

NUTFIELD CHURCH CE VA PRIMARY SCHOOL



School Priorities for Development 2018 – 2019 - Personal development, Behaviour and Welfare

COMMUNITY, PEACE, WISDOM, HOPE, DIGNITY, JOY

	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>
Summary findings from SIAMS report April 2018	<p>Through the loving Christian ethos of Nutfield Church School pupils flourish and are challenged to 'live life in all its fullness' as the vision declares. As a result standards are above local and national levels. Attendance is high at 97%. All are welcomed regardless of race, religion or culture. Each pupil is known and greatly valued as an individual and seen as precious in the eyes of God. 'At Nutfield Church Primary, we are all different and we like it that way' attests the Peace-Makers' Charter. Because of this the whole child is supported according to their needs with interventions in place to encourage personal and academic development and well-being. For example, bereavement artwork consoles those who have lost loved ones. Determined and imaginative strategies are employed. Solutions are found no matter how challenging the circumstances. The school's core values of community, peace, wisdom, hope, dignity and joy interlink and bind the school community together.</p>
Personal Development,	<p>1: Culture and Expectations</p> <p>a) Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of</p>

Behaviour and Welfare objectives	<p>their achievements and of their school.</p> <p>b) 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>2: Curriculum Development</p> <p>a) Pupils to 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>b) 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>c) They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p> <p>d) To further develop the curriculum to ensure pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p> <p>e) The school has clearly identified opportunities throughout the curriculum for addressing anti bullying issues.</p>		
	<p>3: Pupil Improvement</p> <p>a) Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view.</p> <p>b) 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>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.</p>		
	<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> <p>f) The school is working towards achieving the Surrey anti-bullying Charter Mark Gold award.</p>		
	Leaders:	SLT- Imogen Woods (HT) Anna Benjamin (DHT) and Philippa Assender (Bursar)	Reviewed: To be reviewed:

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 (What impact have we had, what next?)
1: Culture and expectations					
a: 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.	Pupil Voice through Middle Leader cycle School Council Questionnaire responses	90%+ pupils to respond positively to their key curriculum areas. 90%+ show a sense of pride in their school.	Middle Leaders' time Staff Meetings to review behaviour analysis	Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings	
b: 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.	Behaviour Reviews to be undertaken half termly in line with low level disruption focus	Low level disruption to continue to be seen to be 'extremely rare'. Pupils to show an awareness of the school's expectations of behaviour and conduct.	Middle Leaders' time Staff Meetings to review behaviour analysis Governor monitoring visits	Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings	
2: Curriculum Development					
a: Pupils to 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.	PSHE curriculum to incorporate economic wellbeing and show elements of Health living (including physical and mental well-being). Philosophy lessons to show evidence of discussion around mental well-being.	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	Middle Leaders' time Staff meeting focussing well-being including Anti-Bullying X3 per year. SLT to work with Middle Leaders to ensure active focus	Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings	

	Values to support educational concepts of well-being (Peace, Dignity and Community)	schools. Continue to liaise with CAMHS and bereavement services as well as Learning Mentor and Home School Link Worker	in curriculum (KS2). Staff Meetings to review behaviour analysis		
b: 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.	PSHE curriculum to show elements of Healthy eating and fitness Philosophy lessons to show evidence of discussion around mental well being Values to support educational concept of well-being (Peace/Grace and Community)	Pupils able to articulate these objectives through Pupil Voice questionnaire and School Council surveys. Pupils can articulate where they can find help i.e. using Talk Time Boxes, Friendship bench, Anti-Bullying Literature / posters	Middle Leaders' time Staff Meetings to review behaviour analysis Governor monitoring visits Learning Mentor Anti-Bullying Partnership Meetings	Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings	
c: Pupils have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.	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.	Middle Leaders' time Staff Meetings to review behaviour analysis Governor monitoring visits	Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings	
d: Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, 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. SMSC detailed in planning formats	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	
e: The school has clearly identified opportunities throughout the curriculum for addressing anti bullying issues.	Implement Anti-Bullying Action Plan to ensure regular events across the school.	Termly calendar of anti-bullying events which link with the school values and work in conjunctions with the Anti-Bullying Partnership	Learning Mentor's time DHT time Anti-Bullying Partnership	School Council Meetings Faith Team Meetings	

3: Pupil improvement					
a: 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	
b: 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					
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.	DP Governor to continue to work with the HT and ADHT to meet termly (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					
a: 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. Staff to receive Safeguarding training looking at case studies in conjunction with	All staff trained in safeguarding updates including updated KCSiE document (September 2018) DSL/DDSL team to meet monthly and train all teacher and TAs Prevent Strategy to be fully	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	

	Safeguarding Governor.	incorporated in curriculum & throughout whole school policies			
b: 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 (2014/15) to develop policy and practice. School to apply for Gold Anti-Bullying charter Mark (Sept/Oct 2019)	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 Monthly Inclusion Meetings	Safeguarding Governors' monitoring Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings	
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.	HSLW to continue to monitor attendance and lates on scheduled three week cycle. Termly meetings with EWO and HSLW.	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 Monthly Inclusion Meetings	Safeguarding Governors' monitoring Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings	
d: Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	School Council to continue work from School Councils (2014/15) to develop policy and practice. -School to apply for Gold Anti-Bullying charter Mark (Sept/Oct 2019)		DSL/DDSL meetings SLT meetings Middle Leaders' and staff meetings Monthly Inclusion Meetings	Safeguarding Governors' monitoring Middle Leaders' monitoring SLT reviews of Middle Leaders Actions School Council Meetings Staff Meeting Behaviour reviews	
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.	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 in the first instance	DSL/DDSL team to continue to meet monthly and train all teachers and TAs Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies Termly meetings with EWO	School Action Groups DSL/DDSL meetings SLT meetings Middle Leaders' and staff meetings Monthly Inclusion Meetings	Safeguarding Governors' monitoring to include Parent Evening surveys Middle Leaders' monitoring SLT reviews of Middle Leaders Actions	

	and then to the Headteacher	and HSLW.		School Council Meetings Staff Meeting Behaviour reviews	
f: The school is working towards achieving the Surrey anti-bullying Charter Mark Gold award.	Action Plan to be implemented to ensure all five areas of the Charter mark are (Sept/Oct 2019) Planned Collective Worships	Surrey anti-bullying Charter Mark Gold award achieved.	Anti-Bullying Partnership Monthly Inclusion Meetings Anti-Bullying Policy	Staff Meeting updates Inclusion meeting updates	