



School Development Plan 2017-18

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 communities.
- 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 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 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 average 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 lead the school very well and set 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 Autumn 2016. 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 very good overall and there are many instances where pupils make outstanding progress.
- Behaviour and safety of the pupils is outstanding, 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 very recent NPQH qualifications 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 highly effective in ensuring good classroom provision and specific,

targeted interventions, for pupils in receipt of Pupil Premium, enables good progress.

Emerging priorities for 2017-18 have been identified as a focus on the **Teaching of Reading**- specifically use of higher order texts to further encourage higher levels of writing attainment ; Focus on the whole school approach to **Growth Mindset** to develop a ‘can do’ culture for learning across all groups in the school; **Communication**- to ensure we are doing all that we can to foster good communication between parents, governors, staff, pupils and the wider community; actively consulting on, informing and celebrating our activities .

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

KS2 2017 results – Cohort was 24. Expected attainment was National Standard. End of Key Stage 2 – Year 6 Assessments – each child is 4.5% and 23 children took the tests. This year results were reported as Writing, Reading, Grammar and Mathematics. One pupil was exempted from SATs as they were working below the Key-stage standard. There were two EHCP pupils, one with a note in lieu and a further five pupils on the SEND register (37% SEND).

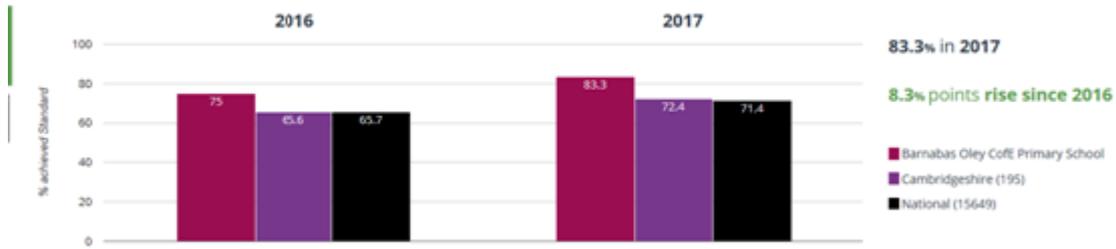
Results

(Unvalidated Aug 2017)

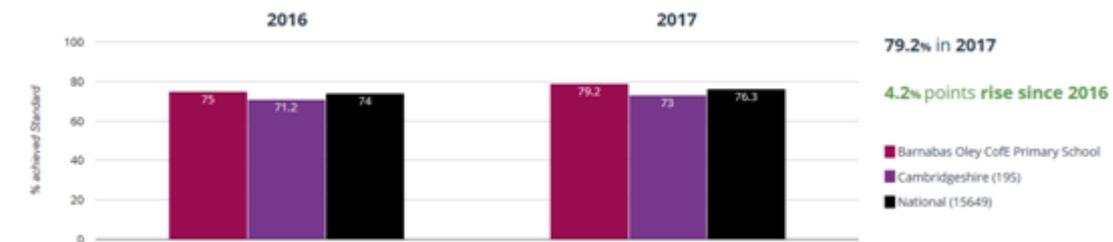
Key Stage 2 (24 children = 4.16%)	Expected 2017	National 2017	CAMBS	Greater Depth 2017	National	Expected 2016	Greater Depth 2016
Reading	83%	71	73	62%	28.5	75%	35
Writing	79%	76	73	33%	17.7	75%	25
Maths	79%	75	72	33%	22.5	85%	20
SPAG	92%	77	75	42%	30.8	70%	20
RWM	71%	61	59	17%	8.6	60%	15

This is the second year that the new curriculum has been assessed. We are therefore able to make comparisons with previous year’s data. In summary our KS2 was above National and Local results

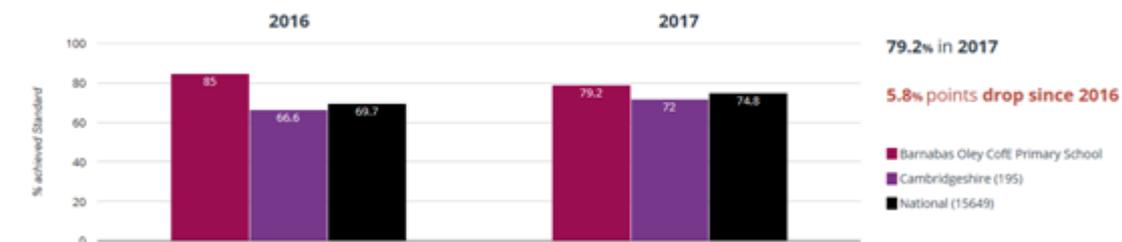
Reading - achieved standard



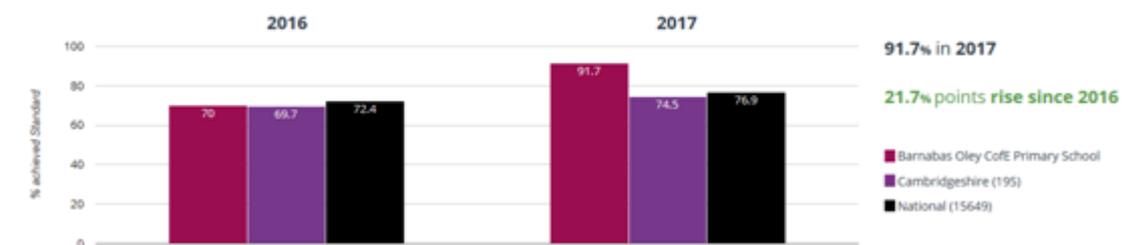
Writing - achieved standard



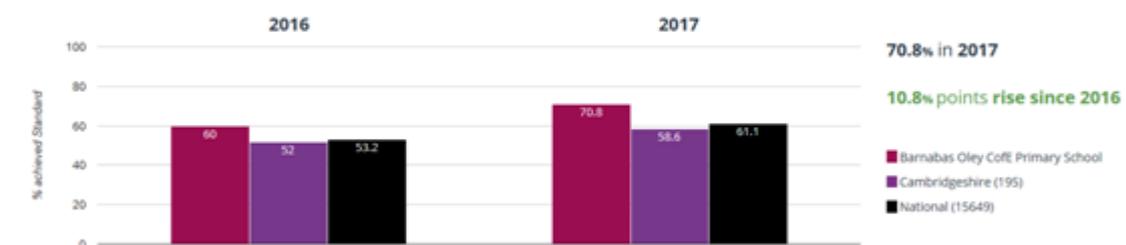
Maths - achieved standard



GPS - achieved standard



RWM - achieved standard



End of KS1 – Year 2 assessments

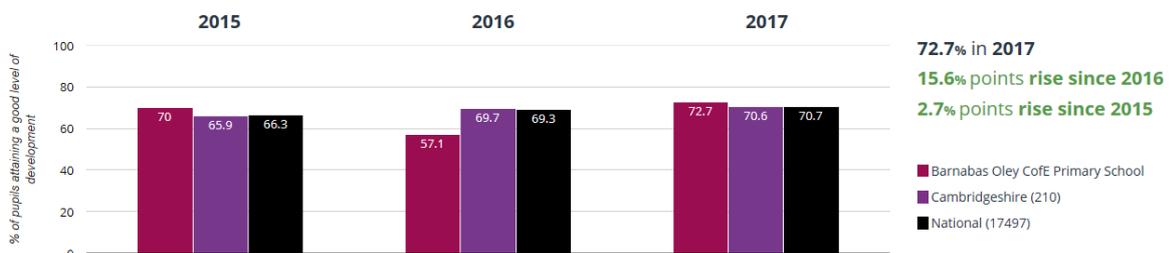
Key Stage 1 (22 children = 4.54%)	Expected + 2017	National 2017	CAMBS	Greater Depth 2017	National 2017	Expected + 2016	Greater Depth 2016
Reading	91%	75.5	73.4	55%	25.2	94%	29%
Writing	77%	68.2	64.4	32%	15.6	76%	12%
Maths	91%	75.1	73.5	36%	20.5	94%	12%
Science	96%	82.6	81.5	-	-	100%	-
RWM	77%	63.7	59.8	32%	11	76%	5.9%

Initial data analysis for Key stage 1, show that results are well above Local and national results. Our greater depth of learning scores have been improved for this year. This cohort had one EHCP pupil who was given the opportunity to access the tests but did not achieve National standard.

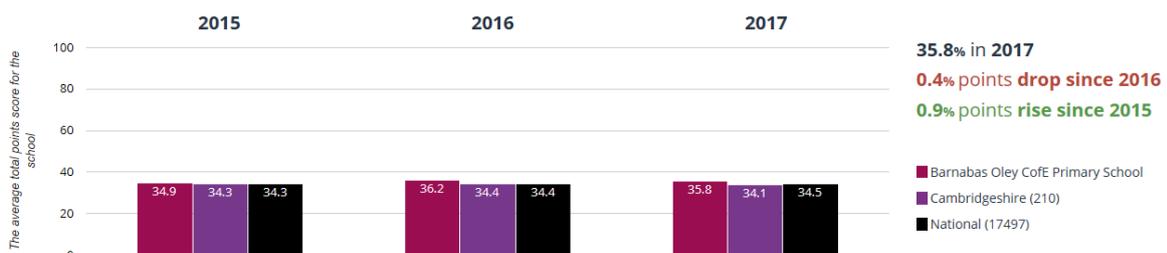
Foundation Stage – end of Reception

There were 21 children in this year’s cohort. (Each child was 4.76%) Our good level of development scores were 15% higher this year. Attainment data was in line with last year’s data.

★ Good Level Of Development

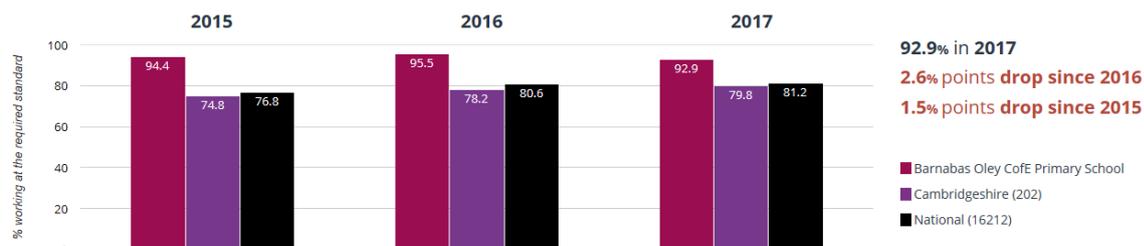


📊 Average Total Points Score



Phonics Results

🗣️ Year 1: Working At



Priorities for Action – 2017/18

Following review of progress with 2016-17 priorities with staff, parents, children and governors curriculum committee and taking account of priorities identified through SIA visits, changes to national priorities, opportunities within CB23, this year's end of year assessments and the targets set by OFSTED and SIAMS ; priorities for action in the period to July 2018 are:

- 1. Reading –use of higher order texts and strategies to further encourage higher levels of writing attainment.**
- 2. Growth Mindset- Focus on the whole school approach to develop a 'can do' culture for learning across all groups in the school.**
- 3. Communication- to ensure we are doing all we can to f to ensure foster good communication across the whole school community; actively consulting on, informing and celebrating our activities.**

Detailed Action Plans 2017/18

PRIORITY 1: Reading –use of higher order texts and strategies to further encourage higher levels of writing attainment.

Action	Who?	Links to LA/ DfE Targets	Estimated cost Budget heading	Monitored by	Success Criteria	Progress/ Impact of target
1. To host an English evening for parents.	SMT staff	Identified need from curriculum audit and parent feedback	None	Governor attendance/ parent feedback	<ul style="list-style-type: none"> To include Grammar, Reading, writing. Grammar Booklet for parents. 	
2. Research and purchase high quality texts which demonstrate key objectives for writing curriculum.	SMT CJ	Identified need from curriculum audit	Books for class use	Lesson observations , Improved End of Year results for writing.	<ul style="list-style-type: none"> Provide booklists for parents Allocate specific books to classes for each topic (core texts) Re-examine books available within the colour banding system. 	
3. Reading: create a greater range of opportunities for children to share reading.	SMT CJ	Identified need from curriculum audit	Possible new books to match interests of book clubs	HT, SMT and Adult helper feedback	<ul style="list-style-type: none"> New Reading Diary Regular use of Book buddies each term Adult reading champions Books clubs created for identified groups of children. 	
4. Reading: Introduce focused early work on reading comprehension based on class books.	SMT Staff	Identified solution from 2016 results analysis	None	SMT, Staff	<ul style="list-style-type: none"> Create a system in KS2 for Early work each work to develop greater depth in reading comprehension 	

PRIORITY 2 - Growth Mindset- Focus on the whole school approach to develop a 'can do' culture for learning across all groups in the school.

Action	Who?	Links to LA/ DfE Targets	Estimated cost Budget heading	Monitored by	Success Criteria	Progress/ Impact of target
1. Professional Day training (second session) for all staff	SMT Staff CJ	Resilience and Perseverance is high focus on current Ofsted agenda	Costs of any new resources	SMT	<ul style="list-style-type: none"> Staff feel confident to implement common approach. Resources for implementation are made available. 	

2. To host an evening for parents in January.	SMT Staff	Links to SDP priority	Possible printing costs for booklets	SMT	<ul style="list-style-type: none"> Information session for parents as key participants alongside website information. Held in January so that staff and children are already familiar with approach and can answer questions. 	
3. Development and review pack provided to each class teacher.	SMT	LA: Good practice	Purchase of files	SMT	<ul style="list-style-type: none"> Staff use pack for staged introduction and review of termly objectives. Half termly review of approach in staff and School Council meetings. Year 6 pupils to model approach when carrying out their responsibilities. 	
4. Dedicated display area in each classroom for Growth Mindset.	CJ	Identified need from management audit	None	SMT	<ul style="list-style-type: none"> Each classroom to present Growth Mindset information effectively so that new language and attitudes are embedded. 	

PRIORITY 3: Communication- to ensure we are doing all we can to foster good communication across the whole school community; actively consulting on, informing and celebrating our activities.

Action	Who?	Links to LA/ DfE Targets	Estimated cost. Budget heading	Monitored by ...	Success Criteria	Progress/ Impact of target
1. Staff to become familiar with use of new School Comms system.	SMT Staff	Follows good practice guidance	Cost of new system within school budget	SMT	<ul style="list-style-type: none"> Office staff are confident with new systems to communicate with parents School staff know how to send home 'well done' messages via text service. 	
2. Staff confident in delivering IT strand of curriculum	ICT Subject Leader	Follows good practice guidance.	None	SMT Subject Leader	<ul style="list-style-type: none"> Staff are confident in delivering teaching on control systems, digital content and social media communication. Pupil's skill level in this curriculum area increases. 	

3. School seeks to communicate effectively with parents regarding new initiatives	SMT	Establish good communication systems	None	SMT Parent Feedback	<ul style="list-style-type: none"> • Parents are given full information in a timely fashion about events and activities in school. • Parents are invited to review school activities (short questionnaire) throughout the year. • School becomes more efficient at collecting feedback after events from parents.
4. Pupils develop confidence in seeking support for emotional and social concerns	Subject Leader and staff	Compliant with need to provide positive mental health framework for pupils	None	SMT and Subject leader	<ul style="list-style-type: none"> • Introduction of 'Bubble box' system for children to request adult support with social/emotional issues. • Peer Mediators develop confidence in their new role and know when to pass concerns on.
5. Pupils participate in Public Speaking competition CB23	KS2 staff	Links to English curriculum	Cost of transport	SMT	<ul style="list-style-type: none"> • Pupils develop confidence to participate in a public speaking competition with CB23
6. Governors create suitable document to guide parents in the use of Social Media.	SMT/ CB23/LA	Compliant with need to provide clear information on use of social media	Publication costs (minimal)	SMT/Governors	<ul style="list-style-type: none"> • Curriculum committee produces a helpful guide for parents regarding appropriate use of Social media. • Joint project with all CB23 schools.
7. Staff encouraged to communicate effectively regarding school topics/concerns through standing agenda items at staff meetings.	SMT Staff	Part of professional standards for teachers	None	SMT	<ul style="list-style-type: none"> • Staff meeting agenda set to include standing items; Behaviour causing concern; Use of Growth Mindset • All staff encouraged to communicate 'what's working well' and 'Even better ifs'
8. Ensure website and school displays are fully up to date and compliant so that current school activities are published and celebrated.	SMT/ governor responsibility	Dfe/LA feedback	Costs of employment contract	SMT/Governors	<ul style="list-style-type: none"> • Consideration of employing a dedicated staff member to ensure website is kept fully updated. • Staff to update class pages on a regular basis. • Website and school displays celebrate all the activities that we are participating in.

Summary of Curriculum Targets 2017-2018

Subject Area	Target
English	<ul style="list-style-type: none"> • Handwriting- Introduce Fully cursive handwriting into KS2. • To host an English evening for parents. • Reading: research and purchase high quality texts which demonstrate key objectives for writing curriculum. • Reading: create a greater range of opportunities for children to share reading. • Reading: Introduce focused early work on reading comprehension based on class books.
Mathematics	<ul style="list-style-type: none"> • To use Year group teaching for Space and Measures during Spring Term. • To investigate and make readily available more resources for developing greater depth in mathematics. • In KS2, increase frequency of assessing Times Table knowledge. (Termly test to be tracked as Spelling Bee.)
Science	<ul style="list-style-type: none"> • To improve outdoor environment to support science teaching • Complete and submit for next level of Eco Schools Award application
ICT	<ul style="list-style-type: none"> • Develop teaching expertise within the I.T strand of ICT.
RE	<ul style="list-style-type: none"> • Implement the “Understanding Christianity” programme within RE framework. • Review and re-organise teaching resources for RE.
PE	<ul style="list-style-type: none"> • To plan for and use new sports activities across the school (Boccia and Lacrosse) • New subject leader to attend relevant training supported by school mentor.
PSHE	<ul style="list-style-type: none"> • Introduce use of ‘Bubble Box’ notes system for children.
Music	<ul style="list-style-type: none"> • Research introduction of woodwind lessons for pupils
Art/Design Technology	<ul style="list-style-type: none"> • Introduction of KNex to support DT skills • DT: include skills progression framework into two Year art cycle.
History/Geography	<ul style="list-style-type: none"> • Developing links with new school in different countries
Modern Foreign Languages	<ul style="list-style-type: none"> • New subject leader to shadow existing leader and attend relevant training supported by school mentor.
Special Educational Needs	<ul style="list-style-type: none"> • Support Teaching Assistants to embed the role of Pupil Premium Champions
EYFS	<ul style="list-style-type: none"> • Review and re-organise outdoor provision

Summary of Management and Governance Targets 2017-2018	
Subject Area	Target
Management	<ul style="list-style-type: none"> • To fully implement Growth Mindset approach across the whole school. • To ensure school is fully prepared for Inspection • To receive training for use of new School Comms system.
Governance (To be added when completed)	<ul style="list-style-type: none"> • Use OFSTED Framework to progress towards outstanding governance. • To make best use of data for Governing Body to monitor progress. • Update the website to reflect the good to outstanding performance of the school. • Watching brief on future leadership models and school structures. • To improve communication with parents as to what the school governors do.
Summary of Community Targets 2017-2018	
Subject Area	Target
School Links	<ul style="list-style-type: none"> • Participate fully in CB23 projects with local secondary schools.
PTA	<ul style="list-style-type: none"> • SMT to work with PTA to fund development of outdoor environment (EYFS and outdoor gym equipment).
Summary of Grounds and Premises Targets 2016-2017	
Subject Area	Target
Grounds	<ul style="list-style-type: none"> • Complete creation of extended Environmental area.
Premises	<ul style="list-style-type: none"> • Kitchen converted to production kitchen with new catering contract, Vertas. • New cleaning contract to be researched and confirmed.