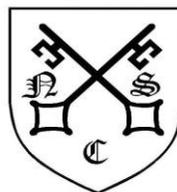


NUTFIELD CHURCH CE VA PRIMARY SCHOOL



School Priorities for Development 2016 - 2017 - Personal Development, Behaviour and Welfare
COMMUNITY, HOPE, PEACE, LOVE, GRACE, JOY

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| | Requires Improvement → Good → Outstanding |
| Summary findings from Ofsted report November 2015 | <p>The school's work to promote pupils' personal development and welfare is good. Pupils are keen to do well, sometimes relishing the challenge when stretched. They take a real pride in their work, making sure they are careful with their handwriting and presentation. Pupils embrace the range of opportunities that the school has to offer. During the inspection, they participated enthusiastically in the special sports event to celebrate a recent award. Pupils have a good understanding of how to keep themselves healthy through diet and exercise. There is a strong awareness of bullying. Pupils have a good understanding of issues surrounding bullying and that over the last year, it was dealt with well. School documentation supports pupils' views. The majority of parents agree, although a small minority of parents still lack confidence in this area. Pupils consistently told inspectors that they feel safe in school and their above-average attendance and conduct, both inside and outside would support this. Pupils are actively encouraged to discuss any concerns, for example through talk time boxes' 'or with the learning mentor. Pupils learn well how to keep themselves safe and this is given a high priority. During the inspection, Year 6 children were learning how to ride their bikes safely on the road and the school was hosting a workshop for parents about e-safety and keeping children safe online.</p> |
| The Current Situation | <p>Behaviour is very good throughout the school. The atmosphere coming into and exiting the school is now consistently calm. Low level disruption continues to be very closely monitored through our behaviour targeting in each class. Consistent systems, now in their second year and embedded, show pupils awareness of the higher expectations brought in since 2014/15. Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are now extremely rare. Staff have repeatedly reviewed the behaviour policy and have focussed on elements of outstanding. Behaviour continues to be analysed half termly. School Council has recently been appointed and questionnaires have been developed to assess pupil and parent views on behaviour.</p> <p>Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. Safeguarding continues to have a very high priority with the Headteacher and named Governor meeting half termly to review the Safeguarding audit and action plan. New safeguarding guidance and policies are in place and all Governors are aware of the amendments and their implications. All staff have been updated on new Safeguarding guidance and have received positive touch and Safeguarding training. The new learning mentor employed in 2014/15 has been employed to work with vulnerable and Disadvantaged Pupils. In addition the school continues to have safeguarding and pastoral issues as standing items on all staff and leadership meetings. Our focus on behaviour and safety remains high as we enter a new term. One of our governors</p> |

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| | <p>takes special leadership of Behaviour and Safety and is involved in determining future actions for safeguarding. Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. Attendance is currently 96.76%. In September 2015/16 a focus on a School stake-holder Anti-Bullying group, made up of parents, staff, governors and pupils meets once per term and all are involved in ensuring The Nutfield Peace Makers' Charter is fulfilled. Pupils have worked very hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. School Council created their own anti bullying film, wrote a peace charter and wrote their own anti bullying policy which works alongside the school's own policy. We have been awarded the silver Anti Bullying Charter Mark and are aiming with our School Council to achieve the Gold award. Much of this work embeds current practice as well as including parents and others in our work in school.</p> |
| <p>Personal development, behaviour and welfare objectives – September to July</p> | <p>1: Christian Culture and Expectations a: Distinctively Christian values are made explicit and are deeply embedded in the daily life of the school. All members of the school community articulate the distinctively Christian characteristics of the school's values and the significant impact they have on the daily lives and achievements of learners. b: Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. c: Pupils' conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p> |
| | <p>2: Curriculum Development a: Learners are inspired by R.E and learn exceptionally well. They develop and apply a wide range of higher level skills to great effect in their enquiry, analysis, interpretation, evaluation and reflection of their understanding of the impact of religion on believers. b: Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. c: Pupils are able to explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. d: They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. e: Pupils' spiritual, moral, social and cultural development equips them to be reflective, caring and active citizens in school and in wider society.</p> |
| | <p>3: Pupil Improvement a: Learners have regular opportunities to engage in high quality experiences that develop a personal spirituality. They are passionate and confident to express their thoughts and views in considerable depth through a rich variety of styles and media. b: Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. c: For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</p> |
| | <p>4: Financial Management: a: Governors to ensure senior leaders are held stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding,</p> |

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| | <p>5: Safeguarding</p> <p>a: Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>b: Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</p> <p>c: Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</p> <p>d: Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p> <p>e: The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> | | |
| Leaders: | SLT - Imogen Woods (HT) Anna Morris (DHT) and Philippa Assender (Bursar) Governors - Vicky Wool (C of G) Serena Fowler (C of TL&A) Sam Nicholls (C of L&M) | Reviewed: To be reviewed: | September 2016 March 2017 |

| Specific objectives (Specifically what we want to achieve) | Actions (What we need to do to make it happen) | Success Criteria (What will the impact be?) | Resources (human, financial & timescale) | Monitoring (Sources of evidence to show progress) | Evaluation of Impact |
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| 1: Christian Culture and Expectations | | | | | |
| a: Distinctively Christian values are made explicit and are deeply embedded in the daily life of the school. All members of the school community articulate the distinctively Christian characteristics of the school's values and the significant impact they have on the daily lives and achievements of learners. | Mission, aims and values are shared with all staff including new staff Values focus each half term celebrated through class lessons and whole school collective worship Values visible through homework letters and HT's newsletter Community events Induction of new staff re. culture and expectations and how to live the values | The school's Christian values are evident in the aims of all school policies, in induction information for new pupils, parents, staff and governors, and promoted in displays around school and within classrooms. | Middle Leaders' time Staff Meetings to review behaviour analysis, Governor monitoring visits | Middle Leaders' and Governor monitoring SLT review of actions School Council Meetings | |

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| <p>b: Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p> | <p>Pupil Voice through Middle Leader cycle School Council Questionnaire responses</p> | <p>90+ pupils to respond positively to their key curriculum areas. 90%+ show a sense of pride in their school.</p> | <p>Middle Leaders' time Staff Meetings to review behaviour analysis</p> | <p>Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings</p> | |
| <p>c: Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p> | <p>Behaviour Reviews undertaken half termly in line with low level disruption focus Half termly Behaviour walks by SLT Anti-Bullying Stake-holder group termly meetings Lunchtimes are monitored and regular meetings held with MDMS</p> | <p>Low level disruption to be analysed and seen to be 'extremely rare'. Pupils to show an awareness of the school's expectations of behaviour and conduct.</p> | <p>Middle Leaders' time Staff Meetings to review behaviour analysis, Governor monitoring visits Learning Partner reviews</p> | <p>Middle Leaders' monitoring SLT reviews of Middle Leaders' actions School Council Meetings</p> | |
| <p>2: Curriculum Development</p> | | | | | |
| <p>Learners are inspired by R.E and learn exceptionally well. They develop and apply a wide range of higher level skills to great effect in their enquiry, analysis, interpretation, evaluation and reflection of their understanding of the impact of religion on believers.</p> | <p>Showing of relevance of subject to all and to life now and in the future. Teachers who have a passion for the subject and give a value to it, sharing this with the pupils. Rich and varied programme of learning opportunities. Real experiences through learning from people of faith within the school community, local community, wider community, use of religious artefacts, visitors, visits, etc. Higher level skills encouraged and expected to be used</p> | <p>90+ pupils to respond positively to their key curriculum areas. 90%+ show a sense of pride in their school.</p> | <p>Peer Review (March) Middle Leaders' time Staff Meetings to review behaviour analysis, Governor monitoring visits Learning Partner reviews</p> | | |

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| | <p>within the learning of pupils in RE lessons.</p> <p>Awareness of how personal faith is and of the impact a person's faith has on them.</p> | | | | |
| <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p> | <p>PSHE curriculum to show elements of Health Eating and fitness. Healthy Schools award to be maintained. Philosophy lessons to show evidence of discussion around mental well-being. Values to support educational concepts of well-being (Peace, Grace and Community)</p> | <p>PSHE curriculum to show elements of economic wellbeing, careers and preparations for the world of work. Y6-7 transition days and curriculum units to be developed with prime feeder schools.</p> <p>Continue to liaise with CAMHS and bereavement services as well as Learning Mentor and Home School Link Worker</p> | <p>Middle Leaders' time Staff Meetings to review behaviour analysis Staff meeting focussing on PSHE and well-being X3 per year.</p> <p>SLT work with the subject leader to ensure active focus in curriculum (KS2).</p> | <p>Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings</p> | |
| <p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being.</p> | <p>PSHE curriculum to show elements of Healthy eating and fitness Healthy Schools award to be maintained Philosophy lessons to show evidence of discussion around mental well being Values to support educational concept of well-being (Peace/Grace and Community)</p> | <p>Pupils able to articulate these objectives through Pupil Voice questionnaire and School Council surveys.</p> | <p>Middle Leaders' time Staff Meetings to review behaviour analysis Governor monitoring visits Learning Partner reviews</p> | <p>Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings</p> | |
| <p>They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p> | <p>PSHE and Deeper Thinking Curriculum to show evidence of understanding healthy relationships Continue Safeguarding training, Inclusion team and DDSL team.</p> | <p>Pupils able to articulate these objectives through pupil voice, questionnaires and surveys.</p> | <p>Middle Leaders' time Staff Meetings to review behaviour analysis Governor monitoring visits Learning Partner reviews</p> | <p>Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings</p> | |

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| Pupils' spiritual, moral, social and cultural development equips them to be reflective, caring and active citizens in school and in wider society. | PSHE and Deeper Thinking Curriculum to show evidence of awareness of citizenship Reflection areas to show aspects of community and wider society. | Pupils able to articulate these objectives through pupil voice, questionnaires and surveys. | Middle Leaders' time Staff meeting focussing on PSHE and well-being X3 per year. SLT to work with Middle Leaders to ensure active focus in curriculum (KS2). | Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings Faith Team Meetings | |
| 3: Pupil Improvement | | | | | |
| Learners have regular opportunities to engage in high quality experiences that develop a personal spirituality. They are passionate and confident to express their thoughts and views in considerable depth through a rich variety of styles and media. | Daily Collective Worship At least half termly P4C sessions Whole school P4C training in house Reflection opportunities for children build into each day | Children contribute /lead collective worships Children express their thoughts and ideas following a P4C/debate format Children are able to build on what others have said | SLT / Governor monitoring of Collective Worship Staff training –P4C SLT monitoring of Deeper Thinking | SLT / Governor monitoring of Collective Worship Staff training –P4C SLT monitoring of Deeper Thinking | |
| Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. | PSHE and Deeper Thinking Curriculum to show evidence of understanding healthy relationships Continue Safeguarding training, Inclusion team and DDSL team. | Pupils able to articulate these objectives through pupil voice, questionnaires and surveys. | SLT/Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCO and class teacher to ensure rapid progress. | Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings | |
| For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained. | PSHE and Deeper Thinking Curriculum to show evidence of awareness of citizenship Reflection areas to show aspects of community and wider society. | Pupils able to articulate these objectives through pupil voice, questionnaires and surveys. | SLT/Middle Leaders to analyse data X1 per half term Intervention groups data to be shared with SENCO and class teacher to ensure rapid progress. | Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings | |

| 4: Financial Management | | | | | |
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| Governors to ensure they hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. | DP Governor to continue to work with the HT and ADHT to meet termly Build on work from consultant N Bishop (DP Governor trainer to decide an action plan for intelligent spending) | Governors to be able to measure impact of DP funding through attainment. DP to be at least in line with National Average and where behind expected progress or attainment gaps are closing rapidly. | Bursar and key Governor review time DP champion to work with SLT and DP Governor to review spending termly. | Termly reviews re spending with Bursar. Inclusion team to monitor attainment and progress against spending, with bursar. | |
| 5: Safeguarding | | | | | |
| Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. | -School to offer training for parents in online safety -Curriculum development in computing to have unit of safety fully embedded. | All staff trained in safeguarding updates DSL/DDSL team to meet monthly and train all teacher and TAs Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies | Half Termly Governor Monitoring Bursar and Headteacher meetings reviewing Monthly finance | Safeguarding Governors' monitoring Computing Leader time SLT reviews of Middle Leaders Actions School Council Meetings | |
| Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. | -School Council to continue work from School Councils (2015/16) to develop policy and practice. -School to achieve Gold Mark Anti-Bullying charter Mark (July 2017/Autumn 17/18) | DSL/DDSL team to meet monthly and train all teacher and TAs Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies | Bursar and Headteacher / SLT meetings reviewing Monthly finance | Safeguarding Governors' monitoring Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings | |
| Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. | -School Council to continue work from School Councils (2015/16) to develop policy and practice. School to achieve Gold Mark Anti-Bullying charter Mark (July 2017/Autumn 17/18) | DSL/DDSL team to meet monthly and train all teacher and TAs Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies Termly meetings with EWO and HSLW. | DSL/DDSL meetings SLT meetings Middle Leaders' and staff meetings | Safeguarding Governors' monitoring Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings | |
| Staff and pupils deal effectively with | School Council to continue | DSL/DDSL team to meet | DSL/DDSL meetings | Safeguarding | |

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| the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. | work from School Councils (2014/15) to develop policy and practice. School Council to meet with ADHT each month. -School to apply for Anti-Bullying charter Mark (Sept/Oct 2015) | monthly and train all teacher and TAs Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies Termly meetings with EWO and HSLW. | SLT meetings Middle Leaders' and staff meetings | Governors' monitoring Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings Staff Meeting Behaviour reviews | |
| The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. | - Learning mentor to lead on use of talk time boxes. -Pupils to be aware of the steps to communicate any concerns to teachers/staff - Parents to be actively encouraged to speak directly to staff and Headteacher - Family Fridays to encourage parental engagement to access school and curriculum. | All staff trained in safeguarding updates DSL/DDSL team to meet monthly and train all teacher and TAs Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies | School Action Groups DSL/DDSL meetings SLT meetings Middle Leaders' and staff meetings | Safeguarding Governors' monitoring to include Parent Evening surveys Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings Staff Meeting Behaviour reviews | |
| They trust leaders to take rapid and appropriate action to resolve any concerns they have. | - Learning mentor to lead on use of talk time boxes. -Pupils to be aware of the steps to communicate any concerns to teachers/staff - Parents to be actively encouraged to speak directly to staff and Headteacher - Family Fridays to encourage parental engagement to access school and curriculum. | DSL/DDSL team to meet monthly and train all teacher and TAs Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies All staff to use record of concern forms if needed and report to DSL/DDSLs | HT led School Action Groups (X1pm) DSL/DDSL meetings SLT meetings (X1pm) Middle Leaders' and staff meetings | Safeguarding Governors' monitoring to include Parent Evening surveys Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings Staff Meeting Behaviour reviews | |