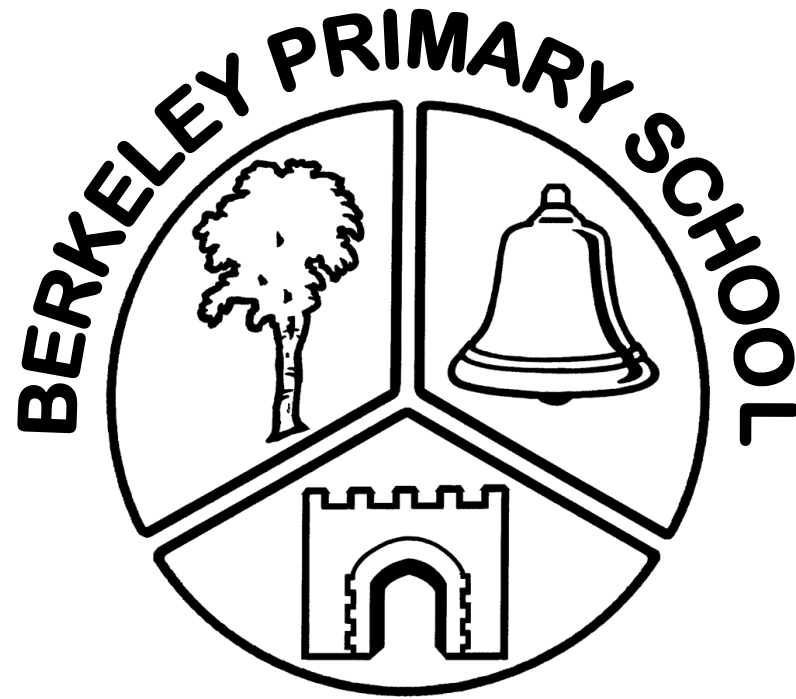


SCHOOL DEVELOPMENT PLAN 2010 - 2012



School Development Plan 2010 – 2012 Action Plan

Responsible Governors: Curriculum

SDP Area: Staying Safe

Strand: Safe from bullying and discrimination

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|---|--|------------------|------|--|--|
| Playground Buddy system to promote positive playtimes for all pupils and for role models to support positive choices | <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Y5 to Buddy system and encourage their participation in its development <input type="checkbox"/> Regular meetings and feedback from school council <input type="checkbox"/> Annual training for new Y5 pupils | PSHE Co-ord. | | 2 '10 2x a term Annually | <ul style="list-style-type: none"> <input type="checkbox"/> Positive feedback from whole school community <input type="checkbox"/> Children's ability to negotiate positive conclusions and take responsibility for own actions <input type="checkbox"/> Continued decline in reported bullying or racist incidents <input type="checkbox"/> In house training led by experienced Y5 mentors |
| <i>Evaluation</i> | | | | | |
| Promoting +ve behaviour | <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing review of behaviour management strategies by staff and pupils <input type="checkbox"/> Identify and extend opportunities for celebrating and rewarding positive behaviour | SLT Whole school | none | reviewed in staff meetings regularly | <ul style="list-style-type: none"> <input type="checkbox"/> Coherent and effective behaviour policy <input type="checkbox"/> Positive feedback from School Council & whole school community |
| <i>Evaluation</i> | | | | | |

School Development Plan 2010 – 2012 Action Plan

Responsible Governors:

SDP Area: **Staying Safe**

Strand: **Have security, stability & are cared for**

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|------------------------|---|---|------|--|---|
| Life Skills | <ul style="list-style-type: none"> ❑ Use PSHE scheme to address issues of personal safety/ social welfare within circle time ❑ Use visitors in class and assemblies to highlight importance of personal safety issues – police, fire service, community warden etc ❑ Cycling proficiency to be offered Y5 Y6 ❑ E-safety to be disseminated to whole school community | <p>PSHE Co-ord. CT</p> <p>ICT leader</p> | none | <p>Annually</p> <p>1'10</p> | <ul style="list-style-type: none"> ❑ PSHE leader to collate evidence annually to monitor T&L and its impact ❑ Formal and informal feedback from pupil and adults |
| Evaluation | | | | | |
| Family Learning | <ul style="list-style-type: none"> ❑ Continually develop greater opportunities for parents to participate in school life ❑ Engage active support of parents with homework ❑ Publish child/ parent-friendly documentation to improve awareness of the rationale of school policies and to communicate the schools key priorities for school improvement ❑ Introduce Home-School link group | <p>SLT HLTA CT</p> | none | <p>1'10 OG</p> <p>2'10</p> <p>OG</p> <p>5'11</p> | <ul style="list-style-type: none"> ❑ High % of Parents/carers attending in school events and volunteering to support events ❑ Good attendance at information evenings to explain policy and appropriate support. Follow up is evident in pupils work/attitude & has a positive impact on achievement ❑ Positive feedback in Parental Survey ❑ Positive feedback from Home-School Link Group |
| Evaluation | | | | | |

School Development Plan 2010 – 2012 Action Plan

Responsible Governors: Finance and Premises

SDP Area: Staying Safe

Strand: Improve children's safety

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|------------------------------|--|--------------|------|--|--|
| Building Developments | <ul style="list-style-type: none"> ❑ Continue to develop and extend a rolling programme for building maintenance as identified through annual audit ❑ Continue the rolling programme for decoration throughout the school to be repeated 3 yearly. ❑ Change entrance to school & structure of staffroom. Introduce a designated medical room ❑ To work with the LA on the building of the proposed library ❑ To provide an appropriate facility for the before and after school clubs | Govs' HT | | OG Roof -6'11 | <ul style="list-style-type: none"> ❑ The building is well maintained and fit for purpose |
| | | | | Y5-2'10 Main building corridor- 2'10 L'house entrance & toilets-1'10 Y1-5'11 Y2-5'11 YR-6'11 Y3-6'11 | |
| | | | | 2'10 | <ul style="list-style-type: none"> ❑ A more appealing entrance to reflect the schools vision & ethos. A more effective work space for staff An appropriate area for attending school members in need. ❑ A building that benefits the school and the local community ❑ Good provision for the clubs to flourish and meet needs |
| | | | | 2'10 | |
| | | | | 1'10 3'11 | |

Evaluation

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|--|---|---|--|--|---|
| Risk Assessments | <ul style="list-style-type: none"> ❑ Develop and extend use of risk assessments – review and develop via rolling programme ❑ All staff First Aid trained ❑ All staff Fire trained ❑ Maintain all H&S records as required by LA & other outside bodies ❑ Crises management plan annually updated & adults trained | SLT HT Premises manager HT | | Annually/OG 1'10 1'13 2'10 2'13 Annually 2'10 2'11 2'12 | <ul style="list-style-type: none"> ❑ Comprehensive system of risk assessing fully in place ❑ All relevant adults confident in putting together and following risk assessment recommendations. ❑ Children & adults receive quality first aid ❑ Fire procedures robust and effective ❑ Procedures are robust and appropriate |
| Evaluation | | | | | |
| Family care and support Individual pupil care and support | <ul style="list-style-type: none"> ❑ Provide appropriate safeguarding training for all adults within the school ❑ Maintain the required documentation/data for safeguarding ❑ Provides CAFs as appropriate working with outside agencies ❑ Ensure that the SENCo and HLTA continually up date knowledge, legislation and networks to support families and individual children | HT HT, SENCo, HLTA | | Annually OG | <ul style="list-style-type: none"> ❑ Maintain safeguarding as top priority across the school with appropriate data collection, up to date, training and collaboration with outside agencies |
| Evaluation | | | | | |

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|---|---|----------|--|--------------------------------|---|
| Breakfast club and after school care | <ul style="list-style-type: none"> ❑ To establish a Breakfast club that meets the needs of the school community and is self financing ❑ To establish after school care that meets the needs of our school community and is self financing | HT Gov's | | 1'10 3'11 | <ul style="list-style-type: none"> ❑ To have effective and appropriate provision for our community |
|---|---|----------|--|--------------------------------|---|

Evaluation

School Development Plan 2010 – 2012 Action Plan

Responsible Governors:

SDP Area: Staying Healthy

Strand: Healthy Eating

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|-----------------------------|---|------------------------------|------|--------------------------------------|--|
| Cooking | <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a cooking scheme of work <input type="checkbox"/> After school Cooking club <input type="checkbox"/> Cooking becomes part of the Creative Curriculum Planning appropriate to the topic | <p>SLT</p> <p>Volunteers</p> | | <p>1 '11</p> <p>1'10</p> <p>1'11</p> | <ul style="list-style-type: none"> <input type="checkbox"/> All pupils have opportunity to cook across the curriculum <input type="checkbox"/> Y3- Y6 have opportunity to participate in cooking club <input type="checkbox"/> Pupils have opportunity to explore food through history and international influences <input type="checkbox"/> Positive feedback from pupils |
| <i>Evaluation</i> | | | | | |
| Healthy food choices | <ul style="list-style-type: none"> <input type="checkbox"/> Begin a healthy lunch box promotion with the involvement of school lunch providers, parents/carers and local businesses | HT | | 3'12 | <ul style="list-style-type: none"> <input type="checkbox"/> Families and pupils to review their personal eating choices in line with healthy eating guidelines. <input type="checkbox"/> Greater emphasis and evidence of good choices |
| <i>Evaluation</i> | | | | | |

School Development Plan 2010 – 2012 Action Plan

Responsible Governors:

SDP Area: Staying Healthy

Strand: Physically healthy (see also PE action plan)
Mentally healthy (see PSHE action plan)

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|---------------|------------|--------------|------|------|------------------|
|---------------|------------|--------------|------|------|------------------|

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|---------------------------|---|-----------|--|----|--|
| After-school Clubs | <input type="checkbox"/> Extend further the range of after-school clubs available by including parents and other volunteers | SLT | | OG | <input type="checkbox"/> <i>Broad range of clubs in place for both infants and juniors</i> |
| | <input type="checkbox"/> Establish links with local community sports clubs to signpost for G&T and enjoyment outside school | PE leader | | | <input type="checkbox"/> <i>Pupils are encouraged to be active outside school.</i> |

Evaluation

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|-----------------|--|-----------|--|--------------------------------------|--|
| Swimming | <input type="checkbox"/> Pupils in Y2-4 to swim for 12 weeks each year | PE leader | | Y4-Autumn Y3- Spring Y2-Summer | <input type="checkbox"/> All pupils are able to swim 25 metres by the end of year 6 |
| | <input type="checkbox"/> Encourage children to join outside clubs to promote enjoyment and develop talent. | | | | <input type="checkbox"/> Parents and pupils are informed about swimming clubs in the area |
| | <input type="checkbox"/> Participate in school galas in and outside school time | | | | <input type="checkbox"/> Positive feedback from pupils on their enjoyment of participating in swimming events/lessons. |

Evaluation

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|---------------------|---|-----------|--|----------------|---|
| Involvement | <ul style="list-style-type: none"> ❑ Involve parents in after-school clubs wherever possible ❑ Establish links with community clubs – investigate possibility of joint ventures ❑ Develop projects with other schools and coaches ❑ Greater involvement in friendly competitive activities in the local area. | PE leader | | 1'10 OG | <ul style="list-style-type: none"> ❑ Involvement of parents and community clubs in school activities to raise profile of being active and participation ❑ Pupils have access to quality coaching ❑ Profile of all sports is raised |
| Evaluation | | | | | |
| Healthy mind | <ul style="list-style-type: none"> ❑ To establish a social skills group | HLTA | | 1'10 | <ul style="list-style-type: none"> ❑ To provide support through role modelling, strategies and discussion in a safe environment for identified children who need additional support for their emotional well being. |
| Evaluation | | | | | |

School Development Plan 2010 – 2012 Action Plan

Responsible Governors: Curriculum Comm.

SDP Area: Staying Healthy

Strand: Health Education (see PSHE action plan also)

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|------------------------------|--|---|------|-----------------------------|--|
| HE Scheme of Work | <ul style="list-style-type: none"> <input type="checkbox"/> Review SoW and identify areas for development. <input type="checkbox"/> Purchase appropriate resources <input type="checkbox"/> Identify CPD needs for teaching and learning <input type="checkbox"/> Monitor coverage and progression <input type="checkbox"/> Evaluate impact on teaching and learning annually <input type="checkbox"/> Review S&R policy in line with new legislation <input type="checkbox"/> Provide appropriate information to parents/carers of changes and in policy and intended teaching | SMT PSCHE leader Science leader | | 3'11 | <ul style="list-style-type: none"> <input type="checkbox"/> Full and effective coverage of HE in place <input type="checkbox"/> Parent/carers fully informed and Q&A taken place |
| <i>Evaluation</i> | | | | | |
| Healthy school status | <ul style="list-style-type: none"> <input type="checkbox"/> To gain the advanced Healthy school status | PSCHE leader | | This will take a whole year | <ul style="list-style-type: none"> <input type="checkbox"/> To proudly be able to display the appropriate logo on our letter heading after much sustained input from all community members |
| <i>Evaluation</i> | | | | | |

School Development Plan 2010 – 2012 Action Plan

Responsible Governors: Curriculum Comm.

SDP Area: Enjoy and Achieve

Strand: Achieve stretching National education standards in Primary school Promoting High Standards (See T&L action plan also)

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|---|--|----------------------------|------|-------------|--|
| <p>Continue to raise standards</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Install TARGSAT tracking system <input type="checkbox"/> Train all staff on use and reading <input type="checkbox"/> Embed the use of APP <input type="checkbox"/> Regularly evaluate the progress of pupils <input type="checkbox"/> Continue to build on the T&L action plan and policy <input type="checkbox"/> Embed the use of WALT & WILF effectively across the school. <input type="checkbox"/> Continue to embed the strategies introduced through the marking policy, talking partners, learning walks, pupil voice and observations to further strengthen levels of enjoyment and achievement across the school. <input type="checkbox"/> Explore with staff what makes a successful learner and then make this explicit within the school <input type="checkbox"/> Homework is used effectively to support and extend learning. | <p>HT CTs HLTA</p> | | <p>1'10</p> | <ul style="list-style-type: none"> <input type="checkbox"/> All teaching staff contribute and maintain the pupil tracking system to inform targets for future attainment <input type="checkbox"/> SEN, G&T, additional support and other vulnerable groups are tracked to monitor progress and impact on learning. This will inform planning and targets. <input type="checkbox"/> Parents feel well informed about their child's targets and progress <input type="checkbox"/> Parents are able to participate in their child's learning and support the school in helping the child to achieve agreed targets. <input type="checkbox"/> Positive feedback from pupils and parents about teaching and learning and expectations. <input type="checkbox"/> The school achieves the whole school targets for attainment as agreed annually. |

Evaluation

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|--|--|--|--|-----------|---|
| <p>Minority & vulnerable groups</p> | <ul style="list-style-type: none"> ❑ Provide quality intervention programmes by trained TAs ❑ Track and analyse progress ❑ Further develop relationships with parents to promote greater collaboration and understanding of challenges within the family situation ❑ To continue to work collaboratively with the secondary schools and families to provide quality and appropriate transition from playgroup to Reception and KS2-KS3 | <p>SMT</p> <p>HLTA</p> <p>HLTA</p> | | <p>OG</p> | <ul style="list-style-type: none"> ❑ Pupils achieve their personal targets ❑ Greater understanding and trust between school and home ❑ Continued trust and support between provisions with traveller parents feeling well supported in an unfamiliar situation |
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Evaluation

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|---|--|-----------|------------------------|--|--|
| <p>Performance management (PM) and CPD</p> | <ul style="list-style-type: none"> ❑ All staff to receive quality PM that support the schools SDP and key objectives ❑ Prioritise CPD in relation to performance management and school development plan ❑ Seek in-reach training to meet school prioritise ❑ Class observations are focused on raising achievement and attainment and inform planning and progression within the school. | <p>HT</p> | <p>Training budget</p> | <p>1'10 5'11</p> <p>OG</p> | <ul style="list-style-type: none"> ❑ All staff receive recognition of achievement and are set 3 new targets for the following year based on whole school improvement and personal development. ❑ CPD is targeted and impacts upon whole school priorities. |
|---|--|-----------|------------------------|--|--|

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| | | | | | <input type="checkbox"/> Observations impact on current practice and standards of teaching and learning |
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Evaluation

School Development Plan 2010 – 2012 Action Plan

Responsible Governors: Curriculum Comm.

SDP Area: Enjoy and Achieve

Strand: Achieve personal & social development

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|--|--|--------------------|------|---|---|
| Review and develop current planning | <ul style="list-style-type: none"> ❑ Literacy and numeracy planning is annotated to reflect what has been actually taught not intentions. ❑ Introduce Key Skills planning; long term, medium and short term for all foundation curriculum areas. ❑ Develop the medium term plans for parent/carers information. ❑ Regularly add long term and medium term plans to school website ❑ Plan theme weeks to promote quality enrichment in subjects/ areas. ❑ Maximise opportunities for curriculum enrichment. | HT SLT | | 1'10 3x per year | <ul style="list-style-type: none"> ❑ Planning is annotated showing use of assessment for learning to inform individual targets, progression and attainment. ❑ Foundation subject planning reflect skills to be taught ❑ Planning is thematic ❑ Themed events are broad and balanced ❑ A wide range of visits and visitors in school to support teaching and learning |
| Evaluation | | | | | |
| Global Dimension | <ul style="list-style-type: none"> ❑ To include the Global Dimension across the curriculum ❑ To work towards the ISA ❑ To make positive links with other schools and countries to work towards setting up a Comenius project ❑ To continue to develop MFL; Spanish across the school ❑ Introduce 'Monkey and Teddies. | HT Whole school | | 6 '11 | <ul style="list-style-type: none"> ❑ Planning is creative and inspiring ❑ The gain the ISA ❑ To successfully embark on the Comenius project ❑ Positive feedback from the whole school community, wider community and link schools |

| | | | | | |
|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> ❑ Display is interactive and used to focus Global learning | | | | <ul style="list-style-type: none"> ❑ Pupils and parents provide quality resources and work to inspire others ❑ Pupils able to discuss the display with increased knowledge and understanding of the world ❑ Pupils are familiar with other cultures and the strengths and weaknesses of the economy of that country and the impact it has daily life for citizens |
|--|--|--|--|--|--|

Evaluation

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|---------------------------------|--|--|--|-------------|---|
| Creative Curriculum (CC) | <ul style="list-style-type: none"> ❑ Introduce the CC across the school ❑ Regularly planning meetings, monitoring of teaching and learning, analysis of outcomes and reflect on standards. ❑ Clear communication to the whole community of expectations and possible involvements of outside people ❑ Provide NCT for leader to observe, monitor and analyse provision, delivery and enjoyment ❑ Provide reports to Gov's about the impact on learning, achievement and attainment ❑ Weave the Forest school provision within the CC | SLT CC leader CTs TAs HT | | 1'10 | <ul style="list-style-type: none"> ❑ High quality curriculum coverage. ❑ Greater involvement of parents/carers and extended families ❑ Raising of standards across the school in all subjects ❑ Enriched learning and positive feedback from pupils about their enjoyment of learning |
|---------------------------------|--|--|--|-------------|---|

Evaluation

School Development Plan 2010 – 2012 Action Plan

Responsible Governors: Curriculum Comm.

SDP Area: Enjoy and Achieve

Strand: Attend and enjoy school

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|----------------------|---|---------------|------|------|--|
| SEN Provision | <ul style="list-style-type: none"> ❑ Review and develop SEN provision for all groups ❑ Develop the HLTA post ❑ Review TA hours to ensure appropriate provision to support pupils and teachers ❑ Further develop communication with parents and outside agencies as appropriate ❑ Monitor and update the SEN and G & T register ❑ Provide quality CPD for TAs and HLTA | SENco HLTA | | 1'10 | <ul style="list-style-type: none"> ❑ Vulnerable children are identified and appropriate provision provided ❑ HLTA post is developed ❑ Positive feedback from teaching staff, pupils and parents ❑ Positive feedback from cluster heads and TAs |
| Evaluation | | | | | |
| Attendance | <ul style="list-style-type: none"> ❑ Monitor attendance figures and requests for holidays ❑ Set realistic but challenging targets for reducing attendance figures with Gobs and EWO ❑ Improve and develop communication with parents about the impact of high number of absences and holidays | HT | | | <ul style="list-style-type: none"> ❑ Targets are achieved |
| Evaluation: | | | | | |

School Development Plan 2010 – 2012 Action Plan

Responsible Governors:

SDP Area: Enjoy and Achieve

Strand: Attend and enjoy school

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|--------------------|---|-----------------------|------|------|---|
| Transitions | <ul style="list-style-type: none"> ❑ Develop and implement Transition Policy to achieve consistency and continuity in experience across the school and beyond ❑ Develop opportunities to mix classes and key stages, eg trips, parties, shared reading etc. ❑ Develop opportunities for students, teachers and TAs to work with range of year groups | SLT CTs TAs | | | <ul style="list-style-type: none"> ❑ Consistent and coherent provision throughout the school ❑ Positive feedback from pupils, parents and secondary schools. ❑ all staff have a greater knowledge and understanding of the curriculum, child development from R-Y6 |
| <i>Evaluation</i> | | | | | |

School Development Plan 2010 – 2012 Action Plan

Responsible Governors:

SDP Area: Making a Positive Contribution

Strand: Engage in decision making and support the community & environment

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|------------------------|---|--------------|------|------|--|
| Community links | <ul style="list-style-type: none"> <input type="checkbox"/> Promote and develop links with agencies and groups in the community <input type="checkbox"/> Use contacts within the community to support the work of the school, <input type="checkbox"/> Establish and develop links with local business, eg practical projects, reading projects etc. <input type="checkbox"/> Develop pupil activities within the community, eg concerts, practical projects, caring for the elderly etc. <input type="checkbox"/> Invite community representatives to school events | SLT Govs | none | OG | <ul style="list-style-type: none"> <input type="checkbox"/> School is seen within the community as an active community school <input type="checkbox"/> The school is proactive in exploring opportunities to make links <input type="checkbox"/> Pupils have direct contact with a range of community groups to enable positive relationships to be built |
| <i>Evaluation</i> | | | | | |
| Media | <ul style="list-style-type: none"> <input type="checkbox"/> The Media Officer to promote the school more actively <input type="checkbox"/> Develop further use of the school and village website <input type="checkbox"/> Establish links with local papers, radio stations etc. | HT | | | <ul style="list-style-type: none"> <input type="checkbox"/> School is featured regularly in the media. <input type="checkbox"/> Website is current and dynamic |
| <i>Evaluation</i> | | | | | |

School Development Plan 2010 – 2012 Action Plan

Responsible Governors: Curriculum Comm.

SDP Area: Making a Positive Contribution

Strand: Engage in law-abiding and positive behaviour in and out of school

| Area of focus | Objectives | Person resp. | Cost | When | Success criteria |
|---|--|-------------------------|------|------|--|
| Citizenship teaching | <ul style="list-style-type: none"> ❑ Review and develop citizenship provision to motivate and support pupils to become active citizens | SLT PSHCE leader | | 3'11 | <ul style="list-style-type: none"> ❑ Citizenship is a key feature of school provision ❑ Pupils understand that everyone has rights but with them come responsibilities |
| <i>Evaluation</i> | | | | | |
| Pupil voice-making decisions and making a difference | <ul style="list-style-type: none"> ❑ Support and develop the role of the School Council ❑ Adopt a charity each year for the pupils to support financial and other means ❑ To contribute to the sustainability of our environment/planet ❑ Eco-club to lead the way and promote ideas and actions | SLT PSHCE leader | | | <ul style="list-style-type: none"> ❑ Positive feedback from School Council ❑ Active charity support ❑ Actively engage in recycling and saving energy as part of the daily life of the school |
| <i>Evaluation</i> | | | | | |
| Develop enterprising behaviour | <ul style="list-style-type: none"> ❑ Develop opportunities for pupils to run mini-business ventures, eg producing home grown and homemade items, school newspaper ❑ | CT | | | <ul style="list-style-type: none"> ❑ Pupils have opportunities to develop enterprise behaviour ❑ CT/adults provide support and guidance on planning and development ❑ Links with local businesses as role models ❑ Understand basic business strategies and organisation |

