



Burghfield St Mary's C of E Primary School School Development Plan January 2017 - December 2018

'a caring Christian learning environment that inspires'



School Development Plan 2017-18

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Section 1. Preamble

Burghfield St Mary's Church of England Primary School strives to achieve the best for its school community. At the most recent OFSTED inspection (November 2012) the school was assessed as good (with outstanding features) and our overriding aim is to achieve a grading of outstanding.

We believe children are entitled to a broad, balanced and thought-provoking curriculum within an attractive, safe and stimulating environment.

We believe that all children should be supported and encouraged to achieve optimum success in all aspects of their school life.

We value staff development and the role all staff have in helping children to achieve their goals.

We will maximise the schools potential through a series of school development plans (SDP). Thanks go to children, parents, staff and governors who have helped us to understand what we do well and where we need to improve.

Mission Statement and School Aims



At Burghfield St Mary's we create a caring Christian learning environment that inspires each individual in the school community to fulfil their unique potential and become a responsible, concerned and active member of God's world.

Our school aims are to:

- Provide a religious education encompassing the Christian foundation of the school and understanding, recognising and celebrating other faiths.
- Enable every child to learn to understand their responsibilities and rights within the wider community and become a responsible world citizen
- Provide an education that gives equal value to the academic, creative, physical and spiritual well being of every person within the school community
- Enable each pupil to develop spiritual awareness and aesthetic appreciation of, and respect for the environment
- Provide a safe, supportive and stimulating environment that enables every child to reach their full potential.

Section 2. Our School Development Plan

The School Development Plan (SDP) is a vital document for the improvement of the school. It sets out the Governing Body's strategic vision and objectives to achieve this. It calls upon a wide range of data and information to monitor progress towards the vision. This data is regularly reviewed and updated data is collected and used to amend the SDP. The previous plan covered the period January 2014 to December 2016. This plan is for the period January 2017 to December 2018. The purpose of the plan is:

- To share the vision and to develop and maintain a sense of common purpose amongst the staff, governors, children and parents, aiding co-ordination and cohesion;
- To ensure that staff and governors are working towards the outcomes outlined in Every Child Matters (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being);
- To continue to improve the quality of education offered;
- To provide a framework that will enable the financial planning to support the work of our school.

Vision Statement and strategic aims

Our vision is to be an outstanding Christian primary education provider.

To achieve this we have adopted the following strategic aims and targets to build on the progress already achieved.

Aim	Target
A) To improve overall progress against prior attainment	1) Staff training in Talk for Reading and Maths Mastery Teaching 2) Improving progress of vulnerable, SEN and Military children 3) To raise standards of reading, writing and maths across the school
B) To constantly improve the learning environment	1) To implement the New National Curriculum and record children's progress, and ensure all children have access to ELSA within their classroom 2) To improve the quality and quantity of ICT hardware available to pupils 3) To maximise the benefit to be gained from the school buildings
C) To maximise the opportunity to deliver the National Curriculum	1) To introduce new Marking Log Books across KS1 and 2 2) To develop team and individual roles for staff 3) To develop and maintain a highly skilled and motivated staff

Actions required to achieve these targets are laid out in the following section. These are followed by a series of statistical appendices giving the data upon which the plan is constructed both with regard to local demographic factors, staff deployment, school performance, expectation for the current year and stakeholder feedback. Finally there is a glossary of terms.

This document is part of our on-going systems designed to provide an outstanding education for our children at Burghfield St Mary's C of E Primary School. Other audit systems used in school are:

- a) The school's Self Evaluation Form (SEF)/ HT's Termly Report to the Full Governing Body
- b) The November 2012 OFSTED Report
- c) The February 2013 SIAMS School Inspection Report
- d) EYFS Progress (FS2) results
- e) Year 1 Phonic test results
- f) KS 1 results
- g) KS 2 results
- h) Raise On-Line
- i) School Improvement Advisor (SIA) visits and reports
- j) Local Authority surveys, reports and support staff
- k) FMSiS Report March 2014
- l) Local Authority moderation reports
- m) Schools Health and Safety Needs Assessment February 2016

Section 4.SDP targets

Target	Objective	Action	Anticipated start date	Due date	Staff lead	Costs (£)	Notes on costs	Cost centre coding	Monitoring/ Evaluation	Success criteria	Comments
1. Raise Standards in reading across the whole school through the Talk4Reading programme (T4R)	To develop teachers understanding of how to improve children's reading	Staff meetings led by EnCo to introduce target of reading development across the whole school	Autumn 2016	March 2017	EnCo		Non-contact time for EnCo as part of Subject Coordinator time		Introduction of whole class reading books at KS2 and impact on comprehension skills	Impact on reading skills.	
	To ensure that all staff (teachers and TAs) have an understanding of T4R and how it's used in class	Whole school INSET day in Autumn 2017. Led by T4R trainer.	Autumn 2017	October 2017	EnCo	£1000	Whole school INSET		Teachers and TAs all aware of T4R teaching and able to teach and support their class.	T4R- improved reading skills in school, leading to increased levels of comprehension skills throughout all subjects.	
	Ensure all classes are actively engaged in T4R to develop their reading skills	ENCO, HT & DHT monitor development of T4R and its impact on children's reading	Autumn 2017	On-going	HT	N/A	Subject Leader non-contact time		Monitor and review the effectiveness and impact of T4R through testing and written work. Provide new record keeping document to support whole class guided reading sessions.	Improved reading and comprehension skills.	
	Improve whole class reading books	Purchase books for each KS2 class to enable each child to have a copy of the story. Focussed lessons and homework	Autumn 2016	Dec 2018	EnCo	£2100	Support from PTA to cover resource costs		Introduction of whole class reading books at KS2 and impact on comprehension skills	Impact on reading skills.	
2. Introduction of Maths Mastery Teaching	Develop teaching principles which underpin the mastery style of teaching.	Staff meeting time to understand and agree upon the teaching principles of mastery as explored by the maths co-ordinator.	Autumn 2016		MaCo		Non-contact time for MaCo as part of Subject Coordinator time		Concepts of mastery teaching evident in all maths lessons	Staff confident at teaching strategies for mastery.	
	Development of marking log book by class teachers	Staff meetings, led by MaCo, to introduce concept of Marking Logs	Autumn 2016	Spring 2017	MaCo				Support from West Berks schools that have already adopted this concept.	Marking in books reflects use of Marking Logs, and Marking Logs central record system for teachers marking	
	Improve maths resources to support Mastery Teaching	Classes to have specific year group resources to support mastery. Books- 'Maths No Problem' and Shanghai Textbooks	Autumn 2016	Summer 2017	MaCo	£1000	Curriculum Budget		Resources support Mastery Teaching. Ensure more able have the challenge and less able on-going support.	Improved maths skills for all groups. Children NOT taught in differentiated groups.	

Development of a science/ environment area on the school field	Secure funding for the environment area	Set up a team of parents and staff to source funding opportunities and their requirements.	January 2017	April 2017	HT				Deadlines and expectations for external grants, including Sch Ass	All appropriate grants accessed	
	FS2 staff to explore Forest School Training principles	Lead adult in the FS2 class to be trained in Forest School style education	September 2017	July 2018	FS2 lead	£1000	Training costs for FS2 TA			Member of FS2 team fully trained in Forest School style teaching, support development of environment area	
	Explore designs and costings for an environment area, including outside classroom	Environment team (staff and parents) design and source resources for the area.	January 2017	April 2017	HT				Explore opportunities at others settings		
	Design a scheme of work for all key stages for use of the environment area	Science coordinator facilitate design of scheme for each team.	Sept 2017	Sept 2018	ScCo		Non-contact time for ScCo as part of Subject Coordinator time		Two year topic rotation, including maths and English input	Environment area active resource for learning	
	Outside classroom set up on the school field.	Installation of outside classroom by external provider, based on the funding available.	April 2018	December 2018	HT	£2000	Based on securing funding from external sources		Explore opportunities at others settings		
	Set up science resources in the environment area	Organise focused areas in the environment area for the children.	April 2018	December 2018	HT	£3000	Based on securing funding from external sources		Explore opportunities at others settings		
4. Improve quality and quantity of ICT hardware	Increase and replace a number of children's laptops	Purchase 20 new laptops	April 2018	Sept 2018	ICT Tech	Laptops =£6000	Children friendly basic hardware		Impact on the ICT curriculum		
	Replace projectors and whiteboards in 4 classes	Replace the aging interactive boards and projectors with large interactive screens	April 2017	Sept 2018	ICT Tech & SL	£1000	Upgrade teaching tools. £2500 per interactive screen		Class teachers have reliable interactive teaching resources		
6. Improve the learning environment for the whole school	Improve aesthetics of the internal aspects of the school	Replace ageing windows in the 'Old School House'	January 2015	Dec 2016	HT & FO	£3600	Windows= £2000		Replace four inadequate windows. HT & FO office, toilet and corridor	Improved energy saving. Safe windows	
		Re-decorate Yr1 - 6 classes and corridors	July 2017	May 2018	HT & FO	£500	Parental volunteers Paint		Improved classroom environments	Outstanding classroom environments	
		Replace KS 1 fire doors	January 2017	April 2017	HT & FO	£2000			Replace two inadequate fire doors	Improved H & S facilities for KS1	

Section 4. School Context and Climate

Catchment information

Calendar Year		2012	2013	2014	2015	2016
Number on role	School	164	173	192	200	204
	National	251	257	263	269	275
% of girls	School	47.0	46.2	47.4	45.0	46.1
	National	49.0	49.0	49.0	49.0	49.0
% of FSM	School	8.5	6.4	9.4	9.0	7.8
	National	26.2	26.7	26.6	26.0	25.2
% from ethnic minority	School	8.4	7.9	8.9	6.0	4.7
	National	27.7	28.7	29.7	30.7	31.6
% of EAL	School	0.7	0.7	2.5	1.8	0.6
	National	17.5	18.1	18.8	19.5	20.1
% of pupils with SEN support	School				5.0	9.3
	National				13.0	12.1
% of pupils with a SEN statement or EHC plan	School				2.5	1.5
	National				1.4	1.3
% stability	School	80.6	85.2	80.7	82.9	83.1
	National	85.4	85.8	85.9	85.9	85.7

Staff Deployment

Class structure (as of December 2016)

Class	No of children 2014/15
Sarah Clifford - Year Rec	30
Karen Carmichael - Year 1	30
Jane Eyre- Year 2	31
Becky Roe- Year 3	26
Julie Stacey- Year 4	32
Cordelia Brown- Year 5	30
Helen Bowen- Year 6	25
Total=	204

Teaching structure & ratio (as of December 2016)

	Number of staff	Staff: child ratio	Number of teachers	Teacher:child ratio
FS2/ department	4 (incl 1 statement)	4 : 30 1 : 7.5	1	1 : 30
Infant department	4.5	4.5 : 61 1 : 13.6	2	2 : 61 1 : 30.5
Junior department	9.5 (incl 2 statements)	9.5 : 113 1 : 11.9	4	4 : 113 1 : 28.3
Average class size	Whole school= 29 children Infants= 31 Juniors= 28			

**Staffing Structure for
2016/7**

Head Teacher
Antony Gallagher

**Deputy Head
Teacher**
Karen Carmichael

Admin Staff

Louise Thomas
(Office Manager)
Mari Agarwal
(Finance Officer)
Christy Fullbrook
(Admin)
Susan Cherry
(Admin)
Marie
Worthington
(ICT Technician)

PPA & N/C cover
Hazel Cyfka (KS2)
Alison Leadbetter
(KS1)

**Lunchtime
Support
Assistants**

Barna Ahmed
Emma Warkup
Laura Parry
Tracy Little
Chloe McIvor
Nicola Skerritt
Sara Snadden
Jane Griffiths
Melissa Ross
Harriette Nice
Lily Farmery

FS2 teacher

Sarah Clifford

**Teaching
Assistants**

Jackie
Richardson

Chloe McIvor
(Mon-Thurs)

Jane Griffiths
(except Thurs
am)

Nicola Skerritt
(Wed, Thurs
am & Fri)

Yr 1 teacher

Karen
Carmichael

**Teaching
Assistants**

Sara Snadden

Melissa Ross
(am & all day
Friday)

Yr 2 teacher

Jane Eyre
(FS2 and KS1
Team Leader)

**Teaching
Assistants**

Barna Ahmed

Yr 3 teacher

Becky Roe

**Teaching
Assistants**

Laura Parry

Lily Farmery

Yr 4 teacher

Julie Stacey

**Teaching
Assistants**

Emma Warkup

Yr 5 teacher

Cordelia
Brown

**Teaching
Assistants**

Harriette
Nice

Yr 6 teacher

Helen Bowen
(KS 2 Team
Leader)

**Teaching
Assistants**

Tracy Little

Nicola Skerritt
(Mon, Tues &
Thurs pm)

Section 5. School performance data

The table shows the previous data for key stage 1 average point score trends in Reading, Writing and Mathematics.

Year 2 KS1 Results 2016	Reading TA	Maths TA	Writing TA	RWM
All children - National				
All children	81%	81%	81%	69%
Boys	82%	100%	91%	82%
Girls	80%	67%	73%	60%
PPG	50%	0%	50%	0%
Service Premium	100%	75%	100%	75%

The table shows the previous data for key stage 2 average point score trends in Reading, Writing, Mathematics and Grammar, Punctuation and Spelling

Year 6 KS2 Results 2016	Reading	GPS	Maths	Writing TA	RWM
National	66%	72%	70%	74%	53%
All children	79%	87%	79%	75%	62%
Boys	69%	85%	85%	69%	54%
Girls	91%	91%	73%	82%	73%
Service Premium	100%	100%	100%	100%	100%
PPG	83%	100%	83%	100%	67%
Average Scaled Score- National	103	104	103		
Average Scaled Score- All	105.4	106.9	106.4		
Average Scaled Score- Boys	104	105.5	105.5		
Average Scaled Score- Girls	107.1	108.5	107.5		
Average Scaled Score- PPG	106.8	108.5	107.7		
Average Scaled Score- Service Premium	110.7	106	105.3		

Section 6. Priorities for School Improvement

Stakeholder Feedback

Feedback from key stakeholders shows the following:

Parent Survey Autumn 2016

Each figure shows the number of responses returned for each question.

	(Please tick one box for each statement)	Strongly agree	Agree	Disagree	Strongly disagree
1	My child enjoys school				
2	The school keeps my child safe				
3	The school informs me about my child's progress				
4	My child is making good progress at Burghfield St Mary's				
5	The teaching is good at Burghfield St Mary's				
6	The school meets my child's particular needs				
7	My child finds the work stimulating and interesting				
8	Burghfield St Mary's has high expectations for my child				
9	My child receives the correct amount of homework				
10	Overall, I am happy with my child's experience at Burghfield St Mary's				
11	The school deals effectively with unacceptable behaviour				
12	Burghfield St Mary's deals effectively with bullying				
13	The school is led and managed effectively				
14	The school helps me to support my child's learning				
15	The school helps my child to have a healthy lifestyle				
16	I find the Home School Contact Book useful				
17	The school communicates effectively with parents				
18	The school website provides me with clear information about the school and curriculum				
19	The school newsletters provide me with clear information regarding what has happened in school and about future events				
20	There are opportunities for extra-curricular activities				
21	School trips and visits are worthwhile school experiences				
22	I would like parent workshops for maths and English				
23	I understand the roles and responsibilities of the Governing Body				

Section 7. Glossary of Terms

Terminology	Meaning
SEN	Special Educational Needs
SENCo	Special Needs Co-ordinator
AG&T	Able, Gifted and Talented
LACE	Looked After Child in Education
PSHE	Personal Social Health Education
FSM	Free School Meals
EAL	English as an Additional Language
EHC	Education Health Care Plan
SAP	Support and Achievement Plan
TAs	Teacher Assistants
HT	Headteacher
DHT	Deputy Headteacher
LT	Leadership Team
SLT	Senior Leadership Team
TL	Team Leaders
SATs	Statutory Assessment Tasks
TA	Teacher Assessment
NOR	Number On Roll
FS 2	Foundation Stage (Reception)
KS 1	Key Stage 1 (Infants)
KS2	Key Stage 2 (Juniors)
GB	Governing Body
EnCo	English Coordinator
ScCo	Science Coordinator
MaCo	Maths Coordinator
CPD	Continuing Professional Development
LA	Local Authority
IWB	Interactive White board
SIMs	School information Management System
PPG	Pupil Premium Grant
SDP	School Development Plan