

Berkley Church of England First School – School Development Plan 2016-2017

Ethos

Berkley C of E First School is dedicated to being a place where each child enjoys attending, each member of staff enjoys working and each parent feels justly proud of the school's achievements. The expression 'Each child is **my** child' summarises the school's approach: We want each child to be cherished, supported, listened to, challenged, stimulated and indeed corrected, as we would want for our own offspring.

Mission statement:

In our Church school and with the love of God we care, enjoy, celebrate, aspire and learn together

AIMS

- To involve all stakeholders in determining the key issues to be addressed
- To produce an action-plan that will meet the school's needs, is manageable and achievable
- To impact on the development of each individual child, providing the necessary support and challenge
- To ensure a stimulating learning environment for all pupils in order for them to succeed in their learning
- For children to respect their environment, each other and all adults with whom they work
- To develop the professional skills and expertise of all staff
- For all staff to be role models for the children in all areas of school life
- To continually monitor progress matched to the SDP
- To share the SDP and progress with governors, staff, parents and the School Evaluation Partner

Procedure

The pupils, staff, parents and governors were asked to place in writing what they considered to be the strengths and weaknesses of the school in July 2016. The head teacher then assimilated all this information for staff and governors to read and discuss at a day's inset on 1 September 2016. The resulting, further exploration of the key issues led to the detail of the School Development Plan. Thus, it is a collaborative document to drive the school forward.

Overview 2016-2017

<p><u>Leadership and Management</u></p> <ul style="list-style-type: none">• Improved communication with parents• Improved communication with staff• Dyslexia-Friendly Status reaccreditation• Mock Ofsted inspection• Collaborative work with other schools	<p><u>Quality of learning, teaching and assessment</u></p> <ul style="list-style-type: none">• Outstanding lesson ingredients• Writing across the curriculum• Literacy development• Numeracy development• Stretching the more able• Homework policy review
<p><u>Personal Development</u></p> <ul style="list-style-type: none">• Introduce a Buddy system• Explain current behaviour system• Include personal statement in reports• Development of pupil presentational skills	<p><u>Outcomes for all</u></p> <ul style="list-style-type: none">• Deeper learning evidence in books• Continued case-studies of key pupils• Global learning development

Leadership and Management

Task	Personnel	Timescale	Resources and cost	Monitoring	Progress
<p>Improved communication with staff:</p> <ul style="list-style-type: none"> • Staff pigeon-holes, staff notice-board, school diary, emails and online calendar checked daily. • Clear agendas in advance of every meeting. • Minutes file for all meetings, including staff, TA and LTS meetings. • Invite key staff to appropriate meetings e.g. Inset. • Each class discuss learning through assemblies. • Weekly staff meetings to be a key method of sharing info e.g. dates, course feedback. 	All staff.	Ongoing.	Set up minutes file in school office.	Are staff clear about everything that is going on in the school? Do they feel involved and informed?	Review end of each term, through staff meetings, TA meetings, LTS meetings. Head report to governors
<p>Improved communication with parents:</p> <ul style="list-style-type: none"> • As much information and warning as possible given via fortnightly newsletters. • Text messages and mail chimp for short-term communication, also outside board. Facebook, too • Update website – curriculum info, collaborative work, homework • Open Day (prospective parents). • Learning mornings (current parents). • Head teacher monthly surgeries for any parent. • Parents encouraged to contact school for any concerns. • SEN parents given set time for meetings, on top of written feedback. 	SK /SB newsletter	Fortnightly	SB/SK time	Are parents happy with the sharing of info? (surgery feedback)	Parental feedback ongoing through surgeries and evaluation
	Office	Ongoing	Office time	Was the Open Day well-received by prospective parents and the Learning morning by current parents?(verbal and written feedback)	completed end of year. Verbal and written feedback received following Open Day/Learning Walk. Head report to governors
	JH and key staff – website	Beginning of year and as needed			
	SK and staff	October 2016	Advert cost		
	SK and staff	tba			
	SK	End of month	SK time		
	SK – newsletter	First newsletter	SK time		
	LL	As need arises	LL time		

<p>Dyslexia Friendly Status re-accreditation</p> <ul style="list-style-type: none"> Update file of evidence. Staff kept informed of process and classroom strategies. Preparation meeting with LL SK and governor Re-accreditation in the summer term 2017 	LL, SK, SEN governor, staff	Autumn term staff-meeting.	Cost of external moderation LL/SK/governor time	Are we prepared for the re-accreditation? Are we successful?	Report received and shared with all stakeholders
<p>Receive a 'mock' Ofsted inspection</p>	County i.e. an independent inspector	Early Spring 2017	Cost of mock inspection	School incl.govs to analyse feedback, which in turn will inform the next SDP. Anything urgent to be implemented asap?	Written report received Spring 2017
<p>Collaborative work with other schools</p> <ul style="list-style-type: none"> Put a list of current collaborative work on website. Consider further ideas such as governor interaction with other schools, learning walks with other schools, shared trips, church services, clubs across schools (see appendix ii) Eco group to liaise with e.g.Selwood? Frome College working with KS2 through podcasting 	LL and SK	October 2016	LL and SK time	Do pupils and parents feel they are well-prepared for transition and that there are many cross-school opportunities for as many pupils as possible?	Feedback from HT surgeries. Ongoing pupil verbal feedback encouraged. End of year evaluation
	YR and SK	Autumn term and onwards	YR and SK time	Is podcasting happening?	Head's report to governors
	FC and Berkley	Ongoing	Staff time		

Quality of learning, teaching and assessment

Tasks	Personnel	Timescale	Resources	Monitoring	Progress
<p>Outstanding lesson ingredients</p> <ul style="list-style-type: none"> • Staff and governor sharing of ideas – inset 1 Sept • Further development at staff meeting. • Document produced • Teach to the agreed criteria • Observe to the agreed criteria 	Govs and staff	Document produced October 2016	Meeting time	Is there evidence of the ingredients being implemented through observations, work scrutiny and pupil feedback?	Observations by SK, staff, Mock Ofsted in January 2017
<p>Writing across the Curriculum Anne Harvey input on 'Grammar for Writing', leading to new agreed strategies on the teaching of SPAG across the school</p>	AH to staff	Sept '16	Cost of speaker	Staff to discuss new ideas at staff meeting. SK to add his ideas about Literacy esp. reading and writing. Impact of the teaching of SPAG to be monitored through classroom observations, work scrutiny and feedback from pupils/staff.	Ongoing observations throughout the year by SK and other staff through PM. Mock Ofsted feedback in Spring. Staff meeting work scrutiny x3 a year
Writing club to be offered to the pupils	SK	Fridays	SK time	What is the quality of the work produced? Is there positive feedback from pupils and parents?	
Writing competition across the school	Head's comp.	Term 2/3	Time commitment of pupils	Head judges and awards prizes. Display winning entries Does the quality of writing produced and feedback from pupils/parents/staff justify the organisation of the competition?	Head feedback to governors, Spring term.
Encourage 'PenPal' initiative	Staff	Timing decided by staff	Time commitment by staff	How many pupils have made use of the scheme? Has it helped their writing?	Head report to governors end of year

<p>Encourage writing at every opportunity – linked to clubs, sports matches, optional tasks at home, topic planning (incl. audit of writing opportunities)</p> <p>Produce a school magazine three times a year</p>	<p>All staff and pupils</p> <p>JM</p>	<p>Ongoing</p> <p>Paper copy to parents end of term 2,4, 6</p>	<p>Time commitment of pupils. Planning time of staff</p> <p>Photocopying cost</p>	<p>Are we providing a wide range of writing opportunities? Are pupils taking advantages of the optional writing tasks? Is there evidence of progress in their writing over a period of time?</p> <p>Do pupils demonstrate improved writing skills through the three magazines?</p>	<p>Work scrutiny staff meetings x 3 a year</p> <p>Magazine produced x3 a year. Copy to pupils, parents, staff, governors</p>
<p>Reading:</p> <ul style="list-style-type: none"> Each child to be heard reading as often as possible each week (x3 KS1 incl Guided Reading; x2 KS2) Encourage pupils and parents to write in their reading records Reading corners in classrooms Head hear each child read on a rolling programme Develop peer readers Activities linked to the library Encourage parental involvement at home. World Book Day <p>Literacy small groups - Continue small group work, 1-1 sessions for SEN pupils and pupils below expectations in R/W. Smaller group work in discrete SPAG lessons (Y1+); to include technicalities in weekly independent writing sessions. More TA support for SEN in Writing, Y3-4</p>	<p>All staff incl head. Parental volunteers with reading</p> <p>Staff, TAs Whole sch.</p>	<p>Ongoing</p> <p>March '17</p> <p>Ongoing</p>	<p>Time commitment from staff and parents</p> <p>Organisation of TA time</p>	<p>Is there evidence, through hearing them read and through the comments in the reading record, that they are reading regularly and are making good progress?</p> <p>Does the day raise the profile of books and of different cultures?</p> <p>Are the small group and individual sessions impacting on the pupil progress?</p>	<p>Hearing children read, checking reading records, pupil and parental feedback</p> <p>Pupil feedback</p> <p>Pupil Progress Meetings – data analysis</p>

<p>Numeracy – In reception, focus on girls with number, make Maths more appealing to girls, small group work and 1-1 sessions for those below expectation, using more visual resources such as Numicon. In other years, challenge more to exceed expectations, develop a system to track progress more effectively. Embed new curriculum for Y2. Targetted support. Mental maths daily. Purchase class set of Numicon</p>	Staff	Staff meeting in Autumn, then ongoing application	Meeting time. Cost of class set of Numicon.	Are pupils making good progress in all areas of Maths, as evidenced through work scrutiny, class observations, data analysis?	Work scrutiny x3 Term 2, 4, 6 and data analysis. Governor visits specifically for numeracy tba
<p>Stretching the more able</p> <ul style="list-style-type: none"> • Identify and inform parents. • How parents can help at home and what school will do. • Meet with pupils. • Differentiate by support, outcome, resource and task.MA objective each lesson. • Run clubs and Competitions. • More challenging questions in their reading records. • Presentations in class/assemblies 	Head. All staff. Parents. Identified pupils	Identify early Autumn. Ongoing strategies. Review progress termly	Time to implement strategies.	Ongoing review, esp. end of each term. Are they making good progress? Is there evidence of challenging work in their books? Feedback from pupils, parents, staff	Head report to the governors. Data analysis at Pupil progress meetings end of year. Pupil and parental feedback on degree of challenge and progress made.
<p>Homework</p> <ul style="list-style-type: none"> • Review policy. • Share policy with parents incl. amount set, compulsory and optional tasks, sanctions. • Homework club during the school day. • Review with parents 	All staff	Review policy Autumn term. Ongoing	Meeting time	What do the pupils and parents think about homework ? (amount set, level of challenge, sanctions) Is it helping their progress?	Head's monthly surgeries. Pupil, parental feedback during and at end of year

Personal Development

Tasks	Personnel	Timescale	Resources	Monitoring	Progress
Introduce a 'Buddy' system.	LL in co-operation with JM/YR	Sept 2016	na	Are the new pupils settling in and do they feel the buddy system helps them?	Immediate review in the first instance, then end of term 1
Explain current behaviour system on the website: Card system. Learning Gems. (Positive behaviours)	JM – in consultation with staff	Sept/Oct 2016	JM time	Do parents understand the card system and the Learning Gems? Are they positive about this?	HT surgeries
Continue discussing teasing/bullying and any negative behaviours in class, assemblies.	Staff	Ongoing and as need arises	Time in the classroom	Do parents and pupils feel that the children are safe and happy?	Feedback sought from parents and pupils throughout the year and through end of year evaluation
Include personal statement in reports	Staff	In time for reporting to parents	Photocopying personal statements	Do the parents value these statements?	Parental evaluations following report schedule
Development of pupil confidence through presentational skills – in assemblies; performances; in classroom	Staff	Ongoing	na	Do pupils demonstrate improved presentational skills, in the classroom, through services/events and in assemblies?	e.g. Harvest service. Christmas performance. Easter service

Outcomes for all

Task	Personnel	Timescale	Resources	Monitoring	Progress
Evidence in books of deeper learning, of exceeding expectations.	All staff	Ongoing	Time	Do the books provide evidence of deeper learning and exceeding expectations?	Work scrutiny at staff meetings, also ongoing classroom observations. Mock Ofsted.
Continued case studies for vulnerable or 'stuck' children. PP and SEN	LL and other staff	Compiled over the course of the year	Staff Time	Do the case studies provide evidence of strategies and progress made?	Data analysis as year unfolds
Global Learning – Through assemblies and in class, incorporating map of the world. Global day. Letter writing to Burundi	All staff, incl. Head	Throughout the year Global Day tba	Resources for Global day?	Do the pupils increasingly demonstrate global understanding?	Head's surgeries. Pupil feedback esp end of year. Governor visits – consider depth and impact of Christian distinctiveness on achievement of learners – talk to pupils
RE – development and sharing of the new scheme	YR	Autumn term	YR time	Are the staff consistently teaching to the new curriculum? Is it well-received by staff/pupils?	YR feedback