

NUTFIELD CHURCH CE VA PRIMARY SCHOOL



School Priorities for Development 2018 – 2019 - Inclusion

COMMUNITY, PEACE, WISDOM, HOPE, DIGNITY, JOY

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| 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> |
| 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.</p> <p>'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.</p> <p>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> |
| Leadership and Management | <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> |

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| Objectives | <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: 93% of pupils to achieve age-expectation in English and Maths, 100% of DP children to achieve age expectation. Y6: 87% of pupils to achieve age-expectation in English and Maths, 40% of DP 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 continues to be effective. Headteacher and Key Governor to hold half termly meetings. DSL/DDSL (safeguarding) meetings to be held monthly. Leaders to take appropriate action to ensure all staff and Governors receive appropriate safeguarding and child protection training which is regularly updated.</p> <p>b. Leaders and staff identify pupils who may be at risk of neglect, abuse or sexual exploitation, and know what to do if a child tells them he/she is</p> |

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| | being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. | | |
| | c. Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. | | |
| Leaders: | SLT- Imogen Woods (HT) Anna Benjamin (DHT) and Philippa Assender (Bursar) Serena Fowler and Sam Nicholls (Co Chairs of Governors) | Reviewed: To be reviewed: | September 2018 March 2019 |

| Specific objectives | | | | | |
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| Specific objectives | Actions | Success Criteria | Resources | Monitoring | Evaluation of Impact |
| 1: Culture and expectations | | | | | |
| The Christian character and values of the school have a significant impact on the spiritual, moral, social and cultural development of all learners. | Incorporate Christian values as part of teachers' planning (link to SMSC box in planning formats). Dovetail PSHE planning as above. 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. Use Parent Questionnaires (include newly added Qs 13 and 14 relating to Church Schools and Christian ethos) | Planning for SMSC opportunities is established and understood by all staff. Pupil Voice strategy created which denotes all Pupil Voice opportunities around the school. | HT/SLT meetings Staff meetings Adult Faith Team (review and evaluate progress against targets termly) | SLT notes/minutes Staff Meeting minutes Governor Meeting minutes Faith Team minutes See monitoring and evaluation proformas (Governors) | |
| Leaders continue to set high expectations of pupils and staff and | Focus 2018/19 Leadership Development Plan | All teachers to follow curriculum timetable (10% RE time) | Middle Leaders' time (HLTA cover) | Middle Leaders' actions evidence | |

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| <p>create whole school systems and procedures which are consistent and clearly communicated, including with regard to attendance and punctuality.</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>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>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 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>FGB</p> <p>Governor Training</p> | <p>half termly</p> <p>Governor monitoring</p> | |
| <p>Teachers are determined that pupils achieve well and pupils love the challenge of learning and are resilient</p> | <p>Targeted CPD development through the CPD Leadership plan</p> <p>Develop strategies and systems</p> | <p>Greater independence shown by Middle Leaders</p> <p>DHT and Middle Leaders will be</p> | <p>Leadership Plan</p> <p>HLTA cover</p> <p>Staff Meeting time</p> | <p>Middle Leaders to give feedback to Governors through Middle</p> | |

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| to learning. | <p>to build the leadership capacity in others.</p> <p>Self/Directed Tasks carried out half termly</p> <p>Middle Leaders to carry out regular Pupil Voice</p> <p>School Council embedded</p> | <p>aware of their ability to support the HT in their leadership roles and to shoulder responsibility as well as making strategic decisions.</p> | <p>for feedback and analysis</p> | <p>Leader interviews</p> <p>Middle Leader reflections/notes and reports</p> | |
| 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>Termly Pathway Plan Meetings between Inclusion Lead and individual teachers</p> <p>SENCO to attend SENCO network meetings termly</p> <p>Appraisals to raise the profile of DP and SEN children</p> <p>Termly Intervention monitoring</p> <p>INSET training from CAMHS</p> <p>Monthly Inclusion meetings</p> | <p>DP and SEN children are making rapid and sustained progress and the gap between</p> <p>Teachers and Pupils are appropriately sign posted to appropriate support and services.</p> <p>Interventions are short and impactful and children are making rapid progress to close the gap.</p> <p>Teachers recognise traits of dyslexia and teach children effectively following training last year.</p> | <p>HLTA cover</p> <p>Inclusion Lead monitoring time</p> <p>Learning Mentor meeting time</p> <p>CAMHS to lead INSET training</p> | <p>Pupil Progress Meetings</p> <p>Lesson Observations</p> <p>Intervention Monitoring</p> | |
| Develop positive links for parents and families. | <p>Continue to build on the now existing confidence in the school by incorporating parent and school links.</p> <p>Parent Meetings and</p> | <p>Clear and open dialogue between staff and parents</p> <p>Parents have a good understanding of the expectations for their child's year group and feel</p> | <p>Headteacher led tours for groups</p> <p>New parent induction meetings</p> <p>Staff led groups</p> | <p>Minutes from meetings</p> <p>Review of handouts/support materials</p> | |

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| | <p>consultations to be offered</p> <p>Extended SEN parents' meetings offered</p> <p>Workshops for EYFS, Phonics, KS1 and KS2 SATS</p> | confident and calm. | Volunteers project (X2 models) | | |
| 2: Curriculum Development | | | | | |
| Leaders to embed SMSC through whole school curriculum with a focus on PSHE and Philosophy 4 Children. | <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> | |
| 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>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 achievements are celebrated through weekly Praise Collective Worship and</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> | Travel and cost for visits | <p>Reports from subject leaders</p> <p>Middle Leader and SLT monitoring</p> <p>Feedback from parents</p> | |

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| | <p>end of year concert.</p> <p>Bespoke nurturing intervention for DP children identified as needing support in this area.</p> | | | | |
| 3: Pupil Improvement | | | | | |
| <p>Leaders and Governors to be ambitious for all pupils and promote improvement effectively.</p> | <p>Continue to hold termly Pupil Progress Meetings ensuring end of year expectations are on track</p> <p>Ensure that the secure improvement in disadvantaged pupils' progress continues to rise in English and Mathematics</p> <p>Bespoke interventions for MA pupils (4 year plan) to enable most able to achieve their full potential.</p> | <p>In all classes 85-90%+ to meet end of year expectations</p> <p>20%+ to exceed end of year expectations</p> <p>Data to show DP pupils attain end of year expectations and where specific interventions are given to show exceeding progress.</p> <p>100% of MA children to achieve Greater Depth in KS2 SATS.</p> | <p>FGB</p> <p>Committee meetings</p> <p>Inclusion meetings X1pm</p> | <p>Governor monitoring visits</p> <p>Termly Assessment meetings</p> | |
| <p>EYFS: 90%+ of pupils achieving GLD.</p> <p>Y2: 93% of cohort</p> <p>100% of DP children to achieve age-expectation in English and Maths</p> <p>Y6: 87% of cohort</p> <p>40% of DP children to achieve age-expectation in English and Maths.</p> | <p>Continue to hold termly Pupil Progress Meetings ensuring end of year expectations are on track</p> <p>CPD for class teacher new to school</p> <p>CPD support for new SENCO</p> <p>Termly Pathway Plan meetings with Inclusion Lead to ensure any gap is closing</p> <p>Learning Mentor to work with specific children, including DP</p> | <p>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.</p> <p>The gap to be closed completely in every class and all pupils achieve their potential.</p> | <p>HT/SLT meeting time</p> <p>Middle Leader monitoring</p> <p>Inclusion meetings X1pm</p> <p>DH/SENCO meeting time</p> | <p>Termly Assessment meetings</p> | |

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| | and SEN to move towards completely closing the gap in 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 and Finance Working Party 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 Inclusion lead to develop deeper understanding of budgets, spending and the impact of this. | 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. | |

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| 5: Safeguarding | | | | | |
| <p>a. Ensure Safeguarding continues to be effective. Headteacher and Key Governor to hold half termly meetings. DSL/DDSL (safeguarding) meetings to be held monthly. Leaders to take appropriate action to ensure all staff and Governors receive appropriate safeguarding and child protection training which is regularly updated.</p> | <p>Maintain a culture of vigilance: 'It could happen here'</p> <p>HT and Safeguarding Governor to hold half termly meetings. DSL/DDSL meetings to be held monthly</p> <p>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.</p> <p>Safeguarding and Pastoral Update are standing items on the weekly staff meeting agenda</p> <p>Staff and pupils are working towards the Anti-Bullying Gold Charter mark</p> <p>Letter system embedded, led by HSLW and supported by HT and EWO where a bridging letter is issued from one term to the next</p> | <p>All staff trained in safeguarding updates</p> <p>DSL/DDSL team to meet monthly and train all teacher and TAs</p> <p>All governors, DDSLs and teachers to undertake Prevent Strategy training</p> <p>Behaviour policy to be linked to 'Valuing All God's Children' – all staff trained in homophobic and transgender, bullying</p> <p>All stake-holders work actively together to prevent bullying and any incidents are dealt with swiftly and effectively.</p> <p>The school has an attendance of more than 97%.</p> | <p>Safeguarding Governor to monitor safeguarding half termly</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> | |

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| | where persistent absenteeism has not stopped. | | | | |
| b. Leaders and staff identify pupils who may be at risk of neglect, abuse or sexual exploitation, and know what to do if a child tells them he/she is being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. | <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> | |
| 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>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> | |

