

Madley Brook CP School Development Plan End Of Year Report To Parents

What did we want to achieve in 2014-15?

At the beginning of the 2014-15 we reflected on a very busy previous year, which include the Ofsted “Good” judgement. This doesn’t mean it was a year of sitting back and keeping things as they were. We still of course aspire to be an “Outstanding” school and we’re constantly looking for how we can improve. Our plan for the year included the following main topics:

- Making sure all staff were effectively delivering the new curriculum
- Devising an efficient assessment system to go with this
- Continue the good teaching practices that have been established at all Key Stages
- Continue to improve on how we monitor teaching and share good practice
- Continue to improve writing throughout the school

So what did we do? And how well did we do it?

The 2014-15 plan was developed in September 2014 (following on from the previous year’s success). Staff and governors then evaluated progress against this plan at key points (Jan, March, June) during the year. On the following pages you will find a summary of our action plan – showing what we achieved. It’s quite a long report as we wanted to show you the many things that happened last year, so that you get a full picture of all the progress that has been made.

KEY: ✓ Fully achieved ● Partially achieved ■ Not achieved

Summing up

It has been a really successful year! Highlights were the success of our year of writing, introduction of a new handwriting scheme, embracing the New National Curriculum and in particular the challenge of assessment without levels. Again we have to say how pleased and proud we are to work as part of such a dedicated team, helping to improve the opportunities and outcomes for all Madley Brook children.

If you’re interested in seeing our 2015 Ofsted dashboard this will soon be released at <http://dashboard.ofsted.gov.uk>
(Currently showing the 2014 dashboard)

Teaching and Learning

Objective	Our targets	What we have done	Where next?
READING: Maintain good standards of reading	<ul style="list-style-type: none"> ✓ Foundation Stage, KS1 and KS2 all meet progress targets ✓ KS 1 meet attainment targets: 87% Level 2 or above , 49% Level 3 (exceeded target) ✓ KS 2 meet attainment targets: 90% Level 4 or above , 50% Level 5 (exceeded), 6% Level 6 (actual 3%) 	<ul style="list-style-type: none"> ○ Continued main strategies from last year: guided reading, Bug Club, Reading Challenge, World Book Day, a visiting author, Bookfeast, After-school club. ○ Reading Booster classes set up for Year 6 ○ Recruited & trained more volunteer readers ○ Introduced a 'Bug Club' club & successful lunch time 'Lunch Boox' Club with local volunteers 	<ul style="list-style-type: none"> ○ Develop buddy reading across the school – difficult timetabling ○ Further develop the use of the library to encourage a love for reading
SEN: Develop further the provision for SEN across the school	<ul style="list-style-type: none"> ✓ SEN pupils make at least expected progress in reading, writing and maths ✓ Pupil profiles provide high quality information additional support needed ✓ High quality of SEN intervention 	<ul style="list-style-type: none"> ○ Create new pupil profiles (replace IEPs) ○ Training for staff ○ Introduction of profiles to parents and pupils. ○ Adjusted TA timetables to focus SEN support ○ Shared observations and "learning walks" 	<ul style="list-style-type: none"> ➤ Monitor the impact of profiles ➤ Do more to monitor the impact of interventions
MATHS: Develop pupils maths problem-solving	<ul style="list-style-type: none"> ✓ Good maths progress across school ✓ Teachers are skilled at teaching and assessing the new curriculum ● Children experience maths for a real life purpose 	<ul style="list-style-type: none"> ○ Implement the new curriculum for maths ○ Teachers observing each other's Maths lessons ○ Online learning: Subscribed to Abacus service. ○ Increased linking of Maths to real life situations ○ Held a successful Puzzle Day 	<ul style="list-style-type: none"> ➤ Hold real life maths day ➤ Monitor assessment of new curriculum
WRITING: To achieve excellence in writing across the school	<ul style="list-style-type: none"> ✓ Year R: Number exceeding expected progress above 53% (now 67%) ✓ Meet KS 1 targets: 87% Level 2 or above, 7% Level 3 (exceeded both) ✓ Meet KS 2 targets: 90% Level 4 or above, 27% Level 5, 7% Level 6 (exceeded both) 	<ul style="list-style-type: none"> ○ Expert training for staff, and parent workshop ○ Held a 'World of Work Week' to experience writing in the work place and different genres. ○ Class blogging now regularly used ○ All children made a book ○ Letter writing: Falklands service personnel, French penpals ○ Shared good writing examples with local schools 	<ul style="list-style-type: none"> ➤ More use of the school newspaper ➤ Focus on Spelling Punctuation and Grammar (new NC) ➤ Keep Writing as a focus area for 2015-16
HANDWRITING:	<ul style="list-style-type: none"> ✓ Introduce cursive in Foundation Stage, once children can form letters correctly ✓ All children will join handwriting (or print clearly) by the time they leave KS1 ✓ Handwriting is clear, joined and legible for all children leaving KS2. 	<ul style="list-style-type: none"> ○ New school-wide handwriting scheme from Foundation (pre-writing activities) to KS2. ○ Set up new handwriting award for each class ○ Handwriting teaching timetabled at least 3 times a week for all classes <p>*Adapted target for KS1 as some children's learning would be hindered if insisted on cursive. Children now only start to join when they are able to form letters well.</p>	<ul style="list-style-type: none"> ○ Possibly include touch typing in curriculum. ○ Adapt our policy document to match our new approach and the new NC (less focus on joined) ○ Long term goal – children by the end of Year 4 will have neat legible joined handwriting.

Key:

- ✓ Fully achieved
- Partially achieved
- Not achieved – to carry forward

Leadership and Management

Objective	Our targets	What we have done	What next?
SUBJECT LEADERS: Develop further the role of subject leaders	<ul style="list-style-type: none"> ✓ All subject leaders have the capacity to cover their subject in full over the course of the week ✓ The profile of non-core subjects is raised 	<ul style="list-style-type: none"> ○ Adjusted part-time roles so that there is full subject coverage all week ○ All subject plans now stored centrally ○ Introduced a two year rolling programme of themed weeks. ○ Provided training and apprenticeship for some NQTs (for subject leadership in their 2nd year). 	<ul style="list-style-type: none"> ➤ Link governor work calendar and subject reviews so that non-core can be reviewed ➤ Provide mentoring and shadowing for remaining NQTs. ➤ Develop a “Themed weeks” year planner.
TEACHING QUALITY: Improve monitoring quality of teaching	<ul style="list-style-type: none"> ✓ All teachers are involved in learning walks ✓ “Learning walks” help raise the quality of teaching and learning ✓ Teaching Quality is at least good, with pockets of outstanding, across school 	<ul style="list-style-type: none"> ○ New monitoring programme introduced ○ Process for recording evidence established. ○ “Learning walks” now built into staff meeting time and involve all teachers ○ Learning walks proved better than traditional lesson observation in sharing good practice across all areas 	<ul style="list-style-type: none"> ➤ Build in more reflection time: staff meetings, coaching session & journals.
PERFORMANCE MANAGEMENT: Revise the new pay and appraisal policies	<ul style="list-style-type: none"> ✓ The Appraisal process reflects performance related pay procedures ✓ Teachers and TAs achieve targets 	<ul style="list-style-type: none"> ○ Adopted new Pay Policy ○ Teaching staff met required targets for appraisal 	
GOVERNOR DEVELOPMENT Develop further governor involvement in the school	<ul style="list-style-type: none"> ✓ All governors are able to commit time and skill to the role 	<ul style="list-style-type: none"> ○ All governors visited school and carried out at least one learning walk ○ Increased governor commitment to training ○ Each governor now has a specific link responsibility ○ Governors attend Witney Governor Collaboration group to make links with local schools 	<ul style="list-style-type: none"> ➤ Ensure governors are prepared for the new Inspection framework ➤ Ensure governor training remains a focus
GOVERNING BODY: To reconstitute the governing body	<ul style="list-style-type: none"> ✓ Governor knowledge increases ✓ The FGB is complete 	<ul style="list-style-type: none"> ○ Governing body reconstituted - current skills and views evaluated. New structure approved by LA. ○ Two new committees – i) Learning Teaching & Pastoral ii) Leadership, Finance & Community ○ Good involvement of staff at FGB meetings 	<ul style="list-style-type: none"> ➤ Consider how we can attract new governors ➤ Recruit one additional co-opted governor
EXTERNAL MODERATION: Join an external partner organisation	<ul style="list-style-type: none"> ✓ The school can accurately self-evaluate and set challenging pupil targets ✓ Senior leaders have high quality monitoring techniques 	<ul style="list-style-type: none"> ○ Decision made early on (following advice) to postpone this as we would be joining mid-year and not get good value ○ No external moderation last year. 	<ul style="list-style-type: none"> ➤ Consider external moderation required for next year and best solution. (We have appointed an external School Improvement leader for this year.)

Key:

- ✓ Fully achieved
- Partially achieved
- Not achieved – to carry forward

Curriculum Development

Objective	Our targets	What we have done	What next?
NC2014: Implement the new curriculum	<ul style="list-style-type: none"> ● Two year rolling “Creative Curriculum” programmes ensure full curriculum coverage. (2 year objective: Now in year B) ✓ All teachers are familiar and skilled at the new curriculum. ✓ Governors understand curriculum changes. ✓ Assessment systems are comprehensive and effective. 	<ul style="list-style-type: none"> ○ Year A of the new curriculum has gone well. ○ Created new assessment systems to match the new curriculum – reviewed with other schools ○ Updated plans for each subject implemented by all subject leaders ○ Subject changes summarised for governors 	<ul style="list-style-type: none"> ➤ Look at resourcing Year B which contains new topics ➤ Implement new assessment system ➤ Full Subject leaders reports to governors and subject policy documents updated ➤ Introduce “Values-based Education”
REPORTING: Improve communication with parents about their children’s progress (feedback from parent QA 2014)	<ul style="list-style-type: none"> ✓ New reports reflect the new curriculum ✓ Parent questionnaires show parents feeling better informed about their child’s progress. ✓ Formal reporting points increase from 3 to 5 a year. 	<ul style="list-style-type: none"> ○ Evaluated reports from other schools ○ Developed new format reports – with explanations for parents ○ Very positive feedback from parents ○ Reporting points now: 2 meetings, 1 interim written summary and 1 final full report 	<ul style="list-style-type: none"> ➤ Continue to respond to feedback
ASSESSMENT: Develop new systems of assessment for the new curriculum	<ul style="list-style-type: none"> ✓ Accurate recording of pupils’ attainment and progress across the curriculum ✓ Assessment systems are easy to use for teachers and subject leader monitoring ✓ Assessment systems in place across all subjects 	<ul style="list-style-type: none"> ○ Core (Maths, English, Science and computing): Assessment of core subjects established and already in use. ○ English now recorded as Reading, Writing, VGPS ○ Non-core: Assessment criteria set up ○ System for collecting assessment data established. 	<ul style="list-style-type: none"> ➤ Monitor implementation of new assessment systems ➤ Evaluate impact of higher SPG expected standards ➤ New Foundation Stage Baseline Assessment

Key:

- ✓ Fully achieved
- Partially achieved
- Not achieved
– to carry forward

Community Development

Objective	Our targets	What we have done	What next?
PARENT SUPPORT: Provide high quality curriculum information to enable parents to support their children at home	<ul style="list-style-type: none"> ● Parents have clear step by step guidance on how to support their children's learning and home learning at home 	<ul style="list-style-type: none"> ○ Survey parents to gauge what support they need for their child's learning ○ Well attended writing and eSafety workshops ○ Guidance for phonics and reading on website ○ Parents encouraged to use BugClub and Abacus (ActiveLearn) to support their children. ○ Updated school website to work better on mobile. 	<ul style="list-style-type: none"> ➤ Increase the curriculum support on school website ➤ Gather feedback from parents
CULTURAL AWARENESS: Ensure children are aware of the diverse population of the UK and the wider world through first hand experiences	<ul style="list-style-type: none"> ✓ Pupils are aware of their own and other's culture ● Pupils make a positive contribution as good community citizens 	<ul style="list-style-type: none"> ○ Now linked with a French primary school for penpals (Year 3 and 4) ○ More assemblies covering a range of different festivals from different religions. Cultural celebrations are still an area we need to improve ○ Children from a cross-section of year group visited Madley Park Care home to sing carols 	<ul style="list-style-type: none"> ➤ Celebrate local diversity: ask parents for input ➤ Set up a signing / singing choir with Springfield School – not in the plans for this year ➤ Madley Park community activities ➤ Look at new "British Values" and how they link with our curriculum
VOLUNTEERS: Recruit and train more volunteer readers	<ul style="list-style-type: none"> ✓ All children have access to support for reading 	<ul style="list-style-type: none"> ○ Coordination of volunteer readers improved. ○ More volunteers recruited and trained; we have a good and active group of volunteers. ○ Volunteers have had refresher training on confidentiality and safeguarding 	<ul style="list-style-type: none"> ○ We continue to recruit new volunteers

And for this year?

"Achieving excellence by challenging boundaries" is our school statement. We remain committed to developing the whole child; giving them a passion for learning and encouraging them to have limitless aspirations. The School Development Plan that we create every year underpins all of this. We held our School Development Planning meeting in September as usual involving all staff and governors. We've now set our targets for the year, and set out how we aim to achieve these. As mentioned in the newsletter we're targeting writing again, as a key development area, and establishing

a Values-based education system. We'll also be looking at embedding the new Computing curriculum and refocussing on our Sports development. It's December already now and progress on all of these is well underway!

We hope that you have found the report on our progress useful. If you have any questions or feedback, please do not hesitate to contact the Governors via the school office.