



Burghfield St Mary's C of E Primary School School Development Plan January 2021 – September 2023

'a caring Christian learning environment that inspires'



School Development Plan January 2021-September 2023

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Section 1. Glossary of Terms

Terminology	Meaning
SEN	Special Educational Needs
SENCo	Special Needs Co-ordinator
LAC	Looked After Child
PSHE	Personal Social Health Education
RSE	Relationships and Sex Education
FSM	Free School Meals
EAL	English as an Additional Language
EHCP	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 2 (Reception)
KS 1	Key Stage 1 (Infants)
KS2	Key Stage 2 (Juniors)
GB	Governing Body
EnCo	English Coordinator (Subject Leader)
ScCo	Science Coordinator (Subject Leader)
MaCo	Maths Coordinator (Subject Leader)
CPD	Continuing Professional Development
LA	Local Authority
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 2019 to December 2020. This plan is for the period January 2021 to September 2023. 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 writing and maths across the school, with a particular focus on middle ability/ home-grown children. 2) Improving progress of vulnerable, SEN and Military children. 3) To give opportunities for all children to access 'Recovery Curriculum' as required.
B) To develop the RSE policy and curriculum, including implementation.	1) Staff training in RSE. 2) Parental engagement with the RSE policy and curriculum. 3) Improving opportunities for the RSE curriculum.
C) To maximise the opportunity to deliver the IT Curriculum, through whole school	1) To develop the IT curriculum across FS2, KS1 and KS2 2) To improve the IT resources to support the IT curriculum. 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.

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 March 2019 SIAMS School Inspection Report
- d) EYFS Progress (FS2) results (2019)
- e) Year 1 Phonic test results (2019)
- f) KS 1 results (2019)
- g) KS 2 results (2019)
- h) Analyse School Performance (Raise)
- i) School Improvement Advisor (SIA) visits and reports
- j) Local Authority moderation reports
- k) 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	Impact	Comments
1. To improve the standard of writing across the school.	Ensure all teachers and TAs are fully trained in the delivery of T4W	Bespoke Talk 4 Writing training from Marie Richards to provide training for all new staff members and a recap of the process for the rest of the staff; ensuring that the process is covered in each year group and follows a rigorous progression through the key stages. Training will also include assessment and impact.	21 st July 2021	21 st July 2021	JE BT AG	£1000	Staff training- INSET day	All teachers and TAs knowledge of the T4W process and impact within school.	
		Greater depth writing – this will be covered in our bespoke training. Marie Richards will provide training on how to improve the innovation stage of our T4Writing process.							
	Development of writing across the whole curriculum	Providing more opportunities across the curriculum for writing; as a whole school, considering the opportunities for writing at the planning stage of the topic.	September 2021	Ongoing		None		Improved writing across the whole curriculum, with children showing greater understanding outside of the English writing lessons.	
2..To ensure a consistent and robust curriculum design reflecting the mastery principle.	To prioritise the curriculum in relation to recovery and ready to progress criteria.	Ensure staff are familiar with Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England June 2020 – Ready to progress criteria.	June 2021	July 2021	JF JH AG KC	TBC		Greater understanding and knowledge of the mastery process. Consistency and progression across the school.	

		Discuss how we can use this document to support our own recovery curriculum and define the essential areas of Mathematics which must be taught and understood in each year group.								
		Use the NCETM Exemplification PowerPoints which include links to relevant resources and pupil-facing activities. They are ideal to be used with small groups of pupils to support review, practice, and consolidation.								
	To embed the maths mastery curriculum through a shared approach to teaching and learning in maths.	White Rose run online CPD workshops for concepts of Mathematics in line with the mastery approach and their scheme of work.	September 2021	December 2021						
3. Development of the understanding and accessibility to computing within BSM.	To provide up-to-date and workable resources to enable the children to access parts of the computing curriculum.	Purchase a class set of new laptops (35) for the children to use in computing sessions.	April 2021	September 2022	BT SW	35x £300	The laptops will be purchased in two groups. X20 for financial year 21/22 and x15 for 22/23	Resources to meet the needs of the children and the IT curriculum		
		Continue school subscription to Purple Mash.	Ongoing	Ongoing						
	To improve staff knowledge and understanding of the computing curriculum and the equipment used to access it.	Survey staff to assess opinion, confidence and understanding of the computing curriculum.		May 2021	July 2021	BT	None		Use of Microsoft forms to determine the skill set of teachers and TAs against the needs of the National Curriculum	
			Building on the survey, deliver staff training developing and expanding their knowledge of Purple Mash to deliver the updated curriculum and other areas where training is required.	September 2021	December 2021					
		Investigate and present a staff meeting reviewing progress and delivering further training and support if required.	January 2022	April 2022						

	To update, instigate and continue to assess the BSM computing curriculum.	Adjust and adapt the current computing curriculum to meet the needs of all pupils and staff, and to ensure comprehensive coverage of the NC.	April 2021	September 2021	BT RP	None		Staff and children's confidence with IT. Assessment records for IT show improved skill set and attainment for children.	
		Provide staff with the knowledge to allow opportunities for the children to use technology in other areas of the curriculum.	September 2021	December 2021					
		Assess how effective the BSM computing curriculum is through staff discussions and pupil attainment.	September 2021	ongoing					
4. Full implementation of the RSE curriculum	Develop and review a school policy and scheme of work for RSE in consultation with parents	Develop and review school RSE policy with staff and governors	April 2021	May 2021	AG and SLT	None	School is already committed to SCARF to support our PHSE and RSE programme	Through the use of the SCARF programme we'll have a consistent approach to RSE across the school. This will provide a two year rolling programme for RSE.	
		Develop and review school RSE scheme of work with staff and governors							
	Parent forum (for FS2/ KS1, Year 3 & 4 and Year 5 & 6). Organise for three different parent forums to share and discuss the RSE policy and scheme, age appropriate. This will be for September 2021 year groups.	June 2021	July 2021					Parents will have the opportunity to discuss the RSE programme at BSM, understand the legal duties and also share the curriculum expectations for their child's year group. This will also include introducing the parents to the SCARF programme, altered to support our school's individual requirements.	
5. Improvements to the school site	Re-decoration of the hall and associated corridors.	Areas within the school are in desperate need of renovation.	December 2022	August 2023	AG MA	TBC		Aesthetic improvements to the children's working space.	
	Re-decoration of the KS1 and KS2 classrooms	During available school holidays repaint the areas							
	Improve playground markings		April 2021	April 2021				£5000	School sports funding

Section 4. School Context and Climate

Catchment information

Calendar Year		2012	2013	2014	2015	2016	2017	2018	2019	2020
Number on role	School	164	173	192	200	204	211	213	209	213
	National	251	257	263	269	275		281	282	281
% of girls	School	47.0	46.2	47.4	45.0	46.1	45	44.5	45.9	45.0
	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	5.3	7.0
	National	26.2	26.7	26.6	26.0	25.2		24	23	23
% 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	3	2.2	1.9	1.4
	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	8.1	10.3
	National				13.0	12.1		12.4	12.6	12.8
% of pupils with a SEN statement or EHC plan	School				2.5	1.5	2	1.4	1.4	1.4
	National				1.4	1.3		1.4	1.6	1.8
% stability	School	80.6	85.2	80.7	82.9	83.1		83	84	78
	National	85.4	85.8	85.9	85.9	85.7		86	86	81

Staff Deployment

Class structure (as of January 2021)

Class	No of children
Jane Eyre - Year Rec	30
Sarah Clifford - Year 1	29
Jess Harwood - Year 2	30
Rachel Pruszewics - Year 3	30
Charlotte Norton - Year 4	30
Beth Thom - Year 5	31
Julie Field - Year 6	30
Total=	210

Teaching structure & ratio (as of January 2021)

	Number of staff	Staff: child ratio	Number of teachers	Teacher:child ratio
FS2/ department	3	3 : 30 1 : 10	1	1 : 30
Infant department	4	4 : 59 1 : 14.8	2	2 : 59 1 : 29.5
Junior department	11 (incl 3 statements)	11 : 121 1 : 11	4	4 : 121 1 : 30.3
Average class size	Whole school= 30 children FS2 & Infants= 29.7 Juniors= 30.3			

Section 5. School performance data

Percentage of all pupils at each level for each Early Learning Goal for 2019

	Emerging	Expected	Exceeding		At least expected
Communication and language					
Listening and attention	0	73	27		100
Understanding	0	83	17		100
Speaking	0	97	3		100
Physical development					
Moving and handling	0	93	7		100
Health and self-care	0	100	0		100
Personal, social and emotional					
Self-confidence and self-awareness	0	97	7		100
Managing feelings and behaviour	0	100	0		100
Making relationships	0	100	0		100
Literacy					
Reading	37	53	10		63
Writing	37	50	13		63
Mathematics					
Numbers	27	67	7		73
Shape, space and measures	13	70	17		87
Understanding the World					
People and communities	0	93	7		100
The World	0	100	0		100
Technology	0	100	0		100
Expressive arts, designing and making					
Exploring using media and materials	0	100	0		100
Being imaginative	0	100	0		100
Achieved a Good Level of Development					
					63

Phonics Test Assessments at year 1 for 2019

Year 1 Phonic Results	Working At (WA)
All children x30	90%
Boys x15	93%
Girls x15	87%
Service Premium Ever6 x7	86%

National Curriculum Assessments at KS1 for 2019

Year 2 KS1 Results	Reading TA	Maths TA	Writing TA	RWM
All children – National 2018	76%	76%	70%	
All children x32	75%	72%	69%	63%
Boys x18	79%	68%	64%	50%
Girls x14	69%	77%	77%	79%
Service Premium Ever6 x14	67%	58%	58%	50%

National Curriculum Assessments at KS2 for 2018

<u>Year 6 KS2 Results</u>	<u>Reading</u>	<u>GPS</u>	<u>Maths</u>	<u>Writing TA</u>	<u>R,W&M</u>	<u>R & M Test</u>
All children x30 GDS	70% 37%	67% 43%	80% 23%	73% 23%	57% 17%	67% 20%
Boys x17 GDS	58.8% 29.4%	64.7% 41.2%	88.2% 23.5%	58.8% 23.5%	47% 25%	58.8% 50%
Girls x13 GDS	84.6% 46.2%	69.2% 46.2%	69.2% 23%	92.3% 30.8%	69.2% 8%	69.2% 15%
Deprivation Ever6 x1 GDS	0%	0%	0%	0%	0%	0%
Service Premium Ever6 x8 GDS	62.5% 37.5%	62.5% 50%	100% 12.5%	62.5% 12.5%	50% 0%	62.5% 12.5%
Average Scaled Score- All	105.4	106.3	106.0			
Average Scaled Score- Boys	103.8	105.3	106.1			
Average Scaled Score- Girls	107.5	107.6	105.9			
Average Scaled Score- Dep E6	97	96	96			
Average Scaled Score- SP E6	103.6	105.9	107.4			

Section 6. Priorities for School Improvement

Stakeholder Feedback

Feedback from key stakeholders shows the following:

Parent Survey 2020

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

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Strongly Agree / Agree
	Percentage					
The school makes sure its children are well behaved	31%	67%	2%	0%	0%	98%
The school deals effectively with bullying	17%	36%	9%	0%	38%	53%
Pupils are supported in terms of their mental well-being and families sign posted to support	24%	55%	2%	0%	19%	79%
The school is well led and managed	43%	55%	0%	0%	2%	98%
I am aware of the school's vision and values	58%	42%	0%	0%	0%	100%
The school responds well to any concerns I raise	37%	50%	8%	0%	5%	87%
I use the school website to support my child's education by accessing the national curriculum guidelines, project overviews and preview learning information	22%	61%	10%	0%	7%	83%
I receive valuable information from this school about my child's/children's progress	36%	50%	10%	0%	3%	86%
This school communicates effectively with parents/carers (including emails/texts and via Facebook)	40%	53%	7%	0%	0%	93%
I would recommend this school to another parent	62%	38%	0%	0%	0%	100%
I know who the governors are and am aware of what they do	28%	43%	18%	7%	3%	72%
I would be prepared to volunteer my time to help with projects at school	29%	50%	11%	4%	7%	79%
My child is happy at the school	65%	33%	1%	0%	0%	99%
My child feels safe at this school	65%	35%	0%	0%	0%	100%
My child makes good progress at school	62%	34%	4%	0%	0%	96%
My child is well looked after at this school	63%	38%	0%	0%	0%	100%
My child is taught well at this school	66%	34%	0%	0%	0%	100%
My child receives appropriate homework	57%	38%	5%	0%	0%	95%
The transition meetings for parents of pupils were very helpful (answer if applicable only)	68%	29%	0%	3%	0%	100%