



Your word is a lamp to guide  
my feet and a light for my path.

(Psalm 119.105)



SIAS 'Outstanding' 2012

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## School Development Overview 2018-2019

Key priority 1	Key priority 2	Key priority 3	Key Priority 4	Key priority 5
<p><b>Outcomes for pupils</b></p> <ul style="list-style-type: none"> <li>a. English provides stimulating opportunities for children to write through the use of quality literature in each year group.</li> <li>b. All pupils have full access to STEM activities and these are embedded in the curriculum.</li> <li>c. Children make good progress in spelling through introduction of individual spelling book.</li> </ul>	<p><b>Personal development, behaviour and welfare</b></p> <ul style="list-style-type: none"> <li>a. Continue to develop wellbeing interventions for targeted pupils.</li> <li>b. Develop links with Church through CVG group to offer more activities to families.</li> <li>c. Children to have a improved understanding of different faiths and places of worship and accept and celebrate diversity.</li> <li>d. Forest school is linked fully to the curriculum and children are aware</li> </ul>	<p><b>Quality of teaching, learning and assessment</b></p> <ul style="list-style-type: none"> <li>a. Continue to develop the library as a learning resource.</li> <li>b. TAs confidence in ICT to be increased for teaching and learning purposes.</li> <li>c. Embed use of QR codes as a teaching tool.</li> <li>d. SPAG terminology and vocabulary is fully embedded across each year group.</li> </ul>	<p><b>Effectiveness of leadership and management</b></p> <ul style="list-style-type: none"> <li>a. Develop TA skills and knowledge through apprenticeship scheme and ensure that they are well mentored.</li> <li>b. Governors to understand the school's key priorities and how they are being worked on at a committee level.</li> <li>c. Governors to have opportunity to attend 'in house' training sessions.</li> </ul>	<p><b>Overall effectiveness: the quality and standards of education</b></p> <ul style="list-style-type: none"> <li>a. Ensure that ICT provision is explored and utilised well to provide an effective admin, teaching and learning tool.</li> <li>b. Continue to strengthen collaborative working links with other local schools.</li> <li>c. Explore opportunities for further marketing of the school to ensure that each year group is full.</li> </ul>

<p>d. Children are enthused and encouraged in spelling through ‘super spelling’ incentive.</p> <p>e. WRMH is mapped out to give more thorough coverage of objectives and opportunities for children to revisit and consolidate.</p> <p>f. Progress of SEND children is accelerated to allow them to reach age related expectations in writing.</p>	<p>of links in their learning.</p> <p>e. Set up and develop a nurture group for vulnerable children.</p> <p>f. Create opportunities for children to volunteer and support in the local community and within the school environment.</p>	<p>e. Calculation policy updated to fit in with WRMH approach to maths and parents are aware of strategies used in school.</p> <p>f. Teaching resources and guided reading books are centrally stored and more easily accessible to ensure full use.</p> <p>g. Explore further opportunities for differentiated teaching across year groups.</p>	<p>d. HT is used in advisory role by BLT to support other schools in outstanding practice.</p> <p>e. NQT receives thorough induction and outstanding support throughout the year.</p> <p>f. Subject co-ordinators continue to work in a more collaborative approach to monitor standards.</p> <p>g. STP to work closely with the other 2 local schools and other local community groups to ensure sustainable travel remains high.</p>	<p>d. Liaise with Bucks CC re possible development of nursery</p> <p>e. Ensure that equality and diversity objectives are of high priority in school.</p>
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<b>Key priority 1:</b>				
<b>Outcomes for pupils</b>				
	<b>Persons Responsible / Support and Monitoring</b>	<b>Desired end of year outcomes</b>	<b>Main tasks</b>	<b>Timescale</b>
1a. English provides stimulating opportunities for children to write through the use of quality literature in each year group.	KC/RR (English co-ordinators)  Curriculum and standards committee	More children reach the expected or GD standard in writing at the end of KS1  More evidence of longer pieces of writing in year 1 and year 2  More use of the plan, write, edit and publish approach	Quality literature is mapped out across each year group.  Scrutiny of work and planning to ensure that children have time to write and this is a focus on the timetable.  Monitor GD children to ensure that they are consistently challenged.	Quality English texts reorganised for Sept 2018.  From start of the academic year, desired outcome by end of year
1b. All pupils have full access to STEM activities and these are embedded in the curriculum.	Science Co-ordinator (LM)  Curriculum coordinator (JB)  Maths coordinator (BS)  Curriculum and standards committee	That pupils will have experienced a rich variety of STEM activities within the curriculum	Monitor coverage of STEM activities throughout the curriculum.  Ensure all staff are aware of resources available and plan to use these effectively.  Scrutiny of work and planning to ensure children have had access to full range of STEM activities.  Science based activities such as: star-gazing evening, science week activities at lunchtime, entry into Primary Science Engineer Award .	Ongoing throughout the year, with outcomes completed by the end of the year.
1c. Children make good progress in spelling through introduction of individual spelling book.	KC/RR (English co-ordinators)  Curriculum and standards committee	All KS1 children have an individual spelling book and can use this effectively to support their spelling.	All children to receive a spelling book and are supported to make effective use of it.  All children use their spelling book on a regular basis.	From start of the academic year, desired outcome by end of year

<p>1d. Children are enthused and encouraged in spelling through 'super spelling' incentive.</p>	<p>All KS1 staff (Reception in summer term) KC/RR (English co-ordinators) Curriculum and standards committee</p>	<p>Children can talk positively about incentives available to improve their spelling.</p>	<p>The weekly Super Speller Award in class. Termly assessments demonstrate improvement in spelling.</p>	<p>From start of the academic year, desired outcome by end of the year.</p>
<p>1e. WRMH is mapped out to give more thorough coverage of objectives and opportunities for children to revisit and consolidate.</p>	<p>BS (Maths co-ordinator) Curriculum and standards committee</p>	<p>More children reach the expected or GD standard in maths at the end of KS1 Children are more confident through revisiting skills</p>	<p>Reorganisation of maths units. Children revisit skills at least twice over the course of the year. Fluency questions are included in maths lessons on a daily basis</p>	<p>Maths units reorganised for Sept 2018. Ongoing throughout the year, with outcomes completed by the end of the year.</p>
<p>1f. Progress of SEND children is accelerated to allow greater progress in writing.</p>	<p>KW(SENDCo) RR/KC Curriculum and standards committee</p>	<p>SEND children make accelerated progress in writing</p>	<p>Use of the Educational Endowment Foundation research. Use of targeted booster groups with teacher (January) Careful monitoring of progress. Constant revisiting of skills evident in planning.</p>	<p>From baseline assessment point - progress tracked termly.</p>

<b>Key priority 2:</b>				
<b>Personal development, behaviour and welfare</b>				
	<b>Persons Responsible / Support and Monitoring</b>	<b>Desired end of year outcomes</b>	<b>Main tasks</b>	<b>Timescale</b>
2a. Continue to develop wellbeing interventions for targeted pupils.	LT(emotional wellbeing co-ordinator)  KW (SENDSCO)  Curriculum and standards committee	Well established intervention programme for targeted pupils  Measured outcomes of progress made through interventions	Set up a referral for interventions.  Teachers to conduct baseline before children start interventions.  Interventions to be recorded carefully.  Outcomes of progress measured at the end of interventions.  Next steps to be decided through conversations.  Referrals to be made if outside help needed.	From start of autumn term 2 once children have settled.
2b. Develop links with Church through CVG group to offer more activities to families.	LM (RE coordinator)  KC  KK (CVG staff link)  Curriculum and standards committee	Parents to have the opportunity to be involved with activities both in church and in school	Messy church to be set up half termly for children to attend with parents .  CVG to have coffee mornings for parents to attend.	From autumn term 2.
2c. Children to have an improved understanding of different faiths and places of worship and accept and celebrate diversity.	LM (RE coordinator)  Curriculum and standards committee	Children to have visited different places of worship and to have had a range of culturally diverse experiences.	Set up places of worship school trips throughout KS1.  Celebrate diversity through religious holidays and events highlighted to the children.  Monitoring of RE and PSHE curriculum.	From start of the academic year, desired outcome by end of year and on-going.

			Religions and diversity to have specific off timetabled days throughout the year.	
2d. Forest school is linked fully to the curriculum and children are aware of links in their learning.	ER (forest school coordinator)  Curriculum and standards committee	Clear links made between the curriculum and forest school activities to be shared with all teachers to ensure wide coverage of curriculum aims.	Make clear links between forest school activities and national curriculum objectives.  Share planning amongst all teaching staff.  Planning shared on T drive.  Children to have access to forest school books and reference these within appropriate lessons.	From start of the academic year, desired outcome by end of year
2e. Set up and develop a nurture group for vulnerable children.	LT(mental health coordinator)  KW (SENDSCO)  Curriculum and standards committee	A regular group is set up and running with consistency for vulnerable children	Vulnerable children identified by teaching staff and referred to group.  Regular group meetings set up for these children with a consistent member of staff.  Regular reviews of children's needs.  Open communication between teaching staff and parents about children's needs.	Nurture group set up by the beginning of the spring term
2f. Create opportunities for children to volunteer and support in the local community and within the school environment.	KC/RR  Year 2 team  Curriculum and standards committee	Children to have regular and varied opportunities across all year groups to volunteer and support in the local community and within the school environment.	Trips within the local community to volunteer.  School Council to take part in local projects.  Playground monitors to take more responsibility for engaging children in games.  Children to volunteer to keep school environment tidy and clean (litter pick).	From start of the academic year, desired outcome by end of year

Key priority 3:				
Quality of teaching, learning and assessment				
3a. Continue to develop the library as a learning resource.	Library co-ordinator (KK) Parent library leaders KW (Reading coordinator) Curriculum and standards committee	Children have regular access to a fully operating library.  Classes are using the library as part of the curriculum eg: for research.  Children regularly taking home a school library book.	Continue to work with parents to ensure the system is used fully.  Children have regular opportunities to use the library for research purposes.	From start of the academic year, desired outcome by end of year
3b. TAs confidence in ICT to be increased for teaching and learning purposes.	LT/RR (ICT coordinators)  Curriculum and standards committee	For TAs to be confident to: Download and print pictures, update the website, to use the new Tapestry programme in EYFS, to use the ipads with groups of children, to maintain the ipad trolley (charge, updates, delete surplus photos)	CPD training within school.  Opportunities for regular use of these skills in the working day.	CPD to be carried out in autumn term 2.
3c. Embed use of QR codes as a teaching tool.	LT/RR (ICT coordinators)  Curriculum and standards committee	Children using I pads in their learning to extend or consolidate.  Teachers setting up tasks using QR codes to minimise 'fuss' when using I pads.  QR codes evident in planning.	CPD training within school.  Teachers have opportunities to share ideas with the use of QR codes.  Planning scrutiny to ensure that QR code use is evident.	From start of the academic year, desired outcome by end of year

<p>3d. SPaG terminology and vocabulary is fully embedded across each year group.</p>	<p>KC, RR (English coordinators) Curriculum and standards committee</p>	<p>All children will have been introduced to and be confident using the agreed terminology by the end of Year 2.</p>	<p>Create a simple grid of which vocabulary is introduced in each year group.  Make parents aware of this during Meet the Teacher evening.  SPaG terminology used is highlighted in planning.</p>	<p>From start of the academic year, desired outcome by end of year</p>
<p>3e. Calculation policy updated to fit in with WRMH approach to maths and parents are aware of strategies used in school.</p>	<p>BS (Maths Coordinator) Curriculum and standards committee</p>	<p>All stakeholders to be familiar with the calculation policy we use for Maths.  Teaching and learning will consistently follow the same approach.</p>	<p>Create the policy.  Presentation to parents.  Share policy with teachers and TAs.</p>	<p>October 2018</p>
<p>3f. Teaching resources and guided reading books are centrally stored and more easily accessible to ensure full use.</p>	<p>Subject coordinators - Maths, English, science Health, safety and premises committee</p>	<p>All teaching resources and guided reading books to be kept centrally in the staff room and PPA cupboards</p>	<p>Use a staff meeting to move the resources from the 'blue room' and the Maths / RE cupboard to the staffroom and PPA room.  Labelling of resources.</p>	<p>October 2018</p>
<p>3g. Explore further opportunities for differentiated teaching across year groups.</p>	<p>KC/RR Curriculum and standards committee</p>	<p>Children to have opportunities to have more directed challenge time and work collaboratively with children of similar abilities.  More consolidation for all children who need it to reach the desired outcomes.</p>	<p>Teachers to plan opportunities for mixed challenge and support activities across year groups in the curriculum where necessary.</p>	<p>Begin in autumn term 2.</p>



<b>Key priority 4:</b>				
<b>Effectiveness of leadership and management</b>				
	<b>Persons Responsible / Support and Monitoring</b>	<b>Desired end of year outcomes</b>	<b>Main tasks</b>	<b>Timescale</b>
4a. Develop TA skills and knowledge through apprenticeship scheme and ensure that they are well mentored.	KC/RR Curriculum and standards committee Finance committee	Designated TAs have developed themselves over the course of the year and have passed modules as appropriate.  TAs have time to carry out coursework and support given from RR.	RR to meet regularly with TAs involved in the course.  RR to receive support from the course provider as needed and attend training.  Timetable allows TAs to have 20% of weekly time to study in school.	Start at the end of autumn term 1, desired outcome by end of year
4b. Governors to understand the school's key priorities and how they are being worked on at a committee level.	KC Gaynor Bull Curriculum and standards committee Finance committee Health, safety and premises committee	Governors are more aware of strengths and developments of the school  Governors have been given the opportunity to improve their knowledge  More focus of strengths/developments at a committee level	Reviewing strengths and areas for development becomes a standing item on committee agendas on a termly basis.  Termly meetings with all governors to ensure that there is a good awareness of strength and development.	Start at the end of autumn term 1, desired outcome by end of year
4c. Governors to have opportunity to attend 'in house' training sessions.	KC Roger Ward (Development Governor) Curriculum and standards committee Finance committee Health, safety and	Governors have the opportunity to attend INSET training  Governors are aware of the strengths and needs of the school.	RW/KC to decide on sessions that might be appropriate for governors to attend.  RW to circulate dates and details to governors.  Governors to feedback at committee level about usefulness of the sessions.	Begin to offer sessions in spring term.

	premises committee			
4d. HT is used in advisory role by BLT to support other schools in outstanding practice.	Gaynor Bull /Governing Board  Finance committee	Profile of HSM is raised as HT offers support to other schools.  DHT has opportunities to led the school when the HT is carrying out advisory work.  Staff at HSM have opportunities to share their skills with others.	KC given time to carry out advisory role - RR to led in absence.  KC to give regular feedback to staff about her role and what we can learn.	Contract in place for the start of the autumn term
4e. NQT receives thorough induction and outstanding support throughout the year.	KC/RR  Mentor - L Tapping  Curriculum and standards committee	NQT teaches at a good and outstanding level consistently.  NQT furthers own skills and knowledge during the year.	NQT time timetabled and given.  NQT has opportunities to seek support and guidance from SLT and mentor.  Mentor arranges time with NQT to support on a regular basis.	Start at beginning of autumn term 1, desired outcome by end of year
4f. Subject co-ordinators to work together in a more cross-curricular approach to monitor standards	RR/KC  Co-ordinators for maths, English, science, topic  Curriculum and standards committee	Co-ordinators are aware of what their subject and standards are like in other curriculum areas	Joint work scrutiny meetings with subject co-ordinators  Scrutiny of work across all the subjects	Start in autumn term 2.
4g. STP to work closely with the other 2 local schools and other local community groups to ensure sustainable travel remains high.	RR  Curriculum and standards committee	STP works towards gold accreditation  Local community more aware of the STP aims and objectives	Ensure that the objectives for gold accreditation are clear to all the STP and to all stakeholders  Plan out a clear structure and timetable across the year	Recruit new members in autumn term  Desired outcomes by end of year

		Continue to strengthen links with HCJS and HCIS	Continue to strengthen the STP and encourage new members  Create a termly meeting with HCJS/HCIS and their STP	
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<b>Key priority 5:</b>				
<b>Overall effectiveness: the quality and standards of education</b>				
	<b>Persons Responsible / Support and Monitoring</b>	<b>Desired end of year outcomes</b>	<b>Main tasks</b>	<b>Timescale</b>
5a. Ensure that ICT provision is explored and utilised well to provide an effective admin, teaching and learning tool.	RR/LT (ICT coordinators)  A Day/KC  Finance committee  Curriculum and standards committee	All children to know how to use ICT effectively and safely at their appropriate level.  All staff are trained to use ICT effectively.  ICT saves time for admin and teaching purposes and is up to date.	All children are planned and taught ICT on a weekly basis.  Work Scrutiny to ensure consistency and coverage.  Cross Curricular links to ICT.  Keeping up to date with the latest technology.  Visit other schools to explore ICT provision.	Start at beginning of autumn term 1, desired outcome by end of year
5b. Continue to strengthen collaborative working links with other local schools.	KC/RR  Finance committee  Curriculum and standards committee	All staff to have visited another school.  Children to have had opportunities to work with children from other schools.	Continue to work closely with the schools in the HASSP partnership.  Develop links with a range of schools.  Giving staff opportunities to visit other schools.	Start in spring term.

<p>5c. Explore opportunities for further marketing of the school to ensure that each year group is full.</p> <p>(links with 4d)</p>	<p>KC</p> <p>Finance committee</p> <p>Curriculum and standards committee</p>	<p>School events and achievements to have appeared in the local press.</p> <p>HSM to be well known in Bucks as an outstanding school.</p> <p>Each year group to be a full cohort.</p>	<p>Notify local press of school events.</p> <p>Open days for parents.</p> <p>Develop links with local pre-schools and nurseries.</p> <p>Events open to the wider public.</p>	<p>Start at beginning of autumn term 1, desired outcome by end of year</p>
<p>5d. Liaise with Bucks CC re possible development of nursery</p>	<p>KC</p> <p>Gaynor Bull</p> <p>Finance committee</p> <p>Health, safety and premises committee</p>	<p>School manages new nursery to extend the size of the school.</p>	<p>Discussion at governors meetings.</p> <p>Keep open communication channels with Bucks CC.</p> <p>Visiting similar nurseries.</p>	<p>Continue liaison with Bucks CC in the autumn term to see a successful outcome.</p>
<p>5e Ensure that equality and diversity objectives are of high priority in school.</p> <p>(links to 2c)</p>	<p>KC</p> <p>Jon Smith</p> <p>Finance, Pay and Personnel committee</p> <p>Curriculum and standards committee</p>	<p>Objectives are measured.</p> <p>All staff are aware.</p> <p>SLT can give examples of how the objectives have been met in school on a termly basis.</p>	<p>Published on website.</p> <p>Circulate and publish to all staff.</p>	<p>Update in autumn term as part of annual update.</p>