

# CADMORE END CHURCH OF ENGLAND COMBINED SCHOOL 3 YEAR SCHOOL DEVELOPMENT PLAN

“Small school – can do attitude.”

Written in consultation with staff, governors, parents and pupils.

*September 2017-*

*August 2020*



**OFSTED October 2014 identified the following areas for development:-**

**Improve the quality of teaching to outstanding by ensuring that: -**

- pupils know how to respond and act upon the advice given in their marking
- all pupils practise and develop their skills and accelerate their learning in mathematics.

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Achieved/completed    Nearly achieved/completed    Not achieved/completed    Moved to 2018/2019    No longer needed

**LEADERSHIP AND MANAGEMENT OVERVIEW**

**WHERE DO WE WANT TO BE?**

- Leaders and Governors have high expectations of staff and pupils which enable **ALL** pupils to reach their full potential academically, personally and socially.
- Governors can effectively challenge and support leaders in raising standards.
- Staffing structure is strong, secure and sustainable.
- School is full; with pupils on the waiting list.
- Shared vision and direction enables the school to plan effectively.
- Christian and British values are embedded within the school
- Safeguarding is embedded within the culture of the school.
- Pupils have a thirst for learning and feel happy and safe.
- School manages the finance effectively
- Parents are actively engaged with the school and their child’s learning
- To have a strong relationship with the Diocese and local schools with a focus on school improvement.

**THREE YEAR PLAN**

**2017-2018**

1. To carry out a governance review and work with a NLG or equivalent.
2. Governors to take an active role in monitoring school improvement.
3. To effectively work with Diocese and local schools’ in improving teaching and learning
4. To have a shared vision and mission statement that promotes the school’s curriculum and Christian values
5. To have a rigorous 1-year recovery plan, 3 year SDP and SEF.
6. To ensure that the staffing structure secures strong and sustainable leadership throughout school with subject leads appointed.
7. To provide effective CPD to enable all teaching of English and Maths is consistently good or outstanding
8. To close the gap in pupils’ knowledge and understanding in Reading, Writing and Maths; ensuring over 80% of pupils are working at ARE.
9. To ensure vulnerable groups make good progress and work at ARE
10. Introduce new formative and summative assessment systems for English, maths and Science
11. To ensure moderation at KS1 and KS2 and data submitted is accurate.
12. To engage parents and the wider community in supporting pupil’s learning.
13. To promote the school and nursery
14. All staff to have up to date, appropriate safeguarding training and induction. Statutory and recommended policies in place.

**Moved/carried forward from 2017-2018**

- Introduce new 2 year curriculum plan that also embeds SMSC and physical wellbeing
- To have a shared vision and mission statement that promotes the school’s curriculum and Christian values
- Review summative assessment for English and maths.
- Introduce summative assessment for Science
- To engage parents and the wider community in supporting pupil’s learning.

**2018-2019**

- Review 2017-2018 objectives
- Governing body continue to be actively involved in school improvement and development
- Ensure all governors take an active role in supporting the school on its journey to outstanding
- To review the staffing structure.
- To ensure that senior and subject leaders have the necessary skills and competencies to challenge colleagues and hold them to account.
- To provide effective CPD to enable all new staff to become good or outstanding practitioners and all existing teachers outstanding practitioners
- To provide effective CPD to ensure all teaching is consistently good or outstanding in core subjects and RE.
- To ensure majority of pupils (90%+) are working at ARE in reading, writing and maths
- To ensure all pupils are making good progress; underachievers to make accelerated progress in reading, writing and maths.
- Outdoor learning and creative curriculum
- Personalise and use Learning Ladders for RE and Computing
- Engage in initiatives to improve teaching, learning and engagement with the wider community.
- To ensure all new staff receive induction including access to all relevant CPD
- To effectively work with Diocese and local schools’ in school improvement
- Review communication with parents and the wider community

**2019-2020**

1. Review 2018-2019 objectives
2. Governance review. How do we get to outstanding?
3. To review our vision and mission statement
4. To review the staffing structure.
5. To deploy staff on projects to move towards outstanding
6. To provide effective CPD to enable all new staff to become good or outstanding practitioners and all existing teachers outstanding practitioners
7. To ensure all pupils make good or better than good progress in reading, writing and maths
8. To ensure pupils make good progress in Foundation subjects
9. Personalise and use Learning Ladders for foundation subjects.
10. To ensure all teaching is consistently outstanding (long term staff only)
11. Lead or be part of a federation for small schools
12. Support local teachers’ in improving their practice.
13. Review and personalise Learning Ladders for Humanities.

**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

**WHERE DO WE WANT TO BE?**

- Attendance to be in line with National average (96%)
- Pupils are confident, self-assured and display positive attitude towards their learning and conduct around the school.
- Pupils know how to look after themselves and how to stay fit and healthy.
- Pupils are equipped with spiritual, moral, social and cultural skills to enable them to be good responsible citizens.
- Our Christian Values are strongly embedded within our school
- Clubs and extra-curricular activities enable pupils to flourish
- Forest school to be embedded within the school.
- P4C Embedded
- Pro-active School and Eco council
- E-safety assemblies and workshops to take place termly.
- National events, such as, Science Week, Book Week and Anti bullying week to be a key event in the school diary.

**THREE YEAR PLAN**

**2017-2018**

1. To have an effective Behaviour policy that is imbedded within the school
2. Growth Mind Set and P4C is taught to improve pupil confidence, attitude and engagement in learning
3. E-Safety and safeguarding assemblies to take place termly
4. To improve attendance to 95% and address persistent absences
5. To establish a school council, Head Girl and Head Boy and Sport leads
6. To establish a Forest School
7. To participate in national events linked to SIP and pupil interests
8. To embed Christian values by reviewing our vision, mission statement and RE and collective worship policies and practice.
9. Introduce before and after school clubs
10. To ensure all statutory safeguarding and Health and Safety Policies, log books and risk assessments are filled in/reviewed/created
11. All staff have up to date, appropriate safeguarding training and induction.

**Moved/carried forward from 2017-2018**

- CPD Growth Mindset and introduce across the school
- To embed Christian values by reviewing our vision, mission statement and RE and collective worship policies and practice.
- Improve attendance and punctuality

**2018-2019**

- To review all policies related to pupils' personal development, behaviour and welfare
- Review RE/Collective worship for SIAMS
- Embed P4C and Growth Mindset within the curriculum.
- Introduce mindfulness in EYFS
- Improve attendance to 97%
- To establish an eco-council and achieve Green Flag
- To obtain Science Mark
- Review current extra-curricular provision
- Safe guarding and risk assessments reviewed
- To participate in national events linked to SIP and pupil interests

**2019-2020**

1. Investigate activities and initiatives that support pupils in growing up to become well rounded adults.
2. Links with other schools
3. 97.5% attendance
4. To introduce a buddy system (if numbers grow)
5. Resurface playground and review outdoor play equipment
6. Safe guarding and risk assessments reviewed and improved

<b>Quality of Teaching Learning and Assessment</b>		
<p><b>WHERE DO WE WANT TO BE?</b></p> <ul style="list-style-type: none"> <li>• All teaching of all subjects to be consistently good or better than good</li> <li>• All pupils inc PP, AGT, SEN, Travellers make good or better than good progress through quality first teaching across all subjects.</li> <li>• All pupils meet academic and personal targets</li> <li>• Pupils are working at their full potential.</li> <li>• Staff are provided with specific CPD linked to PM and SIP</li> <li>• EYFS, KS1 and KS2 long and medium-term planning established; that is cross curricular and includes references to British and Christian Values.</li> <li>• Learning Ladders is personalised and embedded within the assessment and planning process enabling staff to use this and formative assessment to plan subsequent lessons that deepen and extend pupils knowledge, skills and application across all subjects.</li> <li>• LO and SC are an integral part of all lessons with pupils actively involved in the marking and feedback process which enables them to identify their strengths and areas for development and actively seek challenge.</li> <li>• More sharing of good practice – all staff learning from each other’s good practice internally and externally</li> </ul>		
<b>THREE YEAR PLAN</b>		
<p><b>2017-2018</b></p> <ol style="list-style-type: none"> <li>1. All pupils inc PP, AGT, SEN, Travellers meet aspirational targets through quality first teaching in English, Maths and Science.</li> <li>2. All pupils meet aspirational academic and personal targets</li> <li>3. SDP and personal performance informs Performance Management</li> <li>4. CPD schedule inc partner teacher support for 2017-2018 that raises pupil attainment and closes the gap in English (inc phonics), Maths OFSTED 2014 REQUIREMENT and Science</li> <li>5. Non-negotiables for staff.</li> <li>6. Introduce new formative and summative assessment systems for English, maths and Science and provide whole school CPD</li> <li>7. Update/create assessment, marking and feedback presentation policies and pupil non-negotiables OFSTED 2014 REQUIREMENT</li> <li>8. Revise long and medium term curriculum and planning</li> </ol>	<p><b>Moved/carried forward from 2017-2018</b></p> <ul style="list-style-type: none"> <li>- Introduce new summative and formative assessments for Science</li> <li>- Review summative assessment for reading, writing and maths</li> <li>- CPD in improving the quality of marking and feedback</li> <li>- All pupils inc PP, AGT, SEN, Travellers meet aspirational targets through quality first teaching in English, Maths and Science.</li> <li>- All pupils meet aspirational academic and personal targets</li> </ul> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>- All pupils inc PP, AGT, SEN, Travellers meet aspirational targets through quality first teaching across all subjects.</li> <li>- All pupils meet academic and personal targets</li> <li>- CPD schedule for 2017-2018 that raises pupil attainment and improves progress in identified subjects</li> <li>- Create cross curricular links with Forest School</li> <li>- Teaching is consistently good to outstanding in majority of subjects</li> <li>- Personalise and use Learning Ladders for RE and Computing</li> <li>- Creative days (Science, ICT, cookery)</li> <li>- Review curriculum resources</li> </ul>	<p><b>2019-2020</b></p> <ol style="list-style-type: none"> <li>1. All pupils inc PP, AGT, SEN, Travellers meet aspirational targets through quality first teaching across all subjects.</li> <li>2. CPD schedule for 2018-2019 that raises pupil attainment and improves progress in identified subjects</li> <li>3. All pupils meet academic and personal targets</li> <li>4. Teaching and Learning is consistently good or outstanding in all subjects</li> <li>5. Developing links with other schools in UK and abroad</li> <li>6. Support local teachers in CPD</li> <li>7. Engage in relevant initiatives</li> </ol>

<b>OUTCOMES FOR PUPILS</b>		
<p><b>WHERE DO WE WANT TO BE?</b></p> <ul style="list-style-type: none"> <li>All pupils inc PP, AGT, SEN to make sustained progress across all core curricular areas, inc phonics, and most foundation subjects.</li> <li>Pupils' attainment has rapidly improved in reading, writing, phonics, science and maths over the course of this development plan and is in line with similar groups of pupils in Bucks and nationally.</li> <li>End of EYFS, KS1 and KS2 data and KS1 phonic results are in line or above Bucks and National Expectations</li> <li>Pupils are actively involved in their learning and the marking and feedback process in core subjects. They can articulate what they have achieved and what they need to work on.</li> <li>All pupils are equipped with the necessary skills in preparation for their transition into their next year group or key stage.</li> <li>All pupils receive a balanced religious education based on Christian and British values.</li> </ul>		
<b>THREE YEAR PLAN</b>		
<p><b>2017-2018</b></p> <ol style="list-style-type: none"> <li>To accurately use data and base line assessment to set pupils' SMART targets that ensures rapid progress is made where needed in English, Maths and Science</li> <li>To involve pupils in the marking and feedback process of English and maths and setting personal and academic targets. OFSTED 2014 REQUIREMENT</li> <li>To raise the proportions reaching expected and higher levels in reading, writing and mathematics OFSTED 2014 REQUIREMENT</li> <li>To raise the attainment of disadvantaged pupils in English and Maths</li> <li>To use formative and summative assessment consistently to build on pupils' prior knowledge; rapidly closing the gap in phonics, reading, writing and maths.</li> <li>To increase the range of opportunities for pupils to apply their reading writing and mathematical skills across the curriculum</li> </ol>	<p><b>Moved/carried forward from 2017-2018</b></p> <ul style="list-style-type: none"> <li>To raise the proportions reaching expected and higher levels in reading, writing and mathematics OFSTED 2014 REQUIREMENT</li> <li>To raise the attainment of disadvantaged pupils in English and Maths</li> <li>To use formative and summative assessment consistently to build on pupils' prior knowledge; rapidly closing the gap in phonics, reading, writing and maths.</li> <li>To increase the range of opportunities for pupils to apply their reading writing and mathematical skills across the curriculum</li> </ul> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>To ensure all pupils are working at the correct attainment for their ability in all core subjects.</li> <li>To involve pupils in the marking and feedback process in Science, Humanities and Physical Education</li> <li>To continue to raise the attainment of AGT, SEN and disadvantaged pupils</li> <li>To review current formative and summative assessment.</li> <li>To improve achievement in Science and ICT through the creative curriculum.</li> <li>To liaise with local schools</li> <li>Pupils involved in local and county competitions</li> </ul>	<p><b>2019-2020</b></p> <ul style="list-style-type: none"> <li>All pupils are working at the correct attainment for their ability in all subjects.</li> <li>To involve pupils in the marking and feedback process across all subjects.</li> <li>To review current formative and summative assessment.</li> <li>Pupils involved in local and county competitions</li> <li>Pupils achieve good or better than good in all curriculum subjects.</li> </ul>

EYFS		
<p><b>WHERE DO WE WANT TO BE?</b></p> <ul style="list-style-type: none"> <li>To be consistently above Bucks and National expectations for GLD.</li> <li>All pupils meet aspirational targets.</li> <li>EYFS staff receive personalised CPD linked to the SIP and their PM</li> <li>The teaching of Literacy and Numeracy is outstanding.</li> <li>Consistently stimulating learning activities are provided; both indoors and in the outside area and ensuring their choices give them a good balance across the areas of learning</li> <li>Challenge in reception is evident to enable children to build on prior learning</li> <li>Staff intervene effectively to extend children's learning during activities children choose themselves.</li> <li>Formative and summative assessment is accurate and used to inform planning and personalised learning.</li> <li>Parents are actively engaged in supporting their child</li> <li>Our EYFS team is used to support local teachers' CPD</li> </ul>		
THREE YEAR PLAN		
<p><b>2016-2017</b></p> <ol style="list-style-type: none"> <li>To provide children with consistently stimulating learning activities, both indoors and in the outside area and ensuring their choices give them a good balance across the areas of learning</li> <li>To provide EYFS staff CPD linked to SIP and PM to improve teaching, learning and outcomes for pupils</li> <li>To ensure provision provided meets the needs of ALL pupils including nursery pupils.</li> <li>To work alongside Bucks EYFS advisors in developing provision.</li> <li>To improve the quality of teaching of Literacy and Numeracy so that purposeful play activities include good opportunities for them to develop their phonic, reading, writing and numeracy</li> <li>To improve levels of challenge in reception to enable children to build on prior learning</li> <li>To ensure staff intervene more effectively and ask higher order questions to extend children's learning during self-chosen activities.</li> <li>To introduce 2 Simple to Build to track pupil progress</li> <li>To accurately use data and base line assessment to set targets and inform planning.</li> <li>To engage parents in supporting their child's learning.</li> <li>To promote the nursery</li> </ol>	<p><b>Moved/carried forward from 2017-2018</b></p> <ul style="list-style-type: none"> <li>To ensure staff intervene more effectively and ask higher order questions to extend children's learning during self-chosen activities.</li> </ul> <p><b>2017-2018</b></p> <ul style="list-style-type: none"> <li>To continue to provide children with consistently stimulating learning activities; both indoors and in the outside area and ensuring their choices give them a good balance across the areas of learning</li> <li>To ensure all pupils meet challenging targets.</li> <li>To improve the quality of teaching in Science, ICT and KUofW so that purposeful play activities include good opportunities for them to develop their reading, writing and numeracy</li> <li>To embed Forest Schools within the EYFS curriculum</li> <li>To audit and purchase resources</li> <li>To engage parents in supporting their child's learning using Home Learning Bags.</li> </ul>	<p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>Teaching and Learning is consistently outstanding</li> <li>Support local teachers in providing outstanding EYFS provision</li> <li>Engage in relevant initiatives</li> </ul>