

Great Missenden Church of England Combined School

BELIEVE AND ACHIEVE



SCHOOL DEVELOPMENT PLAN 2016 – 2018

This School Development Plan has been drawn up in consultation with:

- The Staff through staff and team meetings and detailed action plans from Curriculum Co-ordinators
- The Governors' Learning and Teaching Committee
- Parents through the half-termly Parent Reps meetings, a whole-school Parents' Questionnaire and newsletter requests for feedback
- The children through their weekly participation in Class and School Councils and through whole-school Pupil Questionnaires carried out twice a year.

The Plan is an analysis of where we are and where we want to be.

The aim of the Plan is to develop and communicate a shared purpose, so everyone involved in the school community knows what we are working on, and how they can contribute to the school's continued success.

Our Key Priorities for 2015 – 17:

1. Capital Projects
2. National Support School
3. Assessment For Learning
4. Growth Mindset
5. Travel Plan
6. SIMS Development
7. Maths
8. Music

Introduction

Since our last OFSTED inspection in November 2006 we have used the School Development Plan to target the areas identified in the report:

1. Writing across the curriculum
2. Enabling children to chair and clerk the School Council

Both of these areas have been thoroughly addressed. Writing has improved and we have closed the gap between reading and writing results at the end of KS2. We now need to work on phonics and increase the emphasis on spelling, grammar, punctuation and presentation. The children have taken on full responsibility for chairing and clerking the School Council, so this target has been removed from the Plan.

In our Diocesan Inspection (February 2013) our practice was judged to be outstanding, with no areas identified for improvement. Spiritual Development is central to our ethos as a Church School, and our core values underpin everything we do. For this reason, there are no targets related specifically to Spiritual Development in this plan – it happens every day.

Key Priority 1 – Capital Projects, ICT and Health & Safety

Target: To improve the school for children and staff, working with Bucks CC to construct new accommodation and drop off area.

Action to be taken	Intended Impact/Success Criteria	People responsible	Timescale	Costs	Monitored by
Construction of two new classrooms	Two additional KS2 classrooms to be built ready for September 2017 intake	Rozalyn Thomson	Sept '17	BCC funded	Senior Management Team
ICT arrangements for construction period	All pupils to have access to an ICT suite during the BCC funded classroom build.	Caroline Taylor	Sept '16	£200	
Learn Pad training for Teaching staff	Increased use of Learnpads throughout all areas of the school	Joe Sandalls	Booked – 21/10/16	BCC funded	
Drop Off Zone	Reduced congestion throughout Great Miss enden. Improved safety of pupils that use the bus service.		Sept '17	BCC funded	
Health & Safety arrangements for construction periods	Provision of a temporary fire escape for two upstairs classrooms.	Rozalyn Thomson	Nov '16	BCC funded	
Maximise disability access	Alongside the two classroom build, provision of lift access to the 1 st floor for three classrooms and ICT suite, ground floor for three classrooms and dining room. Additional accessible toilet to be installed.	Stewart Light	Sept '17	~£180,000	
Swimming pool development	Overhaul swimming pool to enable year round use and hire to external lettings. Funding to be secured.	Rozalyn Thomson	Ongoing	Under feasibility	
Improved cloakroom facilities	Free up corridors to improve mobility around the school.	Stewart Light	Ongoing	BCC funded	
Additional handwashing facilities	Improved hygiene for pupils going through to lunch after leaving the KS2 playground.	Stewart Light	Sept '17	~£13k	
KS2 Fitness Trail	Introducing fitness into play and promoting a healthy lifestyle.	Rozalyn Thomson	Sept '17	Under feasibility	
Increase the amount of mud free play area for KS2 pupils	With increasing numbers of pupils at KS2 there will be insufficient space to provide a tarmacked playground for all pupils during wet periods. Investigate the cost and practicality of converting part of the playing field into playground.	Joe Hobdell / Sam Kaye	Spring Term '17		
		Stewart Light	Ongoing		
Evaluation of Impact:		Governors Responsible: Premises Committee - Agnes Fletcher (Chair)			
		Governing Body Key Tasks: To attend progress meetings and oversee completion of all building works & turning circle			

Key Priority 2 – National Support School & Staff Development

Target: To establish National Support School status and to develop the Great Missenden MAT.

Action to be taken	Intended Impact/Success Criteria	People responsible	Timescale	Costs	Monitored by
<p>NSS Celebrate achievement of National Support School Status</p> <p>Gather full information on NSS opportunities. RT to attend NLE induction in the Autumn Term 2017.</p> <p>MAT Expand the Great Missenden MAT through academy sponsorship of Princes Risborough School.</p> <p>Work with PRPS on school improvement.</p> <p>Great Missenden Staff Development – coaching & mentoring led by Bruce Kirk</p> <p>NQTs and SCITT / Troops to Teachers Trainees are well supported throughout the year.</p> <p>Retention: offer existing staff new opportunities to advance and develop their careers within the MAT.</p> <p>Recruitment – continue to recruit world class teachers and support staff.</p>	<p>By July 2017, have provided significant support to Princes Risborough School so that it is judged Good according to OFSTED Framework.</p> <p>At least one other school in process of joining MAT.</p> <p>External validation of appraisal judgements by SIA / Diocesan Inspection</p>	<p>Rozalyn Thomson (School to School Support – Leadership and Management)</p> <p>Daniel Alder (School to School Support – Teaching and Learning)</p> <p>Bruce Kirk (Great Missenden Coach and Mentor)</p>	<p>July 2017</p>	<p>Funded by EFA academy sponsorship and capacity funding</p>	<p>Senior Management Team</p>
<p>Evaluation of Impact:</p>		<p>Governors Responsible:</p> <p>Pay & Personnel Committee – Kate Jarvis (Chair)</p> <hr/> <p>Governing Body Key Tasks:</p> <p>To support the SMT in delivering NSS and MAT expansion.</p>			

Key Priority 3 – Assessment For Learning

Target: To introduce the Herts for Learning assessment framework in EYFS.
 To refine and moderate assessment procedures to ensure reliability of data and outstanding practice

Action to be taken	Intended Impact/Success Criteria	Person responsible	Timescale	Costs	Monitored by
<p>HfL Assessment KS1 and KS2</p> <ul style="list-style-type: none"> Incorporate the HfL objectives into the GM Tracking Grids & create assessment folders for teaching staff (KS1 and KS2) Train teaching staff on how to use the assessment system <p>HfL Assessment EYFS Introduce Hearts for Learning tracking system into EYFS.</p> <p>Review the Annual Assessment Cycle</p> <p>Establish a consistent target setting procedure throughout the school. Set targets with teachers during October Progress Meetings.</p> <p>Refine Progress Meeting formats to fit with Herts for Learning tracking systems and to ensure appropriate data/ information is passed to all relevant stakeholders</p> <p>Moderate teacher assessments across year groups/ key stages and against other local schools to ensure consistency in judgements.</p> <p>Establish formats for reporting data to governors on a termly basis (EYFS, KS1 and KS2)</p>	<p>Consistent and accurate progress tracking system in place across the school (EYFS to Year 6).</p> <p>HFL tracking in place throughout EYFS</p> <p>All staff aware of annual assessment cycle</p> <p>Effective and accurate target setting procedures in place.</p> <p>Data and provisions are scrutinised. The appropriate data is passed to all relevant stakeholders</p> <p>Teachers are making consistent judgements against the national curriculum objectives in line with feeder schools and across key stages.</p> <p>Governors receive whole school data analysis which clearly highlights strengths and areas for development. SENCO/PP Champion receives relevant information on vulnerable pupils</p>	<p>Daniel Alder</p> <p>SMT</p> <p>Class Teachers</p>	<p>Sept 16</p> <p>Oct 16</p> <p>Sept 16</p> <p>Oct 16</p> <p>Oct 16</p> <p>Termly</p> <p>Termly</p>	<p>Annual subscription For HfL and FFT</p>	<p>SMT</p>
<p>Evaluation of Impact:</p>		<p>Governors Responsible: Nick Hardy Learning & Teaching Committee – Wyn Griffiths (Chair)</p>			

Governing Body Key Tasks
 Involvement in target setting
 Termly review of data – understand implications for teaching & learning and know what strategies the school has in place to address any issues arising

Key Priority 4 – Growth Mindset

Target: To further develop understanding of Carol Dweck’s theory of Mindset and to embed theories into existing practice

Action to be taken	Intended Impact/Success Criteria	Person responsible	Timescale	Costs	Monitored by
<p>To run training for all new staff on Challenge For All including thinking skills, mindset, challenge & differentiation.</p> <p>To run INSET training in January 2017 to further develop understanding of Carol Dweck’s Mindset theories - Beyond fixed v growth mindset.</p> <p>To carry out action research projects within year group teams to investigate a specific area of mindset development</p> <p>To further develop process focussed feedback and pupil interviews</p> <p>To revamp the current Record of Achievement books to support growth mindset and become a portfolio to showcase pupils progress</p> <p>To increase the information about mindset theory on the school website</p>	<p>All staff new to the school in September 2016 are confident in understanding all aspects of Challenge For All which will be evident through classroom practice.</p> <p>All staff model and promote mindset theory through their classroom practice, resulting in an increase of growth mindset behaviours being observed in the children.</p> <p>Staff lead their own professional development through action research projects and in turn coach other members of staff to improve practice through their findings.</p> <p>Growth mindset theory is evident and promoted within the marking dialogue and feedback given to pupils.</p> <p>All children to have a portfolio in place tracking their learning journey.</p> <p>The website fully reflects the mindset work carried out in school.</p>	<p>Caroline Taylor</p>	<p>Sept/Oct 16</p> <p>Jan 17</p> <p>Spring Term 17</p>		<p>Caroline Taylor</p>
<p>Evaluation of Impact:</p>		<p>Governors Responsible: Teaching & Learning Committees – Wyn Griffiths (Chair)</p>			

Governing Body Key Tasks:
 Termly visits into school by all governors to see Growth Mindset in action.
 Governors hold pupil interviews

Key Priority 5 – Travel Plan

Target: To achieve the Mode Shift Stars Silver Award

Action to be taken	Intended Impact/Success Criteria	Person responsible	Timescale	Costs	Monitored by
<p>Silver – we need to achieve 6 more sustainable travel initiatives and 3 consultation initiatives</p> <ul style="list-style-type: none"> Consult parents and the local community regarding a proposed turning circle Ensure that travel and transport are embedded in the curriculum Engage children in devising safer routes to school Set up a working party/travel plan committee <ul style="list-style-type: none"> Get funding for Scooter Parking for small playground Initiate a Bike Week in addition to Walk To School Week Car Share Promotion Termly Travel Newsletter Greater community publicity for our initiatives. Use of banners 	<p>Sustainable travel initiatives in place across all Mode Shift Stars categories.</p> <p>The Drop Off Zone is complete and children / parents can access the school safely from the Buryfield.</p> <p>Evidence in planning and children's work. Greater understanding of travel safety and issues at Great Missenden</p> <p>Majority of children walk / cycle / use school bus or car share daily.</p> <p>School representative working group/committee meets termly and a smaller eco/travel club meets at least 5 times a term. Meeting minutes</p> <p>Scooter parking funded and in place in small playground. Increase in children riding scooters to school</p> <p>More children riding bikes to school</p> <p>More people involved in car share. Less car traffic to and from the school</p> <p>Maintain high profile of travel initiatives</p>	<p>Rozalyn Thomson</p> <p>Alex Bastin</p> <p>Jenny Laville – Academy Development Officer</p>	2016 - 17	BCC will fund the drop-off zone – approx. £250,000	Premises Committee

<ul style="list-style-type: none"> Continue regular Walk to School weeks encouraging parents to continue to avoid Church Street 	Fewer than 10 cars use Church Street to drop off children				
Evaluation of Impact:		Governors Responsible: Premises Committee – Agnes Fletcher (Chair)			
		Governing Body Key Tasks: Governors to be involved in the Travel Plan Committee Governors to meet Eco-Warriors			

Key Priority 6 – SIMS Development

Target: SIMS is used effectively across the school for attendance, behaviour, pupil and staff records, assessment and to automate extended school booking systems.

Action to be taken	Intended Impact/Success Criteria	Person responsible	Timescale	Costs	Monitored by
<p>To install SIMS access for all class teachers in every classroom to enable the following:</p> <ul style="list-style-type: none"> Introduction of electronic registers Behaviour Records to be logged on to SIMS SEN records to be stored electronically on SIMS – phased introduction beginning with new pupils in Reception and Year 3 in academic year 2016-2017 <p>Introduce SIMS Reporting Suite to allow greater functionality in reporting e.g. emergency contacts, medical & dietary needs, absence data school trip and sibling reports.</p> <p>To streamline the administration of the extended school services</p> <ul style="list-style-type: none"> Introduce School Comms to automate the extended school's booking system so parents can log in, book places and make payment online 	<p>All teaching staff have been trained in the use of SIMS and have access to SIMS in their classrooms. Effective systems are in place across the whole school.</p> <p>Smarter reporting by the administration team which meets all data requirements of the DfE in an efficient and cost effective way.</p> <p>Effective systems in place for booking and paying for extended school clubs</p>	TIO Admin Team SMT	<p>By October half term for training, registers and extended school bookings</p> <p>Other elements by July 2017</p>	<p>SIMs training £150 plus £10 per staff member</p> <p>TIO training in SMT meeting (free)</p> <p>£200 Yr 1 and £100 there after</p>	<p>Senior Management Team</p> <p>Admin Team</p>

<ul style="list-style-type: none"> Facilitate the use of childcare vouchers Increase the number of licensed users to communicate with parents <p>All children to have photographs on SIMS for all staff to access</p>	<p>All staff have access to children's photographs to identify children brought up in staff meetings.</p>			<p>CAPITA license £126</p>	
<p>Evaluation of Impact:</p>		<p>Governors Responsible: Pay & Personnel Committee – Kate Jarvis (Chair) Rob Withers (Finance Chair)</p> <p>Governing Body Key Tasks: Governors to ensure that administration staff are supported in order to streamline systems to effectively facilitate MAT expansion</p>			

Key Priority 7 – Maths

Target: To raise attainment in maths

Action to be taken	Intended Impact/Success Criteria	Person responsible	Timescale	Costs	Monitored by
<p>Raise attainment in LA maths groups and lower MA children and narrow the gap in attainment between the LA and other groups</p> <ul style="list-style-type: none"> Question by question analysis of the 2016 Maths SAT papers. Interview pupils in KS2 La, MA and HA groups to compare their attitudes and experience of maths Interview teachers of LA, MA and HA groups to compare their experiences and ascertain their views on streaming for maths Identify and visit different successful maths teaching settings (both streamed and not) Moderation training provided to ensure 	<p>Identify areas of weakness in terms of strands and skills</p> <p>Gain a clear understanding of the challenges faced by pupils and teachers in LA groups. This information used to create action points</p> <p>See works in both streamed and non-streamed classes and identify strategies that can be implemented at GMCS</p> <p>Teachers are able to moderate maths and feel confident that their</p>	<p>BK</p> <p>BK</p> <p>BK</p> <p>BK</p> <p>BK/DA</p>	<p>Sept 16</p> <p>Jan 17</p> <p>Jan 17</p> <p>Apr 17</p> <p>Jan Inset</p>	<p>n/a</p>	<p>Bruce Kirk SMT</p>

<p>accurate teacher assessment</p> <p>Embed the use of reasoning and problem solving maths work into our teaching with emphasis on children recording their on thinking and working</p> <ul style="list-style-type: none"> To lead staff training on developing reasoning & problem solving skills Reasoning and Problem Solving Day. The whole school to focus on reasoning and problem solving on specific day. Develop investigations and problem solving activities; emphasis on practical work which develop thinking skills and using and applying maths skills Teachers explicitly teach methods to solve problems, scaffolding tasks. Put together a database of Reasoning and Problem Solving resources (consider an external resources) Mathematical words to be included in spelling lists Problem Solving and Reasoning Week 	<p>teacher assessments are robust. Areas of concern are quickly identified</p> <p>All teachers feel confident to teach & develop reasoning & problem solving skills using a range of strategies</p> <p>Staff plan in real-life, open ended tasks on a regular basis (at least on Fridays), and continue to exploit cross-curricular opportunities.</p> <p>Children's work will include open ended tasks, opportunities for mathematical reasoning and good levels of challenge to ensure all children make at least good progress in maths.</p> <p>Children are secure with age related methods. Children's maths books will show clear progression of mental and written strategies over time</p> <p>Resource bank created and used regularly by staff</p> <p>Children's work will show a good understanding of maths vocabulary when solving problems and explaining their mathematical reasoning</p> <p>All children take part in cross-curricular activities where the focus is on problem solving and reasoning. Science, Literacy, Maths, DT, PSHEE, PE</p>	<p>BK</p> <p>Staff</p> <p>Staff</p> <p>BK</p> <p>Staff</p> <p>BK/Staff</p> <p>BK</p>	<p>Autumn/ Spring</p> <p>Oct 16</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring/Summer Term??</p>		
<p>Evaluation of Impact:</p>		<p>Governors Responsible: Rob Withers</p> <p>Governing Body Key Tasks: Termly visits into school by the governor responsible for Maths Regular meetings with Bruce Kirk (Maths Co-ordinator) Monitor termly progress data</p>			

Key Priority 8 – Music

Target: To increase children's participation in music and implement a clear progression of musical skills being taught throughout the school.

Action to be taken	Intended Impact/Success Criteria	Person responsible	Timescale	Costs	Monitored by
<p>Appointment of a music specialist raise the profile of music within the school community</p> <p>Develop music groups to include more instrumental ensembles and improve practical musicianship</p> <p>Establish links with The Misbourne to expose children to more experienced musicians and to explore gaining access to music technology resources e.g. Music tech students to record our pupil performances.</p> <p>To develop a planned progression of musical learning to ensure an improved skills sets throughout the school.</p> <p>Every child to experience performing a musical activity in front of an audience by the end of the year.</p> <p>Take part in musical festivals alongside other schools in both the local and wider community</p> <p>To develop the whole school curriculum map to include cross curricular music links</p>	<p>A wider variety of musical ensembles will be taught throughout the school e.g wind band and string chamber groups.</p> <p>Pupils are exposed to a higher level of musical skill to aspire to. Pupils are able to experience a wider range of more sophisticated resources.</p> <p>Pupils enjoyment of music is increased and the progression in abilities is clear.</p> <p>All pupils participate in musical performances</p> <p>Investigate opportunities to perform at venues such as the Albert hall.</p> <p>Increased musical activities</p>	<p>Rozalyn Thomson Caroline Taylor</p> <p>Emma Hulbert</p>	<p>Sept 2016</p> <p>Ongoing</p> <p>July 17</p> <p>Ongoing</p> <p>Ongoing</p> <p>As arranged</p> <p>Ongoing</p>		<p>SMT</p>
<p>Evaluation of Impact:</p>		<p>Governors Responsible: Davis Battman</p>			

	<p>Governing Body Key Tasks:</p> <p>Termly visits into school to see music lessons in action</p> <p>Termly meeting with Music Co-ordinator</p> <p>Attendance at musicalevents and performances throughout the year</p>
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