



# Burghfield St Mary's C of E Primary School School Development Plan January 2019 – December 2020

'a caring Christian learning environment that inspires'



## School Development Plan January 2019-December 2020

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## Section 1. Glossary of Terms

| <b>Terminology</b> | <b>Meaning</b>                       |
|--------------------|--------------------------------------|
| 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           |
| 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              |
| SPP                | School Partnership Programme         |
| ELG                | Early Learning Goals                 |
| SEMH               | Social, Emotional and Mental Health  |
| ELSA               | Emotional Literacy Support Assistant |

## **Section 2. 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 2017) 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.

## **Vision 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.  
*(based on Philippians 4:13 'I can do all things through Christ because he gives me strength.')*

Our school vision is underpinned by our aims. 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 3. 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 2017 to December 2018. This plan is for the period January 2019 to December 2020. 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.

#### **Strategic aims**

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) To raise standards of reading, writing and maths across the school, with a particular focus on middle ability/ home-grown children.<br>2) Improving progress of vulnerable, SEN and Military children.<br>3) Improving assessment opportunities for the RE curriculum. |
| B) To constantly improve the support for Mental Health and Emotional Wellbeing | 1) Staff training in SEMH .<br>2) Ensure all children have access to ELSA within the school.<br>3) Improve parental understanding and support for Mental Health.  |
| C) To maximise the opportunity to deliver the Curriculum, through whole school | 1) To develop new topic themes across FS2, KS1 and KS2<br>2) To introduce the Curriculum Development Team to evaluate and improve opportunities, including whole school recording of topics.<br>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 2017 OFSTED Report
- c) The February 2014 SIAMS School Inspection Report
- d) EYFS Progress (FS2) results
- e) Year 1 Phonic test results
- f) KS 1 results
- g) KS 2 results
- h) Analyse School Performance (Raise)
- 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<br>Cost centre coding   | Impact   | Comments  |
|--|--|--|--|--|----------------|----------------|--|--|---|
| Develop systems and strategies to support pupil/staff/parent wellbeing                     | To improve the knowledge and understanding of Mental Health and Wellbeing within the school community.         | Whole school staff training (INSET) for 'Emotion Coaching'. To be delivered by the Educational Psychologist                          | Tuesday 3 <sup>rd</sup> September 2019                       | Tuesday 3 <sup>rd</sup> September 2019 | KC<br>SC<br>JH | £500           | The cost will form part of our Education Psychologist Buy-Back   | Increased awareness and knowledge of SEMH.<br>Improved support and signposting strategies.<br>Whole school implementation of strategies. |   |
|  |  | Provide evening workshop for parents on 'Understanding of Emotions'  | September 2019   | September 2019                         | KC             | £0             | Access to Emotional Health Academy.  |  |   |
|  | Develop Sandwell Charter Mark, leading to whole school approach for SEMH (Social, Emotional and Mental Health) | Audit school support systems and gaps/needs within school approaches.  | January 2019   | April 2019                             | KC             | £0             | SENCO tiime  | Successful completion of the Sandwell Charter Mark.<br>Active information pages on the school website.                                   |   |
|  |  | School working party to focus on the eight principles of the Sandwell Charter Mark, including presentation to FGB about the project. | January 2019   | July 2019                              | KC<br>SC<br>JH | £1000          | Development of quiet/relaxation area on the playground   |  |   |
|  | Development and implementation of a whole school creative curriculum.  | Development of a two year rolling programme, enabling full curriculum coverage.  | Increased focus on Art based teaching within the curriculum. | Sept 2018                              | July 2020      | JF<br>SC<br>CB | £0   | Staff meeting time, any non-contact will be covered by existing staff (1 day per term).  | Curriculum that provides opportunities to develop the 'whole child' and raise the profile and skills of the Arts within the school curriculum.<br><br>CDT to create (as part of evaluation process) evidence of the standards achieved across the school, creating whole school topic book to record the evidence for each topic (with e-book on the school website). |
| Increased opportunities to involve the local community and stakeholders within the topics. |  |  | Sept 2018  | July 2020                              | £0             |                |  |  |   |
| Resource new curriculum topics   |  | Develop whole school topic resources to support each term's topic.   | Sept 2018  | July 2020                              | £500 per term  |                | Cover costs for improving resources to support each topic across the whole school. £3000 total over 2 years. |  |   |
|  |  | Improve storage facilities for topic resources.  | Jan 2019   | April 2019                             | £300           |                | New topic resource boxes   |  |   |

|  |  |  |            |            |                      |                 |  |   |  |
|--|--|--|------------|------------|----------------------|-----------------|--|---|--|
|  | Evaluate the impact and explore improvements at the end of each topic.                   | Create a curriculum development team (CDT)   | Jan 2019   | On-going   |                      | £0              |  |   |  |
|  |  | The CDT will feedback their findings to staff and governors.   | March 2019 | On-going   |                      | £0              |  |   |  |
| Development of assessment strategies for Teaching and Learning | Develop the RE and Collective Worship assessment throughout the whole school.            | Staff meetings to explore and agree assessment opportunities for our RE curriculum, with the support of Anne Andrews (Diocesan RE Adviser) | Dec 2018   | March 2019 | RR<br>AL<br>JH       | £0              |  | Create individual class evidence of work book for each term's RE topic                            |  |
|  |  | RE development team oversee the impact and implementation of the RE curriculum   |            |            |                      | £0              | All non-contact release time will be covered by existing staff. ½ day each term.                             |   |  |
|  | Further analyse the impact of teaching and learning specific groups and core subjects    | Explore how school data is used to support and track interventions used in school.   |            |            | JE<br>HB             | £0              | All non-contact release time will be covered by existing staff. ½ day each term.                             | Greater understanding of impact of interventions for teachers and governors.                      |  |
|  | Raise the attainment in Maths and English through the School Partnership Programme (SPP) | Participate as a SPP link group of schools in reviewing achievement and progress to create an enquiry focus for school improvement.        | June 2018  | Dec 2020   | AG<br>KC<br>HB<br>JF | £130<br>0<br>£0 | Cost of SPP, for school to take part.<br><br>All non-contact release time will be covered by existing staff. | Raise attainment of Maths and English through KS2.<br>Develop review skills of middle management. |  |



## Section 4. School Context and Climate

### Catchment information

| Calendar Year                                |          | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|--|----------|------|------|------|------|------|------|------|
| Number on role                               | School   | 164  | 173  | 192  | 200  | 204  | 211  | 213  |
|  | National | 251  | 257  | 263  | 269  | 275  |      |      |
| % of girls                                   | School   | 47.0 | 46.2 | 47.4 | 45.0 | 46.1 | 45   | 44.5 |
|  | National | 49.0 | 49.0 | 49.0 | 49.0 | 49.0 |      |      |
| % of FSM                                     | School   | 8.5  | 6.4  | 9.4  | 9.0  | 7.8  | 3    | 6.6  |
|  | 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  |      | 7.6  |
|  | National | 27.7 | 28.7 | 29.7 | 30.7 | 31.6 |      |      |
| % of EAL                                     | School   | 0.7  | 0.7  | 2.5  | 1.8  | 0.6  | 3    | 2.2  |
|  | National | 17.5 | 18.1 | 18.8 | 19.5 | 20.1 |      |      |
| % of pupils with SEN support                 | School   |      |      |      | 5.0  | 9.3  | 8.9  | 9.5  |
|  | National |      |      |      | 13.0 | 12.1 |      |      |
| % of pupils with a SEN statement or EHC plan | School   |      |      |      | 2.5  | 1.5  | 2    | 1.4  |
|  | 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 January 2019)

| Class                     | No of children 2018/19 |
|---------------------------|------------------------|
| Sarah Clifford - Year Rec | 30                     |
| Jess Harwood - Year 1     | 30                     |
| Jane Eyre- Year 2         | 30                     |
| Becky Roe- Year 3         | 32                     |
| Julie Stacey- Year 4      | 32                     |
| Cordelia Brown- Year 5    | 31                     |
| Helen Bowen- Year 6       | 30                     |
| Total=                    | 215                    |

### Teaching structure & ratio (as of January 2019)

|                      | Number of staff   | Staff: child ratio  | Number of teachers | Teacher:child ratio |
|----------------------|---|---------------------|--------------------|---------------------|
| FS2/<br>department   | 3   | 3 : 30<br>1 : 10    | 1                  | 1 : 30              |
| Infant<br>department | 6<br>(incl 2 statements)  | 6 : 60<br>1 : 10    | 2                  | 2 : 60<br>1 : 30    |
| Junior<br>department | 8<br>(incl 1 statement)   | 8 : 125<br>1 : 15.6 | 4                  | 4 : 125<br>1 : 31.2 |
| Average class size   | Whole school= 30.7 children<br>FS2 & Infants= 30<br>Juniors= 31.3 |                     |                    |                     |

## Section 5. School performance data

Percentage of all pupils at each level for each Early Learning Goal for 2018

|   | Emerging | Expected | Exceeding |  | At least expected |
|---|----------|----------|-----------|--|-------------------|
| <b>Communication and language</b>                 |          |          |           |  |                   |
| Listening and attention                           | 0        | 63       | 37        |  | 100               |
| Understanding                                     | 3        | 70       | 27        |  | 97                |
| Speaking  | 3        | 73       | 23        |  | 97                |
|   |          |          |           |  |                   |
| <b>Physical development</b>                       |          |          |           |  |                   |
| Moving and handling                               | 0        | 60       | 40        |  | 100               |
| Health and self-care                              | 3        | 30       | 67        |  | 97                |
|   |          |          |           |  |                   |
| <b>Personal, social and emotional development</b> |          |          |           |  |                   |
| Self-confidence and self-awareness                | 0        | 80       | 20        |  | 100               |
| Managing feelings and behaviour                   | 3        | 80       | 17        |  | 97                |
| Making relationships                              | 3        | 80       | 17        |  | 97                |
|   |          |          |           |  |                   |
| <b>Literacy</b>                                   |          |          |           |  |                   |
| Reading   | 13       | 53       | 33        |  | 87                |
| Writing   | 17       | 60       | 23        |  | 83                |
|   |          |          |           |  |                   |
| <b>Mathematics</b>                                |          |          |           |  |                   |
| Numbers   | 20       | 53       | 27        |  | 80                |
| Shape, space and measures                         | 7        | 63       | 30        |  | 93                |
|   |          |          |           |  |                   |
| <b>Understanding the World</b>                    |          |          |           |  |                   |
| People and communities                            | 3        | 77       | 20        |  | 97                |
| The World   | 0        | 77       | 23        |  | 100               |
| Technology  | 0        | 100      | 0         |  | 100               |
|   |          |          |           |  |                   |
| <b>Expressive arts, designing and making</b>      |          |          |           |  |                   |
| Exploring using media and materials               | 3        | 93       | 3         |  | 97                |
| Being imaginative                                 | 3        | 97       | 0         |  | 97                |
|   |          |          |           |  |                   |
| <b>Achieved a Good Level of Development</b>       |          |          |           |  | 77                |

National Curriculum Assessments at KS1 for 2018

| Year 2 KS1 Results           | Reading TA | Maths TA | Writing TA | RWM   |
|------------------------------|------------|----------|------------|-------|
| All children – National 2017 | 74%        | 73%      | 66%        | 63.9% |
| All children – LA 2017       | 77.9%      | 74.5%    | 68.4%      | 63.8% |
| All children x32             | 82%        | 82%      | 82%        | 72%   |
| Boys x19                     | 74%        | 84%      | 74%        | 68%   |
| Girls x13                    | 92%        | 77%      | 92%        | 77%   |
| Deprivation Ever6            | 100%       | 100%     | 100%       | 100%  |
| Service Premium Ever6 x14    | 79%        | 86%      | 79%        | 71%   |

## National Curriculum Assessments at KS2 for 2018

| Year 6 KS2 Results                     | Reading      | GPS          | Maths        | Writing<br>TA | R,W&M       | R & M<br>Test |
|--|--------------|--------------|--------------|---------------|-------------|---------------|
| All children – National<br>2017<br>GDS | 71%<br>24.5% | 77%<br>30.9% | 75%<br>22.6% | 76%<br>17.7%  | 61%<br>8.7% |               |
| All children – LA 2017<br>GDS          | 74%<br>28.4% | 76%<br>28.9% | 73%<br>23.1% | 75%<br>18.6%  | 62%<br>9.9% |               |
| All children x29<br>GDS                | 83%<br>55%   | 79%<br>38%   | 79%<br>38%   | 90%<br>21%    | 75%<br>17%  | 76%<br>34%    |
| Boys x16<br>GDS                        | 75%<br>56%   | 75%<br>38%   | 75%<br>56%   | 88%<br>25%    | 69%<br>25%  | 69%<br>50%    |
| Girls x13<br>GDS                       | 92%<br>54%   | 85%<br>38%   | 85%<br>15%   | 92%<br>15%    | 85%<br>8%   | 85%<br>15%    |
| Deprivation Ever6 x1<br>GDS            | 100%<br>100% | 100%<br>100% | 100%<br>0%   | 100%<br>100%  | 100%<br>0%  | 100%<br>0%    |
| Service Premium Ever6<br>x10<br>GDS    | 70%<br>40%   | 60%<br>30%   | 60%<br>20%   | 80%<br>0%     | 60%<br>0%   | 60%<br>10%    |
| Average Scaled Score-<br>National      | 105          | 104          | 104          |               |             |               |
| Average Scaled Score-<br>All           | 108.2        | 106.3        | 106.2        |               |             |               |
| Average Scaled Score-<br>Boys          | 107.2        | 105.3        | 106.9        |               |             |               |
| Average Scaled Score-<br>Girls         | 109.5        | 107.6        | 105.4        |               |             |               |
| Average Scaled Score-<br>Dep E6        | 113          | 114          | 109          |               |             |               |
| Average Scaled Score-<br>SP E6         | 105.4        | 102.7        | 103          |               |             |               |

## Section 6. Priorities for School Improvement

### Stakeholder Feedback

Feedback from key stakeholders shows the following:

### Parent Survey 2018/9

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

|   | (Please tick one box for each statement)   | Strongly agree | Agree | Disagree | Strongly disagree | Don't Know |
|---|--|----------------|-------|----------|-------------------|------------|
| 1 | This school makes sure its pupils are well behaved   |                |       |          |                   |            |
| 2 | This school deals effectively with bullying  |                |       |          |                   |            |
| 3 | This school is well led and managed  |                |       |          |                   |            |
| 4 | This school responds well to any concerns I raise  |                |       |          |                   |            |
| 5 | I receive valuable information from the school about my child's progress                                       |                |       |          |                   |            |
| 6 | The school communicate effectively with Stakeholders   |                |       |          |                   |            |
| 7 | The transition meetings for parents of pupils starting in year R were very helpful (answer if applicable only) |                |       |          |                   |            |
| 8 | I would recommend this school to another parent  |                |       |          |                   |            |
| 9 | I know who the Governors are and what they do  |                |       |          |                   |            |

Child 1

|  | F2 | 1 | 2 | 3 | 4 | 5 | 6 |
|--|----|---|---|---|---|---|---|
| Please tick which year group(s) your child is in |    |   |   |   |   |   |   |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 10 | My child is happy at this school                     |  |  |  |  |  |
| 11 | My child feels safe at this school                   |  |  |  |  |  |
| 12 | My child makes good progress at this school          |  |  |  |  |  |
| 13 | My child is well looked after at this school         |  |  |  |  |  |
| 14 | My child is taught well at this school               |  |  |  |  |  |
| 15 | My child receives appropriate homework for their age |  |  |  |  |  |

