



Sarratt Church of England Primary School

School Development Plan

September 2017 → July 2018

Laying the foundations for our children to be confident, respectful and to achieve their full potential

Our Mission Statement

At Sarratt Church of England School, Christian values are at the heart of everything we do. We deliver our vision through following The Sarratt Way in which we treat others the way we would want to be treated ourselves and strive to do our best to be our best. We enable our children to become resilient and self-assured learners in a nurturing environment where individuals, of all faiths and none, are respected and valued. Our inspiring and broad curriculum engages young minds and promotes enquiry based learning to prepare children for their future in modern Britain.

The Sarratt Way

We treat others as we want to be treated ourselves.

- We feel safe.
- We feel happy and respected.
- We enjoy learning.
- We take an active part in school and community life.
- We achieve well in every way.

We do our best to be our best selves.

- We are kind and helpful.
- We are caring and gentle.
- We look after our school and our property.
- We listen and show respect to others.
- We work hard and do our best.
- We are honest

It remains our over-riding aim that children will have a range of opportunities that will afford them the best chance to achieve to their potential spiritually, academically, creatively, morally, socially, physically and personally. We expect everyone who comes in to school but especially those adults who work with the children to treat others as they would want to be treated and to follow the Sarratt Way. These principles underpin a lot of the work we do in school as well as forming the basis of the Personal, Social and Health Education (PSHE) work that we do with the children.

Each year brings new demands and new areas that need to be developed. Some develop year on year and will require either minor adjustment or, sometimes, major overhaul. Our main priorities are detailed in this document. Other areas need on-going monitoring and will fall to all of us under the leadership of the school. Subject leaders will need to continue to ensure continued progress in their area and to promote proven ideas and strategies in teaching and to still look for ways to enhance progress further. Subject leaders will also have identified priorities for development in their own action plans. These may have been identified through appraisal or targeted through Inset during the course of the year. Although results have improved over the last three years there still remain groups of children who find it difficult to achieve the progress expected and remain below age related expectation. There still remains a core group of children whose progress can slow once they reach KS2 or whose progress is poor compared to their peers. A range of interventions and improved practices in teaching nationally have helped to narrow some of the gaps but continued effort is required to ensure vulnerable children are identified and targeted earlier in their school careers.

Behaviour generally remains good both in and around school and this is a testament to the children, their parents and the adults who work with them. However it is vital that we do not become complacent about the progress that has been made but sustain the good practices that have enabled us to achieve the standards we have. Children respond well to positive reinforcement and build strong and, in the main, effective relationships particularly with their teachers. An on-going challenge continues to be to help the children increase their own levels of independence, particularly with the way they manage their own relationships and particularly with any squabbles or conflicts they might encounter. In school we have a policy of it being the right thing to do to tell in the event of incidents of bullying, misbehaviour or inappropriate behaviours and this will still stand. What we will aim to promote further will be the development of strategies by children to enable them to attempt to tackle issues first. Sometimes children make inappropriate decisions when dealing with conflict that can lead to matters escalating. During assemblies, role play, PSHE times etc. we will continue to model and identify a range of appropriate strategies and highlight when these have been employed in school. Play leaders and 'buddies' work especially well with younger children and they continue to be well-placed to be advocates for helping children to develop their own strategies to resolve matters independently. All adults working in school need to apply our behaviour policy consistently so that the children remain clear about our expectations. This was reiterated during the Inset Day at the start of the autumn term 2017. It is important that the children can be certain about what they can expect from the staff working with them so that they feel secure and can feel sure enough to be able to develop their own skills of self-discipline and to learn to be effective role models for others.

We are very aware of the impact we have on children's lives and of the importance of each year in school. In common with many schools we focus heavily on the core areas of Literacy and mathematics each morning. We remain aware of the children's needs in other areas of the

curriculum and we aim to provide a genuine breadth of opportunities. With this in mind the school bought in the Cornerstones cross curricular planning tool to help provide a more varied and stimulating curriculum.

Our aim is to encourage healthy lifestyles in our children, to provide a range of physical and active opportunities they might not otherwise have and to promote an enthusiasm for sport and physical activity. PE and sport play an increasingly high profile in school. Funding is received in the form of a grant to promote active participation in sport and we are keen to identify new and varied ways to help keep children fit and healthy. Each class has two sessions of PE or sport each week and there is a range of extra-curricular opportunities for the children including football, tae-kwondo, gym, tennis, choir, cricket. We hope also to have other groups working with children in other areas as has occurred in the past e.g. tri golf, tag rugby and multi-skills.

A lot of time in school is spent focusing on the core skills of teaching and learning. Alongside this we also work tirelessly to support children to develop effective and mutually respectful relationships and their own behaviour management skills. These are attributes that we believe underpin good and effective provision but which also serve the children well when they move-on.

A crucial part of what we must do is to hold children to account for the way they conduct themselves, take responsibility for their actions and for their own learning and development. We will look again at engaging the children through the school council to ensure that the children have a voice in school and in the decision making about some aspects of school that affect them and their school.

Recent strategies have had a profound impact. The quality of children's writing is improving. Teachers continue to work exceptionally hard to help them improve their ability to produce pieces of a high quality. Similarly we have seen the benefits of phonics programmes supporting children to understand the language and to develop a range of spelling strategies.

We are committed to ensuring that children have access to a broad and creative curriculum offering children the opportunity to develop their artistic, physical and investigative skills through a range of practical and motivating learning opportunities. The staff remain committed to making full and effective use of the technologies available in classrooms.

Following the good rating from Ofsted in December 2015 the school is unlikely to be re-inspected again during the coming school year. However the work that has occurred during recent years has proved beneficial and we will continue to have in place rigorous systems for self-evaluation as well as continuing to work in partnership with HfL. The SEF is being revised in the light of developments across the last year and portrays a picture of an improving school looking now to consolidate the progress made and embed the new expectations as the norm. The school presently grades itself as 'Good' overall in the SEF including in the Overall Effectiveness section. The school's attached adviser has also graded the school as 'Good' in every category but with a view to focus closely on the quality of teaching provision to ensure that high standards are sustained.

End of key stage SATS results in 2017 showed a pleasing outcome. Our future aim must be to look to sustain a high level of attainment whilst also ensuring that all children are welcomed into the school regardless of their origin or background or ability and that, once here, they will be

provided with an appropriate and personalised curriculum that will help to meet their own needs as they present at the time. The coming year will be one of challenge with a new co-head team in place and with the uncertainties that will inevitably come with the considerations to be made regarding whether or not to convert into an academy. The appointment of a new caretaker and with the possibility of being able to finance some capital improvements it is to be hoped that we will continue to have a school building to match the ambitions of those inside it.

Summary of Priorities for 2017/18

To address key issues identified in the most recent Ofsted Inspection – December 2015:

Priority 1: Continue to raise the expectations of teachers and improve the quality of teaching so that outcomes continue to improve.

And, in addition:

Priority 2: Confirm the future direction of the school.

Priority 3: Improve standards in mathematics across the school so that they are as good as the best.

Priority 4: Develop the distinctiveness and effectiveness of the school as a Church school.