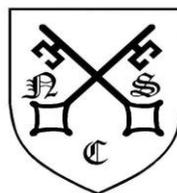


NUTFIELD CHURCH CE VA PRIMARY SCHOOL



School Priorities for Development 2017 – 2018 - Inclusion

COMMUNITY, PEACE, WISDOM, HOPE, DIGNITY, JOY

	Requires Improvement → Good → Outstanding
Summary findings from Ofsted report November 2015	<p>Teachers expect pupils to work hard. Pupils are keen to do well and rise to these expectations. Their work across subjects is of a good quality and there is clear evidence that their learning is moving forward well, including those working hard to catch up with their peers. Most parents believe that their children are taught well.</p> <p>The extensive, good-quality work in pupils' books and the school's assessment information show that current pupils, including the most able, are making good progress and doing well in a broad range of subjects.</p> <p>Work in the books of disadvantaged pupils reflects the same high expectations as for all pupils. Where pupils are behind their peers, these gaps are identified and targeted. Taking the full range of evidence into account, these pupils typically make at least similar progress as their peers and sometimes better progress.</p> <p>Pupils with special educational needs make good progress in line with other pupils. Several parents of children with special educational needs particularly praised the school's work in this area. By the time that they leave, the gaps between the levels reached by these pupils and all pupils nationally are smaller than average.</p>
The current situation	<p>The substantive Headteacher has been in place since 2014/15 which was half way through the last (RI) inspection cycle. The school has moved to 'Good' in all areas and safeguarding was judged as effective. The senior leadership team work closely and are highly effective, relentlessly pursuing excellence. Middle Leaders for Maths, English and SIAMS make the Middle Leaders team. RE is a significant part of the Middle Leader cycle of monitoring; it is led by the Headteacher and a team approach. Relentlessly positive staffing has continued the work and the now considerable enthusiasm of staff has made a significant impact on the atmosphere of the school. A new curriculum model initiated in 2014/15 is now fully</p>

	<p>embedded. The four key principles of Core, Knowledge and Understanding, Expressive Arts and Deeper thinking are well established as are the ‘bolt-ons’ for each area. These ‘bolt-ons’ are: standards, outside learning, performance and exhibitions and Philosophy. We aim that these be woven throughout the curriculum. A good deal of thought has been given to how British Values can be incorporated in to our six key values, PSHE and Philosophy 4 Children as well as throughout the curriculum. The financial planning of the school is secure. Governors are now taking a key role alongside the SLT to consider issues of spending allocation for ‘Disadvantaged pupils’ and Sports’ Premium. Governors and SLT are ambitious to ensure spending is intelligent. This has been done by adding a key Governor, increasing monitoring through Outcomes meetings as well as planning in external consultancy work. The school has further improved communication through a range of new systems and structures between office and teaching staff. In addition the Headteacher has initiated parent workshops for EGPS, SATS and Phonics. Training sessions such as Phonics, KS1 SATS, KS2 SATS and Internet Safety Parent advice groups are held regularly. There has been a culture shift in the school relating to behaviour and standards of presentation of uniform and learning. There has also been a significant change in the expectations and accountability of teachers. The Headteacher has introduced the need for teamwork and a sense of ‘drive and energy’ has been noted by learning partners. Our recent Ofsted report (Nov 15) and the notes of visits from a Supported Peer Review (March 16) consistently refer to the cultural changes across the school. Much of the recent Ofsted report refers to the impact leaders have made in a short space of time. Recent results show significant improvements across the board. A special mention from Nick Gibb (MP) has been received following 2015/16 phonics results of 97%. These results were maintained in 16/17 with 97%. KS1 and KS2 results are now consistently above Surrey and National figures in Reading, Writing and Maths. Key Stage 2 results are also above national and above Surrey. This two year trend secures the school and evidences it as on the journey to Outstanding within this academic year.</p>
<p>Leadership and Management Objectives</p>	<p>1: Culture and Expectations</p> <p>a: The Christian character and values of the school have a significant impact on the spiritual, moral, social and cultural development of all learners.</p> <p>b: Leaders continue to set high expectations of pupils and staff and create whole school systems and procedures which are consistent and clearly communicated, including with regard to attendance and punctuality.</p> <p>c: Teachers are determined that pupils achieve well and pupils love the challenge of learning and are resilient to learning</p> <p>d: The progress across the curriculum of DP and SEN pupils matches or is improving towards that of other pupils with the same starting points.</p> <p>e. Develop positive links for parents and families.</p> <p>2: Curriculum Development</p> <p>a. Leaders to embed SMSC through whole school curriculum with a focus on PSHE and Philosophy 4 Children.</p> <p>b. All children are able to flourish through the development of an innovative curriculum of a high standard which incorporates opportunities for deeper thinking, outdoor learning and experiences through visits and visitors.</p>

	<p>3: Pupil Improvement</p> <p>a: Leaders and Governors to be ambitious for all pupils and promote improvement effectively. Ensure that the secure improvement in disadvantaged pupils' progress continues to rise in English and Mathematics.</p> <p>b. EYFS: 90%+ of pupils achieving GLD. Y2: 96% of pupils to achieve age-expectation in English and Maths, 100% of DP and 75% of SEN children to achieve age expectation. Y6: 86% of pupils to achieve age-expectation in English and Maths, 100% of DP and 75% of SEN children to achieve age expectation.</p>		
	<p>4: Financial Management</p> <p>a. 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. Governors to hold leaders to account for the effective spend of Sports Premium with particular focus on DP, able and vulnerable groups.</p> <p>b. Inclusion lead to meet termly with the bursar and head to ensure innovative and effective use of spending, with particular regard to DP and SEN pupils.</p>		
	<p>5: Safeguarding</p> <p>a. Ensure Safeguarding is effective. Building on existing good practice initiated in 2014/15.</p> <p>b. Leaders and staff to take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.</p> <p>c. Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</p>		
Leaders:	SLT- Imogen Woods (HT) Anna Morris (DHT) and Philippa Assender (Bursar) Serena Fowler and Sam Nicholls Co Chairs of Governors	Reviewed: To be reviewed:	September 2017 March 2018

1: Culture and expectations					
Specific objectives	Actions	Success Criteria	Resources	Monitoring	Evaluation of Impact
The Christian character and values of the school have a significant impact on the spiritual, moral, social and cultural development of all learners.	<p>Incorporate Christian values as part of teachers' planning (link to SMSC box in planning formats).</p> <p>Dovetail PSHE planning as above.</p> <p>Develop systematic and regular approach to Pupil Voice (in addition to R.E Pupil Voice) which feeds back as part of evaluation cycle for Adult and Child led Faith Teams.</p> <p>Use Parent Questionnaires (include newly added Qs 13 and 14 relating to Church Schools and Christian ethos)</p>	<p>Planning for SMSC opportunities is established and understood by all staff.</p> <p>Pupil Voice strategy created which denotes all Pupil Voice opportunities around the school.</p>	<p>HT/SLT meetings</p> <p>Staff meetings</p> <p>Adult Faith Team (review and evaluate progress against targets termly)</p>	<p>SLT notes/minutes</p> <p>Staff Meeting minutes</p> <p>Governor Meeting minutes</p> <p>Faith Team minutes</p> <p>See monitoring and evaluation proformas (Governors)</p>	See Faith Team minutes and Governor SIAMS monitoring
<p>Leaders continue to set high expectations of pupils and staff and create whole school systems and procedures which are consistent and clearly communicated. including with regard to attendance and punctuality.</p> <p>Embed 2016/17 focus (Middle Leaders</p>	<p>Focus 2017/18 Leadership Development Plan</p> <p>Agreed formats and standards for planning to be used consistently.</p> <p>Curriculum mapping shared with staff team and available on school website</p>	<p>All teachers to follow curriculum timetable (10% RE time)</p> <p>Standards consistently monitored</p> <p>Middle Leaders' cycle to support teachers</p> <p>All Governors will be able to discuss areas of attainment and targeting in detail.</p>	<p>Middle Leaders' time (HLTA cover)</p> <p>FGB</p> <p>Governor Training</p>	<p>Middle Leaders' actions evidence half termly</p> <p>Governor monitoring</p>	

<p>and Governors).</p>	<p>Clear monitoring cycle from Leadership plan – to be shared with all staff</p> <p>Chair of Governors and Headteacher to arrange data training for all Governors through Outcomes monitoring.</p> <p>Build on the school’s strategic approach to CPD for all teaching staff through the third year of the Leadership Development Program.</p> <p>Monthly meetings between Inclusion Lead and HSLW</p> <p>Annual target setting by HT and EWO.</p> <p>Annual meeting between HT/HSLW/EWO</p> <p>Half termly TA staff meetings</p>	<p>Middle Leaders are monitoring and maintaining deadlines each half term</p> <p>Data is produced and analysed regularly to share with senior leaders and governors</p> <p>Leadership in all subject areas is established</p> <p>Attendance to reach target of at least 97%.</p> <p>A systematic approach to ensuring that Teachers and TA’s are regularly trained in aspects of specific learning needs as well as behaviour and safeguarding.</p>			
<p>Teachers are determined that pupils achieve well and pupils love the challenge of learning and are resilient to learning.</p>	<p>Targeted CPD development through the CPD Leadership plan</p> <p>Develop strategies and systems to build the leadership capacity in others.</p> <p>Self/Directed Tasks carried out half termly</p> <p>Middle Leaders to carry out</p>	<p>Greater independence shown by Middle Leaders</p> <p>DHT and middle leaders will be aware of their ability to support the HT in their leadership roles and to shoulder responsibility as well as making strategic decisions.</p>	<p>Leadership Plan</p> <p>HLTA cover</p> <p>Staff Meeting time for feedback and analysis</p>	<p>Middle Leaders to give feedback to Governors through Middle Leader interviews</p> <p>Peer Review findings/report 15/16 & 16/17.</p> <p>Middle Leader</p>	

	regular Pupil Voice School Council embedded			reflections/notes and reports	
The progress across the curriculum of DP and SEN pupils matches or is improving towards that of other pupils with the same starting points.	Termly Pathway Plan Meetings between SENCo and individual teachers SENCO to attend SENCO network meetings termly Appraisals to raise the profile of DP and SEN children Termly Intervention monitoring INSET training around Dyslexia Monthly Inclusion meetings	DP and SEN children are making rapid and sustained progress and the gap between Teachers and Pupils are appropriately sign posted to appropriate support and services. Interventions are short and impactful and children are making rapid progress to close the gap. Teachers are empowered to recognise traits of dyslexia and to teach dyslexic children effectively	HLTA cover Inclusion Lead monitoring time Learning Mentor meeting time Surrey LLS to lead INSET training	Pupil Progress Meetings Lesson Observations Intervention Monitoring	
Develop positive links for parents and families.	Continue to work with parents to build on the now existing confidence in the school by incorporating parent and school links. Parent Meetings and consultations to be offered Extended SEN parents' meetings offered Workshops for EYFS, Phonics, KS1 and KS2 SATS	Clear and open dialogue between staff and parents Parents have a good understanding of the expectations for their child's year group and feel confident and calm.	Headteacher led tours for groups New parent induction meetings Staff led groups Volunteers project (X2 models)	Minutes from meetings Review of handouts/support materials	

2: Curriculum Development

<p>Leaders to embed SMSC through whole school curriculum with a focus on PSHE and Philosophy 4 Children.</p>	<p>Develop SMSC across each curriculum area</p> <p>Complete new PSHE curriculum</p>	<p>Adult Faith Team and PSHE leader to meet to plan in SMSC to fit alongside PSHE curriculum.</p> <p>Whole school PSHE curriculum Overview to be completed and shared with whole staff</p>	<p>Headteacher led groups</p> <p>Middle Leader monitoring (HLTS cover)</p>	<p>SMSC clear across all planning.</p> <p>Reports from subject leaders</p>	
<p>All children are able to flourish through the development of an innovative curriculum of a high standard which incorporates opportunities for deeper thinking, outdoor learning and experiences through visits and visitors.</p>	<p>Investigate the feasibility of a school farm, introduced in stages, beginning with class pets.</p> <p>Planning to include visits and visitors every half term.</p> <p>Teachers to ensure opportunities to for children to learn outdoors, including themed days and paperless days.</p> <p>P4C to continue to be taught each half term and higher level Socratic questioning to be promoted across all areas of the curriculum.</p> <p>Sport and Music opportunities to continue to be available during school time and through extra-curricular clubs and achievement s are celebrated through weekly Praise</p>	<p>A system is established where allocated classes are assigned a pet to look after.</p> <p>Children to regularly enjoy visits and visitors and have weekly access to outdoor provision.</p> <p>Sport and Music are championed and children are encouraged to achieve in these areas regardless of their academic ability.</p>	<p>Travel and cost for visits</p>	<p>Reports from subject leaders</p> <p>Middle Leader and SLT monitoring</p> <p>Feedback from parents</p>	

	Collective Worship and end of year concert. Bespoke intervention for				
3: Pupil Improvement					
Leaders and governors to be ambitious for all pupils and promote improvement effectively.	Continue to hold termly Pupil Progress Meetings ensuring end of year expectations are on track Ensure that the secure improvement in disadvantaged pupils' progress continues to rise in English and Mathematics Bespoke interventions for MA pupils (4 year plan) to enable most able to achieve their full potential.	In all classes 85-90%+ to meet end of year expectations 20%+ to exceed end of year expectations Data to show DP pupils attain end of year expectations and where specific interventions are given to show exceeding progress. 100% of MA children to achieve Greater Depth in KS2 SATS.	FGB Committee meetings Inclusion team to include DP champion X1pw Inclusion meetings X1pm	Governor monitoring visits Termly Assessment meetings	
EYFS: 90% of pupils achieving GLD. Y2: 96% of pupils to achieve age-expectation in English and Maths, 100% of DP and 75% of SEN children to achieve age expectation. Y6: 86% of pupils to achieve age-expectation in English and Maths, 100% of DP and 75% of SEN children to achieve age expectation.	Continue to hold termly Pupil Progress Meetings ensuring end of year expectations are on track CPD for class teacher new to role Termly Pathway Plan meetings with SENCo to ensure any gap is closing Learning Mentor to work with specific children, including DP and SEN to move towards completely closing the gap in	Children make consistently high rates of progress in relation to their starting points. Almost all children, including SEN and DP pupils make sustained and substantial progress. The gap to be closed completely in every class and all pupils achieve their potential.	HT/SLT meeting time Middle Leader monitoring Inclusion meetings X1pm	Termly Assessment meetings	

	response to discussion in monthly inclusion meetings.				
4: Financial Management					
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. Governors to hold leaders to account for the effective spend of Sports Premium with particular focus on DP, able and vulnerable groups.	DP Governor to continue to work with the HT and DHT to meet termly	Governors will continue 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.	
Inclusion lead to meet termly with the bursar and head to ensure innovative and effective use of spending, with particular regard to DP and SEN pupils.	Inclusion lead to meet termly with the bursar and head	SLT will continue to be able to measure impact of DP and SEN funding through attainment. DP and SEN 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 DP and SEN spending termly.	Termly reviews re spending with Bursar. Inclusion team to monitor attainment and progress against spending, with bursar.	

5: Safeguarding

Ensure Safeguarding is effective. Building on existing good practice secured in 2015/16.

Maintain a culture of vigilance 'It could happen here'

HT and newly voted, Key Governor to hold half termly meetings. DSL/DDSL meetings to be held monthly

Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour or prejudice-based bullying. Leaders, staff and pupils do not tolerate prejudiced behaviour.

Safeguarding and Pastoral Update are standing items on the weekly staff meeting agenda

Staff and pupils are working towards the Anti-Bullying Gold Charter mark

Letter system embedded, led by HSLW and supported by HT and EWO where a bridging letter is issued from one term to the next where persistent absenteeism has not stopped.

All staff trained in safeguarding updates

DSL/DDSL team to meet monthly and train all teacher and TAs

All governors, DDSLs and teachers to undertake Prevent Strategy training

Behaviour policy to be linked to 'Valuing All God's Children' – all staff trained in homophobic and transgender, bullying

All stake-holders work actively together to prevent bullying and any incidents are dealt with swiftly and effectively.

The school has an attendance of more than 97%.

Old Governor to train new Safeguarding Governor to ensure no gaps in process

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

<p>Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.</p>	<p>Learning mentor to be part of DDSL and Inclusion teams</p> <p>DSL and DDSLs to receive new training DDSL protocol to be agreed</p> <p>CP list to be reviewed</p> <p>DSL/DDSL meetings to be held monthly</p>	<p>All staff trained in safeguarding updates</p> <p>DSL/DDSL team meet monthly and train all teacher and TAs</p> <p>Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies</p>	<p>Half Termly Governor Monitoring</p> <p>Bursar and Headteacher meetings reviewing Monthly finance</p>	<p>Safeguarding Governors' monitoring</p> <p>Computing Leader time</p> <p>SLT reviews of Middle Leaders' Actions</p> <p>School Council Meetings</p>	
<p>Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</p>	<p>HT to ensure that all staff receive regular training in safeguarding. Safeguarding is included in all staff and TA meetings and is present on all governor meetings and monitoring visits.</p> <p>PSHE curriculum to be further developed to include issues such as radicalisation and extremism.</p> <p>HT to ensure that all staff understand the Prevent Duty and its implications for educational settings</p>	<p>PSHE curriculum reviewed to include unit on radicalisation (Y7 RE transition unit)</p> <p>All staff trained in safeguarding updates</p> <p>DSL/DDSL team to meet monthly and train all teacher and TAs</p> <p>Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies.</p> <p>HT to regularly refer staff to Prevent Strategy materials (see staff meeting minutes)</p>	<p>Safeguarding Governors' monitoring</p> <p>Computing Leader time</p> <p>SLT reviews of Middle Leaders' Actions</p> <p>School Council Meetings</p>	<p>Half Termly Governor Monitoring</p> <p>Bursar and Headteacher meetings reviewing Monthly finance</p>	