

# Hambrook Primary School



## School Development Plan 2018-21

<b>SCHOOL VISION:</b>	<i>Whole Child, Whole School, Whole Hearted</i>
<b>SCHOOL VALUES:</b>	Belonging   Appreciating   Connecting   Self-belief   Persevering   Courage Reflectiveness   Independence   Generosity   Differences   Safety   Exercise
<b>SCHOOL AIMS:</b>	
	<ul style="list-style-type: none"><li>• To provide a safe and secure environment that is encouraging and stimulating, which motivates every child to strive to reach his/her full potential.</li><li>• To encourage all children to have respect for, and make a positive contribution towards, other people, the school, the local environment and sustainability.</li><li>• To provide the children with the knowledge and skills required to make healthy choices.</li><li>• To nurture high self-esteem in all members of our community and pride in our work.</li><li>• To accept and celebrate diversity in our community and ensure we are truly inclusive, so that people from all groups feel valued and respected at Hambrook School.</li></ul>
	<ul style="list-style-type: none"><li>• To provide a rich, exciting and balanced, curriculum which is accessible, challenging and enjoyable for all pupils, enabling them to become successful learners.</li><li>• To achieve the highest standards possible in teaching and learning, giving the children the necessary skills to solve problems and gain knowledge independently.</li></ul>
	<ul style="list-style-type: none"><li>• To provide highly effective leadership; cohesive, supportive team work and access to CPD for all.</li><li>• To build an open, understanding, positive relationship with pupils, parents, governors and the wider community and to encourage all stakeholders to become involved in school life.</li><li>• To give good value for money through sound finance and a well-managed budget.</li></ul>

## LEARNERS

Focus	Success Criteria
<b>a) PSHE –</b> Pupils' emotional well-being at school is good.	At least 95% of pupils feel safe, listened to & happy in school as shown in the questionnaire.
	All groups have a good level of attendance i.e. at least 96%.
	Pupil conferencing shows that 'Jigsaw' is having a positive impact. Pupils can talk confidently about what they have learnt.
	Pupils take care of the building, equipment etc. There are less examples of items needing to be repaired or replaced.
	Pupils behaviour is good at all times. There are few examples of poor behaviour.
<b>b) Vulnerable Pupils –</b> Quality provision has been maintained for vulnerable pupils by creative use of limited resources.	There is an increased selection of clubs for KS1 over the year and the number of pupils attending these clubs is good.
	All disadvantaged pupils are known to staff; their barriers have been established and relevant support put in place.
	Achievement and progress of disadvantaged pupils at least matches that of national non-disadvantaged pupils.
	Provision for pupils with SEND is good. Support has been allocated fairly. SEN pupils achieve their potential.
	Achievement and progress of pupils with SEND at least matches that of national figures for this group.

## TEACHING and LEARNING

Focus	Success Criteria
<b>a) Teaching -</b> Teaching is consistently at least good, with evidence of outstanding across all year groups.	At least 90% of teaching is good and 30% is outstanding.
	The TLR teacher has identified & closely monitored areas for improvement.
	Pupils are clear about what helps them to learn and they know what they have to do next to improve.
	Pupils talk positively about topics covered in the school curriculum. They are engaged and inspired by them.
<b>b) EYFS -</b> Provision for pupils in EYFS is good.	There is an upward trend in pupils achieving a GLD.
	Any gaps that exist between boys & girls in reading & writing are closing.
	Close links between EYFS and KS1 have been strengthened.
<b>c) Assessment –</b> Assessment is accurate and consistent.	Marking and feedback is consistently good across the school.
	Regular moderation ensures assessment is accurate.
	Teachers analyse class data regularly and ensure all pupils progress well.

## LEADERS

Focus	Success Criteria
<b>a) Safeguarding</b> -Pupils are kept safe.	Statutory obligations, policies and procedures are followed.
	Pupils (& parents) are aware of online safety and follow advice at home and school.
	Safeguarding and Child Protection have a high profile throughout school.
<b>b) Frome Valley Alliance</b>	See FVA Action Plan.
<b>c) Human Resources</b>	Staff well-being is good at all levels.
	DH has the knowledge, experience and confidence to lead the school in the absence of the Head.
<b>d) Governors</b>	Leaders have ensured that teachers improve pupils' writing in English and other subjects.
	Increased income has been generated through lettings and leases.
	A new Head Teacher has been appointed.