

Cheddington Combined School

School Development Plan

2023 – 2024



## Cheddington Combined School

### Ethos

At Cheddington Combined School we provide a safe, happy and nurturing learning environment in which everyone is cared for, respected and valued. We work collaboratively and co-operatively with each other and the community. *Developing a culture where children and young people feel included, respected, safe and secure where their achievement and contributions are valued and celebrated.*

We will:

- ❖ Encourage and enable all children to achieve their highest possible standards of attainment.
- ❖ Promote high standards of behaviour and personal responsibility within a caring and safe environment.
- ❖ Enable every child to feel confident, independent and valued.
- ❖ Provide a creative, stimulating and broad, balanced curriculum which is accessible and engaging for all.

## Cheddington Combined School

### Improvement Plan

#### **Introduction**

We are committed to continuous development in order to secure high quality education for the children attending our school. The School Development Plan (SDP) details the steps towards doing this. It enables the staff and governors to share ownership, focus thinking and allocate time and resources appropriately and informs the parents of the priorities within the school. In addition, it enables external agencies to see what we have achieved and what we hope to achieve next.

The SDP is linked to our self- evaluation process and budget. School improvement is a continuous cycle. The SDP sets out detailed action for the first year and, in time, will outline future years.

The SDP is a working document that may change in response to our continuous reflection and evaluation as well as national and local initiatives. Any changes will be recorded in the main copy of the SDP, which is retained in the Headteacher's office. Electronic copies of the SDP are issued to governors and staff. Copies are displayed in the staffroom, on the website and available via the school office. A one-page, user-friendly version has been created to highlight the key parts so that everyone in the school community knows how the school is moving forward.

#### **Priorities**

The priorities for improvement are identified from our self-evaluation process, external reports and local and national initiatives. This year all our priorities have come directly from the last Ofsted report (November 2022). The priorities are decided and agreed upon by staff and governors. Objectives and detailed action plans are written for each priority.

It is essential that progress towards the priorities is monitored. Key impact milestones are recorded so that monitoring can be successfully carried out over the year. This keeps us on track and enables us to measure progress and make adjustments. The person responsible for the action plan is required to complete a progress review during the year and an evaluation at the end of the year. These are recorded on the reverse of the action plan main copy. The Senior Leadership Team and Governing Body monitor the progress of the SDP.

ACTION PLAN OVERVIEW 2023 to 2024

Area		Focus	Led by
Quality of Education	Priority 1	To establish an ambitious curriculum ensuring high outcomes for all children including children with SEN	GB AB
Quality of Education	Priority 2	To strengthen the teaching of writing across the school through the implementation of a whole school approach.	GB SM
Behaviour and Attitudes	Priority 3	To develop a positive and inclusive culture of behaviour for learning across the school.	GB RW
Leadership and management	Priority 4	To continue to value and prioritise community communication and engagement.	GB All SLT and Teaching Staff

## Priority 1

To establish an ambitious curriculum ensuring high outcomes for all children including children with SEN

<p>Aim: (what we want to do)</p>	<ul style="list-style-type: none"><li>• To establish a clear curriculum overview for every subject in the school.</li><li>• To ensure progression of knowledge and skills within subjects.</li><li>• All children can access a full, broad curriculum suited to their needs.</li><li>• To ensure that provision for learners is accessible and scaffolded for their individual needs.</li></ul>
<p>Outcomes: (what it will look like when achieved)</p>	<p>All children, including children with SEN, will achieve high outcomes.</p> <p>Staff will have a clear framework to plan and deliver lessons from, ensuring high expectations.</p> <p>Staff have the time to adapt the curriculum for the needs of the children in their class.</p> <p>Scaffolding is provided to ensure all children can make good progress.</p> <p>There is a clear system for assessing the foundation subjects.</p> <p>Subject Leaders feel empowered and knowledgeable about their subject and how it is taught within the school.</p>

Actions	Date	Implementation	Monitored by	Impact Milestone 1	Impact Milestone 2	Impact Milestone 3
				Christmas 2023	Easter 2024	Summer 2024
Subject leaders to carry out research work on available curriculums, analysing the strengths and weaknesses against our current curriculum.	Autumn 1	<p>A suggested list of curriculums to research is provided to subject leaders.</p> <p>Time is given to carry out the research.</p> <p>A matrix template is completed by each subject leader.</p>	Head Teacher	<p>All subject leaders have completed a matrix of research for their subject allowing us to decide on the best curriculum moving forward.</p> <p>Head &amp; DHT monitor the quality of teaching across the school through observations and learning walks.</p>	Teachers have used the new 'Cheddington curriculum' for one term and reflecting on the children's learning journeys.	<p>All foundation subjects are well planned for, with clear progression.</p> <p>We have a clear assessment process in place for foundation subjects.</p>
Subject Leaders	On-going throughout the year	As part of directed time, subject leaders attend training.	Deputy Head	Sign up all subject leaders to local subject network meetings.	Subject leaders work with new curriculum provider to ensure they have the knowledge of the progression and expectations of their subject.	All subject leaders are experts in how their subject is taught at Cheddington.

Training on quality first teaching and reasonable adjustments in the classroom is delivered.	Autumn 2	Training delivered by Matt Sharpe (SEN advisor)	SENCO	Staff meeting delivered to ensure understanding of our vulnerable groups.	Training provided to all teachers on quality first teaching and a set of 'non-negotiables' are put in place for lessons.	Through monitoring and lesson observations, the quality of teaching is improved throughout the school and across the curriculum.
Ensure planning incorporates the reasonable adjustments needed for all learners to access the curriculum (highlighting particularly the SEN, PPG and VIP children – VIP children are those with both SEN and PPG)	Spring 1	Staff CPD as part of staff meetings.	Head Teacher and SENCO	Staff meeting delivered to ensure understanding of our vulnerable groups.	Planning clearly shows the reasonable adjustments made for children in vulnerable groups (seen through planning scrutiny / book looks / pupil voice)	Our data shows a narrowing of the gap between our vulnerable groups and children working at ARE.

**Priority 2:**

To strengthen the teaching of writing across the school through the implementation of a whole school approach.

<p>Aim: (what we want to do)</p>	<ul style="list-style-type: none"><li>• To establish a clear curriculum overview for English across the school.</li><li>• To ensure progression of knowledge and skills for English.</li><li>• To improve the quality of writing across the school so that more children are at Age Related Expectations (ARE) at the end of Reception, Year 2 and Year 6 and that more pupils make progress from their individual starting points.</li><li>• To ensure that My Letters and Sounds is delivering the best outcomes for phonics – audit to be carried out.</li><li>• Use tools such as letterjoin, spelling shed and No More Marking to ensure consistency across the school.</li><li>• Continue working with Side-by-Side English partner.</li></ul>
<p>Outcomes: (what it will look like when achieved)</p>	<p>Planning for each year group will be clear, progressive and sequential in English.</p> <p>We will continue to have above National Average data in regards to the Year 1 Phonics Screening Test.</p> <p>Staff will have a clear understanding of how children can become effective writers.</p> <p>Whole staff CPD tool No More Marking will allow teachers to have a greater insight into the progression of writing at Cheddington.</p> <p>There will be more opportunities of writing across the curriculum and this will be evidenced in foundation subject books.</p>



<b>Actions</b>	<b>Date</b>	<b>Implementation</b>	<b>Monitoring</b>	<b>Impact Milestone 1</b> <b>Christmas 2023</b>	<b>Impact Milestone 2</b> <b>Easter 2024</b>	<b>Impact Milestone 3</b> <b>Summer 2024</b>
No more marking	Implemented October 2023	Staff meeting training	English Lead	Year 3 and Year 5 will have taken part in the writing activity.  All teaching staff will be involved in the judging window.	Data from last term's reports analysed.  Year 1, 2, 4 and 6 to take part.	Additional non-fiction writing opportunities given and moderated.
Work with Claire Burton – Side by Side	Ongoing	Support to plan out whole school English curriculum including overviews and progression maps.  Support with monitoring and evaluating the subject including observations, book looks and pupil voice.	Head Teacher and English Lead	Curriculum map planned for the rest of the academic year including progression for each year group.  There will be an improvement in children's books in terms of quality of writing and quantity.	Embedding the whole curriculum.  All staff will feel confident in delivering the curriculum for their year group.  A secure system set up for moderating children's writing across the year groups.	Standards in writing will have improved – this will be evident in our end of year assessments.

Writing across the curriculum	Spring	Linking with our new curriculums in foundation subjects, writing across the curriculum is planned for and evident.	English Lead	Teachers have a good understanding of how to plan writing opportunities across the subjects.	As the new curriculums are being embedded, teachers are confident in planning writing opportunities.	Clear evidence of writing across the curriculum is seen in all year groups.  Children can confidently talk about how they use their writing skills within the foundation subjects.
Whole school writing opportunities	Autumn	Raising the profile of writing across the school, to include all children across the school.	English Lead	A medieval writing competition has been held to encourage the children to write.  A 'wow' day for our medieval unit of work inspired all children to become more confident writers and to experience more enjoyment when writing.	Poetry focus including performances.	Focus on high quality writing on display and in books.  Reading competition set up for the children over the summer holidays.
Early writing	Ongoing	Ensure our chosen phonics scheme is being delivered to ensure the best outcomes for our children.	English Lead	Phonics audit with the English Hub.  A plan created showing our next steps.	All staff are confident in delivering phonics across school.	Our phonics screening results show above expectation.  Phonics skills are being used across the school to support their writing.

**Priority 3:**

To develop a positive and inclusive culture of behaviour and behaviour for learning across the school.

<p>Aim: (what we want to do)</p>	<ul style="list-style-type: none"><li>• To roll out a positive behaviour policy based on restorative practice.</li><li>• Introduce a simple, easy to manage whole school reward system.</li><li>• Ensure clarity for all staff regarding consequences for behaviour.</li><li>• To ensure all staff are managing and recording behaviour consistently.</li><li>• Develop behaviour for learning strategies for our children.</li><li>• Explicit teaching of learning skills.</li></ul>
<p>Outcomes: (what it will look like when achieved)</p>	<p>We will have developed a positive behaviour ethos within the school.</p> <p>All children will be able to work towards individual targets and be rewarded for going above and beyond in school.</p>

Actions	Date	Implementation	Monitoring	Impact Milestone 1	Impact Milestone 2	Impact Milestone 3
				Christmas 2023	Easter 2024	Summer 2024
To re-write the school's behaviour policy to reflect a more positive and inclusive approach	Autumn 1	<p>Introduce Class DoJo points to reward positive behaviour.</p> <p>Class DoJo shop set up to motivate children.</p>	SLT	Children are motivated to display positive behaviour choices and consequences.	<p>Fewer incidents are recorded on CPOMs.</p> <p>There is a positive attitude towards all children's learning.</p>	Analysis of behaviour reports from this academic year compared to last.
Behaviour for Learning strategies introduced across the school.	Spring	<p>In line with the new curriculums, specific training on Behaviour for Learning strategies in the classroom.</p> <p>Model behaviour for learning strategies.</p>	SLT	<p>Leaders identify the current learning behaviours across the school.</p> <p>Teachers have received training / shared own good practice on different strategies and how to implement them</p>	<p>Alongside the implementation of new curriculums, teaching is planned to encompass behaviour for learning strategies.</p> <p>Planning shows high level of personalised learning.</p>	Children are able to talk to us about the different behaviour for learning strategies they use in class.

				into every day teaching.  Teaching and Learning policy re-written.		
We provide a wide range of opportunities to nurture, develop and stretch children's talents and interest.	Spring / Summer	Develop an option for more curriculum enrichment within the school linked to new curriculum.	SLT		We have ascertained what we can provide as a school, based on the knowledge and skills of the staff, and the interests of the children.  e.g. forest school for all year groups	There is a plan for how we are going to run enrichment alongside our curriculum.
We promote equality of opportunity and diversity effectively.	Autumn / Spring	Ensuring equity for all.	SLT	Monitor the uptake of clubs for our PPG children.  Whole school focus on similarities and differences	Different celebrations and festivals are recognised throughout the school.	Children are able to confidently talk about other cultures and religions.

#### Priority 4

To continue to value and prioritise community communication and engagement.

Aim: (what we want to do)	<ul style="list-style-type: none"><li>• To boost levels of communication and engagement with all stakeholders.</li><li>• Have clear, simple ways of communicating.</li><li>• Ensure an open door policy for all.</li><li>• Parents and carers to feel proud of the school.</li></ul>
Outcomes: (what it will look like when achieved)	<p>A weekly whole school newsletter to be introduced which is accessible for all.</p> <p>As much as possible, communication to be delivered in a timely way.</p> <p>Parents and carers will feel part of the school and engage positively.</p>

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Ensuring that all members of staff build positive relationships with parents so that concerns can be raised and addressed promptly.	Autumn 1	<p>Teachers to make parents engagement high priority.</p> <p>Understand the barriers that prevent some parents from engaging with the school</p>	Head Teacher	<p>Have members of staff on the playground at the end of day to given them the opportunity to talk to staff if needed.</p> <p>Allowing parents to have access to the year group emails so that they are able to contact staff directly.</p> <p>Know who the parents are who don't book appointments attend meetings, support them in booking these appointments and remind them about these appointments.</p>	Parent survey carried out.	Communication sent regarding next academic year, including overviews for next years trips etc, sent in summer 2.

				Allow parents time to respond and to correspondences.		
Offer regular communication with all parents, allowing them opportunities for them to give feedback	On going	Open door policy.  Strengthen communication between class teachers and parents.  Ensure that communication is provided in a timely way.	SLT	Members of SLT to be available at the beginning and end of day  Opportunities for classes to share class news – through newsletter.  Invite parents to performances, sessions in class etc..  Set up SEN parents meetings termly.  Gain parent feedback through 'Meet the New Head Teacher' and parents evenings.	Provide feedback on the feedback that parents give through parent view questionnaire.	Review changes and adapt as needed.



### Budget to Support School Improvement

Cost Centre	Resource	Cost £
	New Cornerstones Curriculum for Science, History, Geography, Art and DT	£2500
	INSET training from Matt Sharpe	£
	No More Marking	£595
	Letterjoin and Spelling shed licences for whole school	£450
	Side by Side support	
	Total	

Note: Within directed time there are 30 hours of professional development time and 5 training days to support school development initiatives.

Some release time will be covered internally at no additional cost, the figures given are maximum costs.

### Monitoring and Evaluation Timetable

	Autumn Term	Spring Term	Summer Term
<b>Pupil assessment</b>	EYFS baseline		End of key stage assessment by teachers. Year R results to DfE Year 4 results (multiplication check) to LA Year 1: Phonics assessment results to DfE Year 6 SATs Pupil reports written
<b>Pupil progress meetings</b>	Pupil Progress Meetings between Headteacher, SENDco and class teacher  Intervention groups adjusted  Pupil premium monitored	Pupil Progress Meetings between Headteacher, SENDco and class teacher  Intervention groups adjusted  Pupil premium monitored	Pupil Progress Meetings between Headteacher, SENDco and class teacher  Intervention groups adjusted  Pupil premium monitored
<b>Subject monitoring</b>	All subjects complete pupil interview and learning walk Lesson observations	Headteacher learning walk. Lesson observations	Lesson observations

		Governors learning walk	Subject monitoring by subject leaders – planning and work scrutiny (Jan training day)
<b>Staff Appraisal</b>	<p>Appraisal meetings for all teachers by 31<sup>st</sup> October. Previous targets reviewed</p> <p>Teacher standards evaluated.</p> <p>New targets set.</p> <p>Support staff appraisals.</p>	Interim appraisal meeting to evaluate pupil progress	
<b>Improvement partner</b>	<p>Head line visit</p> <p>Head Teacher's Appraisal</p>	Review	Review

One Page SDP:

## Cheddington School

2023 – 2024

### School Development Plan

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