

Great Missenden Church of England Combined School

BELIEVE AND ACHIEVE



SCHOOL DEVELOPMENT PLAN 2011 – 2013

The School Development Plan is presented in three sections:-

Section 1. Proposals to maximise children's academic achievements throughout the School, as measured by the SATs levels at the end of Key Stages 1 and 2.

Section 2. Other special and whole school initiatives:

1. Challenge For All
2. Exciting Writing
3. Food for Life
4. Economic Awareness: Pupil Voice
5. Spiritual Development
6. Assessment for Learning
7. Parents: Information and Communication
8. Road Safety and Travel Plan
9. Outdoor Area Development
10. Global Awareness: The Olympics

All members of staff have performance management targets which drive forward these initiatives. Curriculum Co-ordinators' Action Plans reference three of the above initiatives, one of which must be Challenge For All (see Action Plans at the end of this document).

Section 3. Governor and Senior Management Team Development.

Introduction

Following our Outstanding OFSTED Inspection in November 2006, we are looking to develop further our strengths and build on our success.

This Plan responds to the areas for improvement identified in the OFSTED report, which are:

1. **Writing across the curriculum** (see Target 2).
2. **Enabling children to chair and clerk the School Council** (this Target achieved 2007 – 11 and maintained).

And the focus areas in the Diocesan Inspection which are:

1. **To explore the role of pupils in leading worship** (this Target now fully implemented with children leading assemblies regularly, keeping records and giving feedback on collective worship).

2. To be innovative in expressing the Christian ethos in the broader curriculum (this Target is ongoing, and is built into planning for the Creative Curriculum).

This Plan has been drawn up in consultation with:

- The Governors' Curriculum Committee
- The Staff through staff meetings, whole school INSET and detailed action plans from Curriculum Co-ordinators
- Parents through the half-termly Parent Reps meetings and at Parents' Open Forums
- The children through their weekly participation in Class and School Councils

The Plan is an analysis of where we are and where we want to be.

The aim of the Plan is to develop and communicate a shared purpose, so everyone involved in the school community knows what we are working on, and how they can contribute to the school's continued success.

Our Whole School Aims

At Great Missenden we want children to...

**Be happy
Feel secure
Know that they belong
Appreciate and value the opinions of others
Listen
Persevere
Have a sense of awe and wonder
Appreciate the world around them, and take care of it
Be curious, ask questions
Take pride in their own achievements and the achievements of others
Know that there are many ways to be clever, and that everyone
is good at something
Love learning
Take control of their own learning
Know that it is alright to make a mistake and then move on
Know that life is precious
That today is very special and it will not happen again**

**Our school is a place where learning is rewarding, absorbing and fun.
Learning is for all, adults and children, and learning continues
throughout life.**

**The adults who work here enjoy being here.
Every child is able to go out of the school gates
at the end of the day and say,
"That was the best day ever!"**

Section 1 – Key Stage 1 & 2 Targets

Implementation

The key objective is to maximise children's achievements in KS 1 and 2. Our focus is to maintain and develop the quality of writing through Creative Writing, Extended Writing and Writing across the curriculum.

Success Criteria

Significant improvement in SATs levels for writing across the whole school. Sustained Value Added scores KS1 to KS2.

Key Stage 1 Targets

Key Stage 1 Targets are set in the Autumn Term. For the plan year we focus on the individuals within the cohort and set challenging targets based on their abilities.

Targets for Summer Term 2011 in Key Stage 1 (Cohort 30 Children)

	Target	Achieved
Reading	93% Level 2+ 40% Level 3+	90% 37%
Writing	90% Level 2+ 27% Level 3+	87% 27%
Maths	90% Level 2+ 30% Level 3+	97% 23%

Key Stage 2 Targets

For Summer Term 2011 the Targets set in Autumn 2009 (cohort 65 children) were:

	Target	Achieved
English	93% Level 4+ 53% Level 5	97% (92% Reading, 93% Writing) 55% (69% Reading, 40% Writing)
Maths	97% Level 4+ 54% Level 5	95% 58%
Science	100% Level 4+ 75% Level 5	100% 72%
English and Maths Combined	93% Level 4+ 49% Level 5	95% 57%

Progress Targets for Summer Term 2011 in Key Stage 2

	Target	Achieved
2 or more levels progress in English	95%	Not yet available
2 or more levels progress in Maths	97%	Not yet available

Section 2 – Whole School Targets

• Target 1: Challenge For All

Objective

To ensure all children are appropriately challenged according to their individual abilities across the curriculum. Opportunities to challenge and inspire are offered to enable all children to succeed. Expectations are high.

Implementation

Stage 1: All stakeholders to be made aware of the Challenge For All initiative through training and presentations to teachers, LSAs, governors and parents. A shared understanding of our aims is clear to all.

Stage 2: All class teachers take a “teaching to the top” approach to planning. Subject co-ordinators are instrumental in providing challenging opportunities within their subject areas

Stage 3: Introduce Great Missenden degrees. Short 10 week courses covering a wide range of subject areas, giving children the opportunity to earn a “degree”

Success Criteria

Children are challenged across the curriculum. Opportunities to develop strengths are provided. All children experience success and are inspired to have academic ambition.

Accountability

Inclusion Co-ordinator Caroline Taylor
KS1 and KS2 Teaching and Learning Co-ordinators
All subject co-ordinators through their action plans
Class teachers

Monitoring and Evaluation

Senior Management Team (half termly)
Governors' Curriculum Committee (termly meetings)

Cost

£1,000 from curriculum budget for new resources

• Target 2: Exciting Writing

Objectives

To accelerate children's progress in writing, particularly the progress of underperforming groups.

To raise levels of achievement in writing, so that it matches achievement in reading.

Implementation

- Stage 1: Review progress in children's writing across the school. Teachers "tell the story of their class" in data and in words. Which children reached their writing target levels? Which children did not? Why?
- Stage 2: Every teacher sets individual targets for every child in writing at the start of the academic year, and monitors progress on the writing tracking sheets and progress grids every term. Teachers' Performance Management Targets are tied to the children's progress in writing.
- Stage 3: Programmes to stimulate writing are introduced, such as intervention groups for higher and lower ability children, grammar writing groups once a week and creative writing through guided reading groups.

Success Criteria

Teacher Assessments, Optional and end of Key Stage SATs levels show that all children are making good or better progress in writing. Writing targets are met or exceeded.

Accountability

Literacy Co-ordinator Anna Bowden
All teachers through planning and target setting.

Monitoring and Evaluation

Staff meetings and Senior Management Team Meetings.
Head Teacher's termly report to Governors.

Cost

£1000 on writing intervention schemes and grammar books

• Target 3 Food for Life

Objectives

To ensure FFLP remains high profile in the school
To maintain GOLD standard in all areas of FFLP

Implementation

- Stage 1: Embedding FFLP into the Curriculum, ensuring the half-termly topics reflect opportunities to grow and cook, resulting in an integrated, whole-school approach.
- Stage 2: Whole school focus on educating children about healthy eating, with focus on healthy packed lunches and five-a-day.
- Stage 3: Community and local businesses involved in educating and supporting children in adopting healthy lifestyles and gaining economic awareness, through providing workshops, visits and the Farmers' Markets.
- Stage 4: School Dinners promoted to ensure take up remains above 70%.

Success Criteria

FFLP is embedded into the curriculum to ensure children are learning about all aspects of growing, cooking and healthy eating as well as the huge economic impact our choices make on our lifestyles and those of others.

Accountability

Claire Addis

Monitoring and Evaluation

SNAG monitor progress towards targets at half-termly meetings.

If progress is not sufficient, SNAG team decide on interventions to help meet targets.

Cost

Costs covered by the income generated from Farmers' Markets.

• Target 4: Economic Awareness: Pupil Voice

Objectives

To increase children's knowledge of money, budgeting, saving and enterprise.

To provide all children with real-life experiences involving money.

To involve children in financial decisions to improve the school.

Implementation

Stage 1: Provide School Council with a budget to spend over the year. Class Councils discuss the best use of this money. The School Council then decides what to spend it on. School Council will also make suggestions for PTA spending priorities.

Stage 2: Audit the curriculum to ensure all children are accessing economic learning. Continue projects such as The Restaurant, Mini Enterprise, regular charities and the Growing Great Missenden Markets. Make sure children know how much money is raised and what it is used for.

Success Criteria

Children are able to talk about the economic awareness activities they have been engaged in. The children can demonstrate an understanding of money, and how it can be used purposefully to improve the school.

Accountability

Senior Management Team, School Council

Monitoring and Evaluation

Evaluate in Summer Term 2012

Costs

£1,000 from School Fund

• **Target 5:** **Spiritual Development**

Objectives

The School will have 6 key Christian values to convey the Christian ethos of our school.

To increase the role of the pupils in leading and sharing Collective Worship.

To celebrate Christianity in all areas of the school.

To improve the quality of collective worship.

Implementation

Stage 1: Classes are given a feedback form to describe their understanding of collective worship and identify strengths and limitations. Class Teachers promote the Christian values and introduce a cross clearly displayed and a prayer wall/ tree to encourage prayer and reflection. ET and pupils to monitor and evaluate assemblies, highlighting strengths and identifying targets for the future. An 'Assembly Club' is introduced, promoting collective worship and encouraging pupil lead activities.

Stage 2: Each half term is linked to one of the 6 key Christian values of the school. Assemblies and collective worship maintain the theme of the designated value. Each class to have a pupil led assembly allowing them to lead worship. Each class to visit the Church to learn more about the Christian faith and the attached Church. Each class to say grace before lunch, using prayers children have written. Each of the charities supported by the school is linked to one of the 6 key Christian values.

Stage 3: Review success of strengthened collective worship throughout school. Staff to collectively identify strengths and areas for improvement. ET to visit class council to discuss how children view collective worship and identify potential areas for improvement. Visitors to hold assemblies describing different faiths.

Success Criteria

Each classroom has introduced a cross, a prayer wall, has reflection time, says grace and has visited the Church. ET/ Assembly Club has evaluated assemblies and have identified areas for improvement and are implementing changes.

Accountability

Edward Tang/ SMT.

Monitoring and Evaluation

Each Assembly is evaluated by ET/ Assembly Club. ET to ensure each classroom is an area of collective worship. The 6 key values are understood by all children and are used for collective worship and charities. Feedback from class teachers, school council and Governors.

Cost

Any cost of visitors to hold assemblies.

• **Target 6:** **Assessment For Learning**

Objective

Challenging targets are set within core subject areas. All children are aware of their current target and their next steps. Ongoing targets are set by class teachers, through detailed marking and marking dialogues. Rigorous tracking of every child's progress and vulnerable groups will be analysed on a termly basis through SIMS data.

Implementation

Stage 1: Attainment levels for all children will be added to SIMS on a termly basis.

Data will be inputted by class teachers through SIMS Learning Gateway.

Stage 2: Development of effective marking dialogues which set targets for individual children and feed into the judgments made by teachers against the APP grids.

Stage 3: Linked infant schools to give year 1 levels of attainment as well as end of Key Stage 1 levels to enable us to calculate year 2 progress so that data is consistent for all children. Baseline assessments to be carried out on children new to the school

Success Criteria

Data is used effectively to set targets and identify children's progress and needs. Patterns in data are analysed to identify and enable intervention to ensure all children make progress in line with expectations or better.

Accountability

Caroline Taylor (Assessment Co-ordinator)

Anna Bowden (Key Stage 2 Co-ordinator)

Beth Cartwright (Key Stage 1 Co-ordinator)

Monitoring and Evaluation

Senior Management Team

Governors' Curriculum Committee

Cost

n/a

• **Target 7:** **Parents: Information and Communication**

Objective

To improve communication with parents in the following areas:

- Information about children's learning
- What parents can best do to support their child
- Sports and music activities

Implementation

Stage 1: Information afternoons and evenings for parents on key areas:

- Challenge For All
- Reading in Foundation Stage
- Literacy and Numeracy

Stage 2: Website to include specific pages for parents, to inform and celebrate achievement in areas such as sport and music.

Success Criteria

Follow-up parents' survey in Summer Term 2012 shows that the key areas for improving communication have improved

Accountability

Governors' Curriculum Committee

Monitoring and Evaluation

Senior Management Team

Feedback from Parent Rep Meetings

Parents' Survey 2012

Cost

£350 if we choose to repeat the NFER Parents' Survey

• Target 8: Road Safety and Travel Plan

Objectives

To make road safety an active part of the Key Stage 1 and 2 curricula.

Implementation

Stage 1: To audit how much road safety is covered in the current creative curriculum.

Stage 2: To initiate programmes such as Footsteps in KS1 and advancing road safety awareness through outside agencies in KS2.

Stage 3: To link the school's Travel Plan to the above targets.

Success Criteria

- Volunteers have been found and trained to begin rolling the Footsteps programme out.
- Children in KS2 are able to communicate and talk about road safety.
- Continue with current Travel Plan initiatives such as Walk to School Week linking these to road safety.

Accountability

Bruce Kirk

Beth Cartwright

Junior Road Safety Officers

School Council

Monitoring and Evaluation

Review success in July 2012

Cost

£200 for awards, certificates and leaflets

• Target 9: Outdoor Area Development

Objectives

- To improve children's playtime experiences in the KS1 playground.
- To develop children's co-operation, life skills and social skills.

Implementation

Stage 1: To research and purchase a range of interactive playground markings, games and activities to develop the KS1 playground.

Stage 2: To develop a sensory garden outside the Inclusion Department for co-operative and social skills groups.

Stage 3: To explore the possibility of a large covered area for KS2 to improve sports provision.

Success Criteria

- The KS1 playground has a range of playground markings and interactive games and activities to enhance and improve playtimes.
- Children develop co-operation, life skills and social skills.
- The Sensory Garden is a quiet oasis outside the Inclusion Department.
- A range of covered sports facilities from different companies have been investigated and quotes have been obtained.

Accountability

Beth Cartwright (Key Stage 1 Co-ordinator)

Caroline Taylor (Inclusion Co-ordinator)

Monitoring and Evaluation

Summer Term 2012

Cost

Funding from PTA

• Target 10: Global Awareness: The Olympics

Objective

To raise awareness of the Olympic Games as more than just a sporting event.

To increase the amount of sport, collaborative and competitive, for all children in the school.

Implementation

Stage 1: The children will research the history and achievements of the country that they have been selected for. They will then report on their findings to other classes. We will apply for free Olympic tickets at this point.

Stage 2: The entire school will take part in a 'Mini Olympics'. This will take place on the school sports day. Each class will represent their country, as well as the four houses of the school.

Success Criteria

The children can explain the significance of the Olympic Games, and talk about some of the countries involved.

The Mini Olympics is enjoyed by children, parents and staff.

Accountability

Steve Carter, teaching staff.

Monitoring and Evaluation

Staff Meetings during the year.

Cost

£500 for additional sports equipment

Section 3 - Governing Body Development

1. Governing Body Team Building

With a number of new Governors recently appointed, time needs to be spent on re-establishing the group, getting to know about specialisms and strengths and agreeing our best ways of working together. This should be initiated through team building meetings and sessions within whole Governing Body meetings. A whole school training session exploring our aims and values to start the year in September.

2. Future Planning

The Governing Body will seek to develop its vision for the school, over the next 5 years and into the future.

3. Re-establishment of Curriculum Links and Governor Involvement in the School

All Governors will be paired with a teacher / curriculum co-ordinator. The aim is for every Governor to come in to school at least once annually, to;

- Meet with their linked teacher
- Find out about their subject area
- Sit in on a lesson in their subject area
- Present a brief report, either to the Curriculum Committee or to the full Governing Body, on developments in their subject area, and highlight any needs for resources

Review Procedure

The implementation of the plan shall be reviewed during the Summer Term by the Curriculum Committee and a report on the status of achievement of plan targets will be prepared for presentation to the Governing Body at their last meeting of that term. The review will then be taken into account in the setting of the next rolling plan. Some targets in this plan may require more than one academic year to implement.

Reviewed October 2011

Performance Management Individual Plan for Teaching Staff Targets for 2011 - 12

Personal	<ol style="list-style-type: none"> 1. A target taken from the “What Is Good Learning?” matrix. 2. Another personal target, to develop your career.
Pupil Progress	<ol style="list-style-type: none"> 1. Pupil Progress in Writing. <ul style="list-style-type: none"> • Your Writing Tracking Sheet is completed half termly to track children’s progress in writing. Children know their levels, and know what they need to do to reach the next level in their writing. 2. Target Setting and Assessment for Learning. <ul style="list-style-type: none"> • SIMs data is used to set ambitious targets for every child at the start of the Autumn Term. Progress Grids are used to record termly assessments.
Another	<p>Development of your Co-ordinator’s Role. To ensure that:</p> <ul style="list-style-type: none"> • You have an Action Plan, driving forward 3 Targets from the School Development Plan, one of which must be “Challenge For All” • Your policy is up to date • Your co-ordinator’s file is up to date <p style="color: red;">Please remember that any post-threshold teachers need to have a target that has a significant whole school impact. The Governors have to agree these post-threshold targets in order to allow progression to the next threshold point.</p>

School Development Plan Targets:

- Challenge For All
- Exciting Writing
- Food for Life
- Economic Awareness: Pupil Voice
- Spiritual Development
- Assessment for Learning
- Parents: Information and Communication
- Road Safety and Travel Plan
- Outdoor Area Development
- Global Awareness: The Olympics

School Development Action Plan 2011 – 12

Subject: **Co-ordinator:**

Objective	Priority (High / Med / Low)	Strategies	Responsible	Resources	Monitoring	Evaluation	Success Criteria	Target date
Challenge For All								
Other Target								
Other Target								