safety were all judged to be good. The Headteacher and the governing body leads the school very well and sets a good tone. Staff enjoy working in the school and parents are very pleased with the school and the progress that their children make. The report identified improvements needed in progress and attainment in writing, including handwriting with further opportunities needed to develop longer pieces of writing to practise grammatical skills.

The SIAMs inspection judged our effectiveness and distinctiveness as a Church school to be outstanding. Christian values have a very positive impact on pupils' personal, spiritual, moral, social and cultural development. The school and local community, including parents, work in a close partnership together so that the expertise of all can be shared for the benefit of increasing pupils' skills and knowledge. Pupils are encouraged and supported extremely well in striving to be the best they can be in a variety of areas, and their achievements are celebrated with the whole school community.

Cambridgeshire Local Authority carried out a review in Summer 2012. As a result the school has been placed in the self sustaining category. Overall strengths of the school were identified as:

- Pupils make good progress during their time at the school.
- The quality of teaching is good overall, and there are many instances where pupils make outstanding progress.
- Behaviour and safety of the pupils is good, confirmed by external visits.
- Leadership and management of the school is good overall, with aspects that are outstanding. The school's judgements take account of the very strong leadership of the Headteacher alongside the rapidly developing role of the senior leadership team.
- Detailed analysis shows that the school understands which pupils are vulnerable, and that effective actions are taken to support their learning. The role of the SENCo is proving highly effective in ensuring good classroom provision and is expected to lead to a reduction in the need for targeted interventions.

Emerging priorities for 2014-15 have been identified as a focus on the Teaching of Music skills; Focus on the teaching of writing through particular focus on extended writing opportunities, marking policy and handwriting ; Review of assessment processes in the light of National revisions.

National and local authority data has shown sustained high achievement and progress at KS2. Outcomes have been significantly above average every year for the past five years. This is true individually for English, Maths and Science.

KS2 2014 results – Cohort was 21. 20 Children took the tests.(one child exempted from all tests) Expected attainment is Level 4 .

End of Key Stage 2 – Year 6 Assessments – each child is 4.8% and 20 children took the tests. This year results were not reported as English overall but separate Writing, Reading and Grammar scores. Mathematics reporting remained the same.

School Targets/Predictions

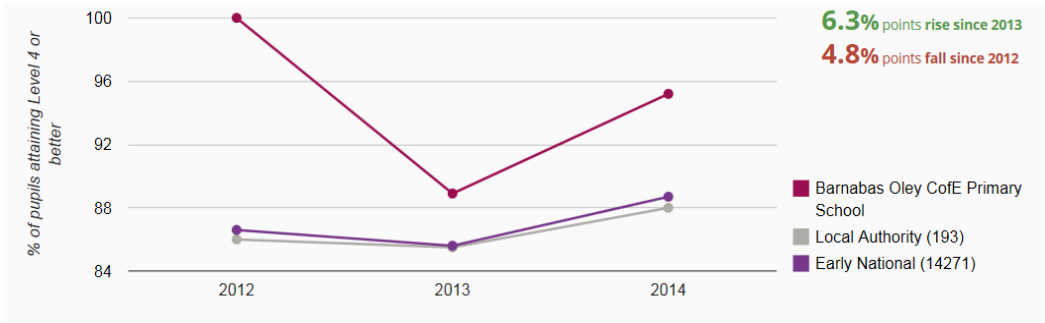
	Level 4+				Level 5+				Level 6			
	Original Target (20 pupils)		Current prediction (21 pupils)		Original Target		Current prediction		Original Target		Current prediction	
	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils
Reading	90	18	90	19	70	14	62	13	10	2	10	2
Writing			90	19	40	8	62	13	0	0	0	0
Maths	95	19	95	20	60	12	57	12	10	2	15	3

Results

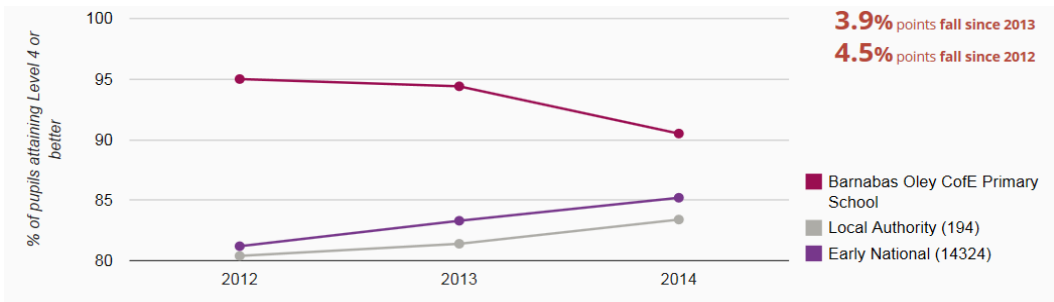
2014 Cohort:21 1 child= 4.8%	<Level 4		Level 4 +		Level 5		Level 6	
	%	Pupils	%	Pupils	%	Pupils	%	Pupils
Reading	4.8%	1	95.2%	20	62.4%	13	0%	0
Writing	4.8%	1	95.2%	20	62.4%	13	0%	0
SPAG	14.4%	3	86.4%	18	72%	15	0%	0
Maths	9.6%	2	91.2%	19	67.2%	14	19.2%	4

Our figures slightly exceed our predictions in all categories except Level 6 reading where no children attained this standard. All results were an increase on results from 2013. One pupil with SEN was exempt from SATs but has to be taken into consideration when calculating % results.

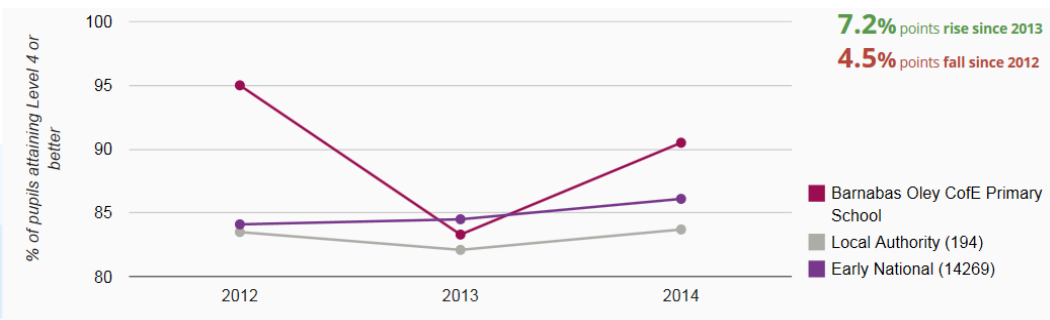
KS2 READING RESULTS



KS2 WRITING RESULTS



KS2 MATHS RESULTS

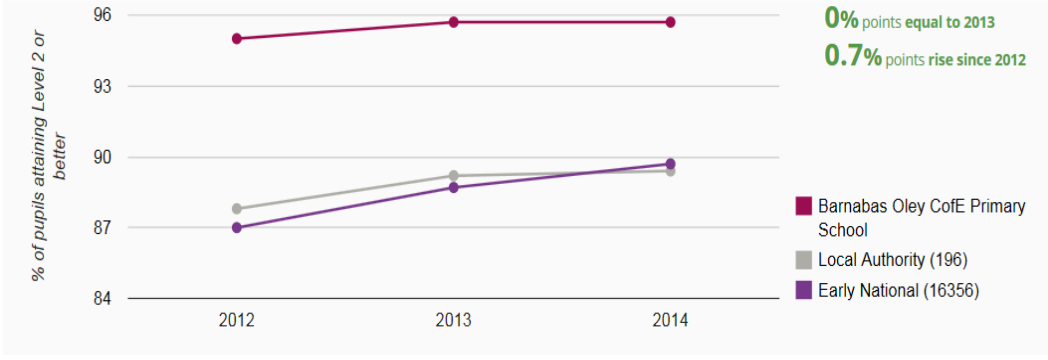


End of KS1 – Year 2 assessments

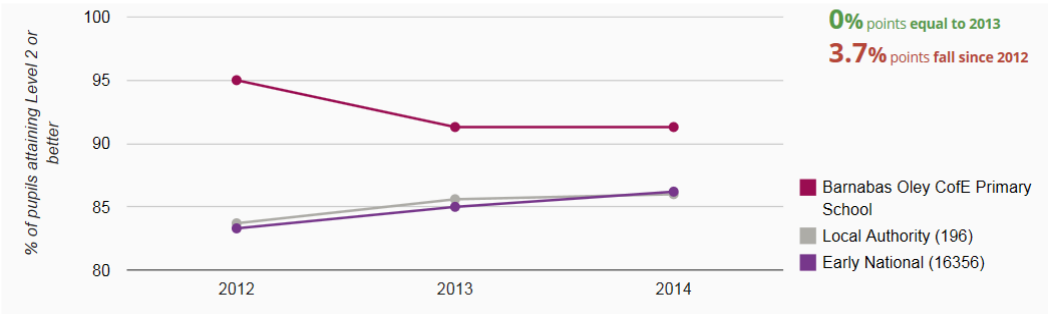
All Children 23 (2013)	Results 2013				Results 2014			
	<Level 2	Level 2+	Level 3	APS	<Level 2	Level 2+	Level 3	APS
Speaking and Listening	4.2%	95.8%	60%	17.9	4.3%	95.7%	39.1%	17.1
Reading	4.2%	95.8%	36%	17.34	4.3%	95.7%	34.8%	17.1
Writing	8.4%	91.6%	13.6%	14.9	8.7%	91.3%	13.6%	4.3
Maths	4.2%	95.8%	59.1%	18.2	4.3%	95.8%	26.1%	16.8
Science	8.4%	91.6%	40.9%	16.6	4.3%	95.7%	21.7%	16.6
Overall APS				17.0				16.2

Initial data analysis for Keystage 1, show that results are in line with last year’s results and are still well above local and National results. Our maths results overall have been maintained significantly as have number attaining Level 3 at Reading in 2014. This was a weaker cohort and so results achieved were pleasing.

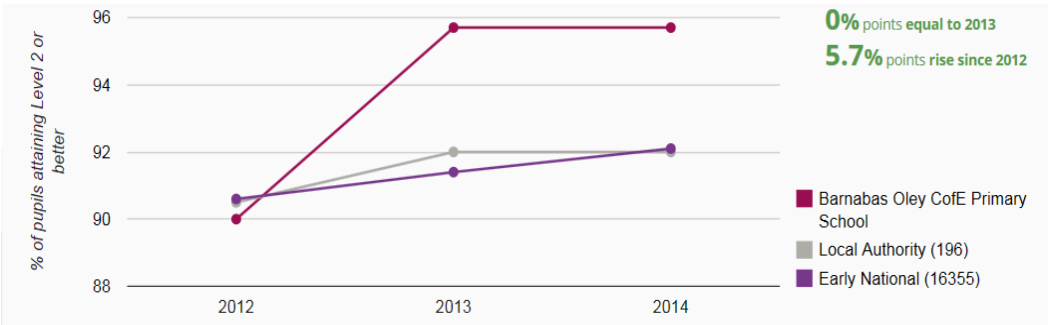
KS1 READING RESULTS



KS1 WRITING RESULTS



KS1 MATHS RESULTS



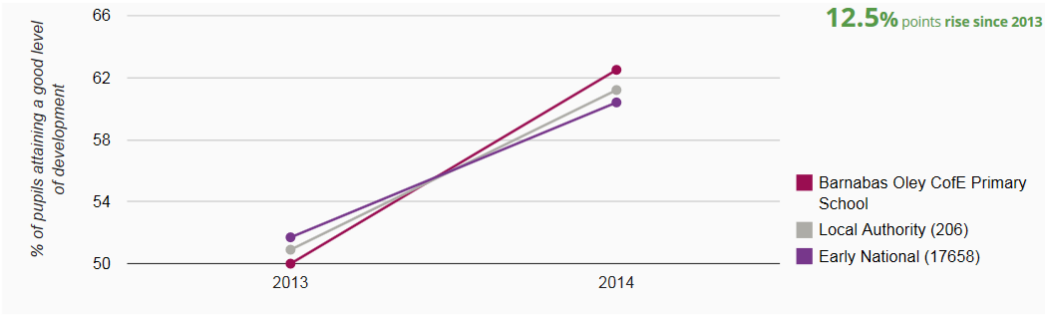
Foundation Stage – end of Reception

This year’s data can be compared directly to last year’s data and shows a 12.5% points rise since 2013. We are above local and National data in respect of Good Level of Development results and Average total points score.

★ EYFSP GOOD LEVEL OF DEVELOPMENT RESULTS

62.5% in 2014

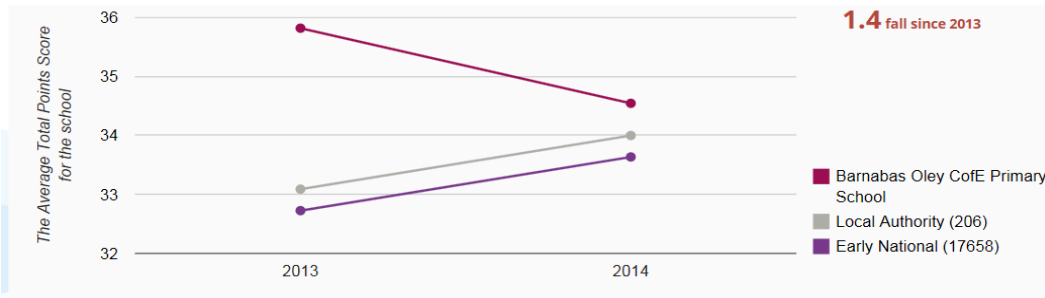
12.5% points rise since 2013



📊 EYFSP AVERAGE TOTAL POINTS SCORE RESULTS

34.8 in 2014

1.4 fall since 2013



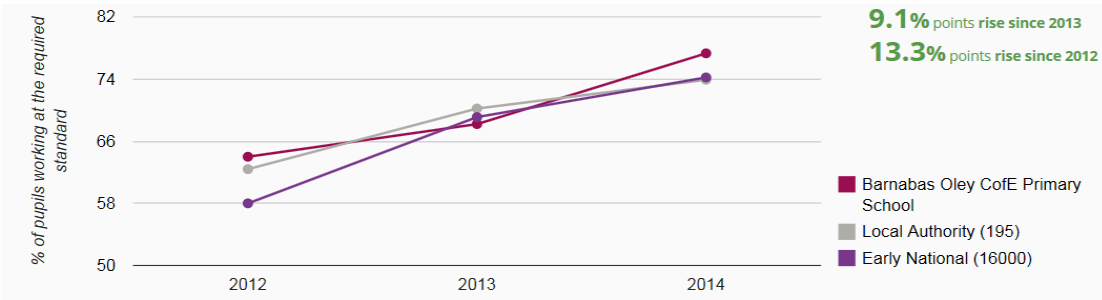
Phonics Results

📊 PHONICS (YEAR 1) WORKING AT RESULTS

77.3% in 2014

9.1% points rise since 2013

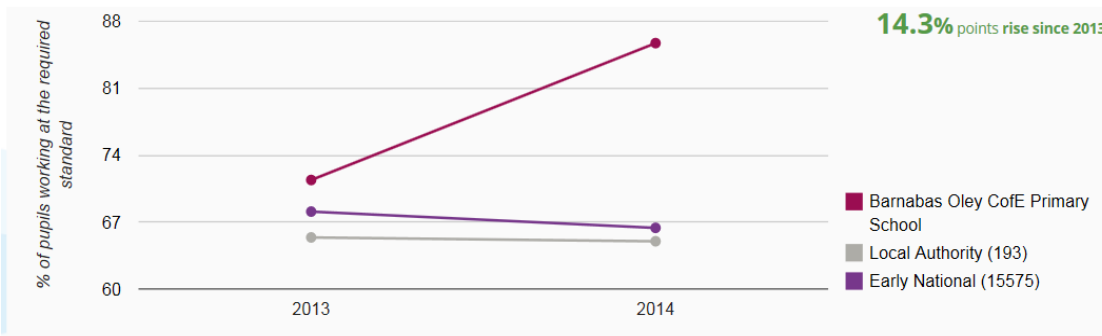
13.3% points rise since 2012



📊 PHONICS (YEAR 2) WORKING AT RESULTS

85.7% in 2014

14.3% points rise since 2013



Summary of Curriculum Targets 2014-2015	
Subject Area	Target
English	<ul style="list-style-type: none"> • Handwriting- agreed progression in handwriting across the school • Extended writing opportunities; increased expectation for quantity during assessed writing activities and quality writing for all subjects. • Introduce ‘young reads’ book section into the Library. • Extend book groups and resourcing to encourage girl’s reading. • Use of Pie Corbett year group targets for planning Literacy skills. • Develop Year Band Literacy sessions across the entire school during Spring Term.
Mathematics	<ul style="list-style-type: none"> • Review and confirm Calculation policy. • Investigate and implement teaching of algebra to whole school. • Organise a Maths day for parents and pupils
Science	<ul style="list-style-type: none"> • Take part in and achieve Eco Schools Award- Level 1 • Ensure that new National Curriculum objectives are incorporated within the Topic planning cycle.
ICT	<ul style="list-style-type: none"> • Embed the use of I-pads and apps for use across the school.
RE	<ul style="list-style-type: none"> • Develop use of AT2 to give children confidence in using skills from world religions in their own lives.
PE	<ul style="list-style-type: none"> • Introduce Outdoor Adventurous Activities after school club (OAA) • Join and become involved with sporting opportunities through SCSS.
PSHE	<ul style="list-style-type: none"> • Anti-Bullying week- high focus • Training of Peer Mediators- in-house • Use of Play therapist to support social skill needs
Music	<ul style="list-style-type: none"> • Increase staff confidence in teaching of music • Participate in Ten Pieces project • Increase music tuition opportunities for pupils • Organise Library of Sing up Songs into topic themes
Art/Design Technology	<ul style="list-style-type: none"> • Create School Art Gallery
History/Geography	<ul style="list-style-type: none"> • Work towards gaining Intermediate International Schools Award • Re-organise topic boxes to reflect new topic curriculum.
Modern Foreign Languages	<ul style="list-style-type: none"> • Extend teaching of Spanish to Year 5+6 (4 year programme) • Produce curriculum map for teaching 4 year MFL • Extend Language club to include Latin, Polish and French.
Special Educational Needs	<ul style="list-style-type: none"> • Sensory circuits groups organised to match specific needs. • Dedicated staff meeting time to discuss SEN needs/case studies.
Planning and Assessment	<ul style="list-style-type: none"> • Research and pilot standardized assessments for Literacy and Numeracy • Review assessment without levels in preparation for SATS 2016 • Review and implement new marking codes across all subjects. • Review and embed school based subject assessments in the light of New National Curriculum.

Summary of Management and Governance Targets 2014-2015	
Subject Area	Target
Management	<ul style="list-style-type: none"> • All staff to attend Pupil progress meetings. • All SMT to obtain safer Recruitment qualification. • Allocate and support Teacher trainee students across the school. • SMT to work alongside new external trainer in Good to Great project.
Governance	<ul style="list-style-type: none"> • To embed health and safety processes within school • Increase data available to Governing Body to monitor progress through the year at meetings • Ensure regular Financial monitoring takes place to support management of school budget • Keep a watching brief on development of academies and what might be right for Barnabas Oley • To effectively manage the change of secondary school catchment to Comberton Village College • To develop an holistic approach to training for the governing body to support the SDP, together with individual training targets for governors.
Summary of Community Targets 2014-2015	
Subject Area	Target
School Links	<ul style="list-style-type: none"> • Participate fully in Maths project through St.Neots Forum. • Head to attend CB23 Network in preparation for links with new catchment school. • Host Writing workshops and Curriculum information evenings for parents.
PTA	<ul style="list-style-type: none"> • SMT to work with PTA to fund areas of curriculum need.
Summary of Grounds and Premises Targets 2014-2015	
Subject Area	Target
Grounds	<ul style="list-style-type: none"> • Creation of extended Environmental area. • Introduce termly grounds review to support new grounds maintenance contract.
Premises	<ul style="list-style-type: none"> • Window and door repairs to school. • Repairs to Library and cloakroom walls following roof repairs. • Improve storage and access to school maths resources. • Review cleaning contract

The school improvement plan divides into sections:

- Parts 1-6 give an overview of all areas – Curriculum, Management and Governance, Grounds and Premises and Community.
- Part 7 sets out;
 - Three key areas that are the school’s priorities for action from September 2014 – July 2015.
 - Details of the actions to be taken, identifies the resources and the success criteria in relation to the priorities for action.