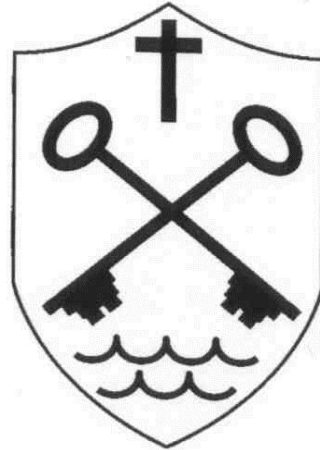


**St Peter's C of E**



**Primary School**

*Realising the potential of every individual within a caring, Christian community*

**School Development Plan  
2012-2015**

# Contents

## Section

- 1.0 School Profile
- 2.0 School Vision and Aims Statement
- 3.0 Curriculum Policy Statement
- 4.0 Best Value Statement
- 5.0 School Governing Body
- 6.0 Management and Organisational Structures of the School
- 7.0 School Achievements
- 8.0 Production and distribution of the School Development Plan
- 9.0 Selecting Priorities
  
- 10.0 Three Year Strategic Overview
- 11.0
  - Raising Standards of Achievement and Attainment
  - Quality Of Teaching
  - Behaviour and Safety
  - Quality Of Leadership and Management
  - Premises and Learning Environment
  
- One Year Detailed School Improvement and Development Plan (SIP)**
- 12.0
  - 1. Achievement and Standards: Tracking and Target setting to be embedded
  - 2a. Quality of Teaching: Lessons to be outstanding
  - 2b. Quality of Teaching: Provision to be broad and balanced
  - 3. Behaviour and Safety; Children learn to make the right choices
  - 4a. Quality of Leadership and Management; Communication with Stakeholders developed
  - 5. Premises and Learning Environment

# 1. School Profile

St Peter's Church of England (Voluntary Aided) Primary School was founded by the Diocese of Chelmsford in 1893 in the belief that there is a great value for all children in an education based on Christian principles. The school moved from the original Victorian building in 1968 when it was amalgamated with the school in South Hanningfield. The school is at present located in the small village of West Hanningfield on the outskirts of Chelmsford and is named after the church in South Hanningfield.

There is a strong Christian ethos and we strive to realise the potential of every individual within the context of a caring Christian community and within the framework of the national curriculum.

St Peter's is a smaller than average primary school with four classes. The total number of pupils we are able to admit is 105. In September 2012 we have 98 pupils on roll. This year's intake is full and predictions for the next few years indicate a full intake. Pupil: adult ratios in Foundation Stage and KS1 are low in order to give children the best start possible. Staff have a close and deep knowledge of the pupils and all are encouraged to participate in community life.

The background of pupils is predominantly white British. The percentage of pupils taking up free school meals as well as the percentage of pupils identified as having special educational needs is well below the national average.

Attainment on entry is mostly average and this is recorded and progress tracked using the Foundation Stage Profile.

## 2. School Vision and Aims Statement

### Vision Statement

*Realising the potential of every individual within a caring, Christian community*

St Peter's School was founded by the Diocese of Chelmsford in the belief that there is great value for all children in an education based on Christian principles. We aim to provide the best possible education for each child within the context of a caring, Christian community and within the framework of the National Curriculum.

### Aims

- To deliver an exciting broad, balanced and differentiated curriculum which promotes children's academic, spiritual, moral, social and cultural development;
- To promote opportunities for children to develop their intellectual, physical, creative and aesthetic abilities and to celebrate their achievements;
- To set, deliver and maintain high standards of teaching, learning and behaviour;
- To allow all staff to reach their full potential through a commitment to providing good quality staff development and to promoting a healthy work-life balance;
- To offer children a stimulating, secure environment in which they will become confident, independent and enthusiastic life-long learners and in which they are able to share their fears and concerns;
- To encourage children to be considerate, caring, polite and respectful and to become responsible, tolerant and compassionate members of our school and the wider community;
- To support and encourage the children to set and work towards their own personal goals and ambitions for the future.

# 3. Curriculum Policy Statement

At St Peter's School we believe that pupils should have access to a broad and balanced curriculum, which provides them with a rounded education covering knowledge, skills and understanding in a wide range of areas.

In producing this policy document, the need of all pupils, parents and the school have been considered. It has been written to inform all interested parties of the school's policy for the organisation and delivery of the curriculum. It also serves to underline our values, roles and responsibilities, and to assist us in decision making about curriculum matters.

## **Excellence: Striving for the best**

- ✓ We want to deliver an exciting broad, balanced and differentiated curriculum which promotes children's academic, spiritual, moral, social and cultural development.
- ✓ We want the very best teaching and learning experiences for all our children.
- ✓ We expect children to do their best and try hard to improve.
- ✓ We strive for excellent communications with parents and the wider community.
- ✓ We strive for high academic standards and value all achievement.
- ✓ We believe our children deserve a quality environment and that everything we offer, from buildings to books, should be the best we can achieve.

## **Opportunity: a fair chance for all**

- ✓ We want the very best lifetime opportunities for all our children by giving them the best start.
- ✓ We insist on children's entitlement to a broad range of knowledge and skills.

- ✓ We want opportunities for children in sport and the arts as well as academic achievement.
- ✓ We are committed to equality of opportunity for everyone.
- ✓ We want our children to be considerate, caring, polite and respectful and to become responsible, tolerant and compassionate members of our school and wider community.

### **Organisation and Delivery of Curriculum**

We have 4 classes in St. Peter's which are divided into Reception/Year1 in class 1, Year 2 in Class 2, Years 3 and 4 in Class 3 and Years 5 and 6 in Class 4. The curriculum map is designed so that for each section there is a two year rolling programme of study topics. This ensures children do not repeat topics unnecessarily.

### **Special Educational Needs**

As previously stated children are considered as individuals and taught appropriately. Where they have Special Educational Needs, they may be helped by a teacher or a teaching assistant who gives extra attention to individuals and small groups of children in need of additional support. When individual needs are identified, Stages of Assessment are implemented and parents are fully involved in the process.

### **Curriculum responsibility**

The responsibilities for curriculum management and policy review are:

Overall Curriculum Management	Headteacher
Overview of subject policies and schemes of work	Subject Leaders
Long term planning	Whole staff
Medium term planning	Class teachers
Short term planning	Class teachers
Extra-curricular activities	Headteacher

It is the responsibility of all staff to ensure that this policy is reflected in practice.

### **Curriculum monitoring**

Each aspect of the curriculum will be monitored so that evidence can be evaluated to enable curriculum improvement to take place.

## 4. Best Value Statement

St Peter's School intends that the 'Best Value' principles should be applied to all matters within school where resources management and allocation are considered. These principles are:

- **Compare**
- **Challenge**
- **Compete**
- **Consult**

### **Compare**

The use of target setting, performance management and benchmarking is informed by the use of data available to the school and to individual teachers. RAISE Online, Target Tracker reports, value added graphs and the results of QCA & SAT tests as well as other classroom assessments are considered regularly by the teachers. The use of soft data and the results of questionnaires inform judgements concerning the school's performance in relation to other schools locally and nationally.

### **Challenge**

The School Improvement Plan uses the information gained to set targets, to inform the best next steps and to consolidate previous developments. The Headteacher sets targets for all year groups, liaising with the class teacher, to give realistic but challenging targets for all children. The children are encouraged to self evaluate and work with both group and individual targets.

### **Compete**

The school strives to ensure that it receives value for money through seeking competitive prices for goods, services and works. For projects which are estimated to exceed £5 000 the school seeks at least three written competitive quotations. Approval for works in excess of £25 000 is only made following the school's tendering procedure. In respect of building maintenance and development the school employs a property management company.

### **Consult**

In developing policies, all stake holders are consulted directly where relevant. Questionnaires are used to seek parental views when appropriate. Parents' views are also sought through meetings both formal and informal, parent forum, through the school PTA and from parent governors.

We continually monitor our performance to ensure that we are meeting the needs of our pupils. Our Pupil Premium allocation provides extra curriculum support for identified children and ensures that they have access to extra-curricular music and sporting activities.

Regular review of the School Improvement Plan, performance and the budget is made against this statement. At all times we want to know that we are operating as efficiently and effectively as possible.

## 5. The School's Governing Body

St Peter's Primary School has a governing body of sixteen members, which meets once a term. There are eight committees in total, of these, the three main committees meet at least once a term to discuss school issues and to report back to the full governing body on developments. These are:

- **The Personnel Committee**, which meets to discuss staff appointments and personnel issues
- **The Curriculum and Pupil Related Committee**, which reviews all curriculum areas and approves curriculum policies, plus pupil related issues such as uniform, behaviour, etc.
- **The Finance and Premises Committee**, which looks at issues concerned with the school buildings and site. The committee also reviews the school's budget and makes decisions relating to the spending requested by other committees.

**The Pay Committee and the Pay Appeals Committee** meet as and when required to deal specifically with pay issues such as incremental rises, etc.

The Statutory committees of **Pupil Discipline**, **Staff Dismissal** and **Staff Dismissal Appeal** only meet should the need arise.

Working parties are set up as and when necessary to look at particular issues, which need further research.

Governors make general visits to the school to familiarise themselves with the everyday life of the school. They also make special interest visits for specific subjects. They attend relevant training sessions and participate in school events such as Christmas Carol Services, St Peter's Day Service and school plays. The governors take a keen interest in the school, working in partnership with the Headteacher and staff to create an environment in which high standards are maintained and children may achieve their full potential, academically and socially.

		<b>Status</b>
Mrs J Vosper	Chairperson	Parent Governor
Mrs A Usher	Vice-Chairperson	Foundation DEC
Revd S Robertson		Ex-officio
Revd S Need		Ex-officio
Mrs W Figueira		Ex-officio
Mrs D Francis		Foundation DEC
Revd M Aston		Foundation DEC
Mrs A Cameron		LA



Mr J Sims  
Ms K Hooper  
Mr M Groves  
Mrs L Loeber  
Vacancy  
Mrs K Pigram  
Vacancy  
Mrs D Golledge

Mrs K Pyman

Parent Governor  
Parent Governor  
South Hanningfield PCC  
South Hanningfield PCC  
Staff Governor  
Teacher Governor  
West Hanningfield PCC  
West Hanningfield PCC

Clerk

## 6. School Management and Organisational Structures

### Particular Responsibility for:

Head Teacher	Mrs W Figueira	School Day to Day Running and Management School Standard Funds Personnel Continuing Professional Development (CPD) Manager School Administration (Timetables, etc. Collective Worship) Child Protection & Looked after Children Out of School Hours Learning Manager Teaching, Learning & Curriculum Assessment Manager Special Educational Needs Coordinator Responsibility for Gifted and Talented Pupils Equal Opportunities Manager Race Equality Manager Health and Safety Representative Music Subject Leader Community Cohesion
Deputy Head	Mrs K Pigram	KS1 and EYFS Co-ordinator Literacy Coordinator, including Libraries
Teachers	Mrs A Ling	Maths Subject Leader Science Subject Leader
	Mr C Hazell	PE Subject Leader RE Subject Leader Worship Leader Humanities Subject Leader
	Mrs S Hirst	Outdoor learning ICT Subject Leader Assessment Leader
	Mr N Gilmore	Modern Foreign Languages Subject Leader

# 7. School Achievements September 2011-July 2012

## Curriculum

- Educational visits to Strada restaurant, Barleylands Farm, Basildon Sporting Village, Mini games at Melbourne Stadium, Wembley Arena Concert
- Visitors including Indian Dance, Art workshop, guitar assembly, didgeridoo workshop, Aboriginal story teller, playground games from around the world
- Sports days and sessions including tennis, cricket, rugby, athletics and football.
- Music workshops including concerts, Year 3 and 4 'Sporting Chance' with Sandon High School and Barnardos concert at Wembley Arena
- Introduction of peripatetic music lessons; flute, clarinet, fife, saxophone, guitar, keyboard and piano
  
- **Attainment at end of KS1:**
  - Reading - 93% Level 2+, 27% Level 3;
  - Writing - 87% Level 2+, 27% Level 3;
  - Maths - 93% Level 2+, 40% Level 3;
  - Science - 93% Level 2+, 20% level 3
  
- **Attainment at end of KS2:**
  - Reading- 100% Level 4+ 64% Level 5+
  - Writing- 85% Level 4+ 28% Level 5+
  - Maths- 93% Level 4+ 71% level 5+ 14% Level 6+
  - Science- 93% level 4+ 50% Level 5+
  
- FFT Wave 3 Year 1 Literacy support for selected pupils
- Introduction of new Intervention groups for children needing extra support
- One-to-one tuition for selected KS2 pupils
- Workshops for parents on phonics, early reading and writing, and maths
- Programme of events and activities for the more able pupils in English, Maths, Art and PE

**Whole School Issues**

- Introduction of Play Leaders from Year 4 pupils
- Smart Moves gym trail for invited pupils
- Well-being mentoring for pupils
- Competitive Sports Day
- Whole school musical production in summer term- 'Pirates of the Curry Bean'
- Introduction of a Weekly Celebration Assembly for pupils and their families
- Introduction of a new lunchtime system leading to a longer time for play
- Bi-Weekly School council meetings with Deputy Head

**Monitoring & Evaluation**

- Headteacher, Deputy Headteacher and the School Improvement Partner continued to monitor attainment, standards and teaching and learning
- Subject leaders monitored their subjects throughout the year and provided feedback to class teachers and Head teacher
- Headteacher, Deputy Headteacher and governors reviewed the old School Development and Improvement Plans and used this to inform the new ones
- The Ofsted self evaluation form was revised in consultation with stakeholders
- Staff analysed class progress using Target Tracker
- Target Tracker training was attended by Head and Deputy

**Management Issues & Staff Development**

- Deputy Head started the Essex Deputy Heads course
- Development of Subject Leader expertise and management skills
- Induction of a new member of teaching staff

**Governors**

- Vacancies for governors posts were filled as they arose and new governors inducted to role
- New governors undertook initial training provided by LA
- Experienced governors undertook a range of training opportunities
- Governors undertook information gathering and monitoring visit to school
- Governors involved in the preparation of the School Improvement Plan through committees

**Premises**

- Complete refurbishment of toilet block and cloakrooms was completed
- Class 2 was completed re-fitted
- Playground was resurfaced and playground games were marked on it
- A new retaining wall was built and planted
- A new raised garden was built. It was planted by Class 2
- New vegetable gardens dug for the gardening club
- Hedging planted by car park and class 1
- Work commenced for a new boiler
- Plans have been drawn up for a new classroom to replace the demountable and fund raising has started

**Finance**

- Head teacher and governors continue to work closely with Office Manager to ensure FMSiS standards are maintained

**Parents &  
The Wider Community  
Extended Schools**

- Football, netball and athletics clubs have continued.
- Choir, recorder, gardening and Italian clubs have continued
- Karate club has started
- Cricket club has started
- Lunchtime clubs have started and are open to all children on any day
- Concert for parents
- Parents have continued to organise fund raising events and have purchased equipment for the school.
- Step-by-Step parenting support workshops
- Revd Aston regularly participates in Celebration Assemblies
- Clergy from the local churches visit often to take assemblies
- Participation in Harvest, Christmas, Easter and St Peter's Day Services
- Weekly assemblies for parents
- Outside visitors used to enhance the curriculum
- Working with Essex Wildlife Trust in the local community
- Variety of sporting events with local schools (Year 2 Mini-games, Yr 4 Super Stars, football tournament, District athletics)
- Joint events with Small Schools Cluster (Carol service at Chelmsford Cathedral, Infant Music Festival, Sandon High School concert)

## 8. Production and Distribution of the School Development Plan

This school development plan has been produced by St Peter's Primary for the three year period from September 2012 to July 2015. It builds on the plan formulated the previous year and ensures we continue to plan for future developments. It includes, in greater detail, the School Improvement Plan for the academic year 2012/2013. Its aim is to set out future priorities for school development in order to meet the following aims:

- to raise the standards of achievement
- to raise the quality of teaching and learning
- to improve the operation of the school organisation
- to set out clearly the future development of the school

### **The priorities of this plan have been drawn together:**

- by reviewing the previous School Development Plan and making necessary amendments according to current need
- in respect of the continuation of initiatives
- in response to the senior management and leadership team's identified priorities of how to move the school forward using national standards for self assessment and the Essex Summary Profile completed with the School Improvement Partner
- in response to the priorities shown in Subject Leaders' annual reports
- in response to the views of staff, pupils, parents and governors
- consulting benchmarking data

The School Development Plan has been written by the Headteacher and teaching staff, in consultation with support staff, governors, and pupils. The views of parents have been sought through discussion with parents, the PTA and views expressed directly to the school.

It is the right of all interested parties to have access to the School Development Plan. A copy is provided for all governors, members of the teaching staff, teaching assistants and the School Improvement Partner.

A pupil friendly version is on display in the school entrance.

Regular updates are provided throughout the year for all stakeholders.

### **Selecting Priorities: Performance Data, stakeholders and the Ofsted Self-evaluation Form**

Priorities for the School Improvement Plan have been selected using the analysis of data, self review using the Ofsted Self-Evaluation Form, consultation with the School Improvement Partner, Governors and the last Ofsted inspection report.

The school is committed to working towards the Ofsted category Outstanding overall.

The School Improvement Partner, the Headteacher, the Deputy Head and the Chair of Governors complete reviews of the Self-Evaluation Form throughout the year, which give rise to targets for improvement to be included in the School Improvement Plan.

External demands include the setting of targets for pupil levels of achievement in Maths and English at Key Stage 2. The Early Years Foundation Stage Profile is implemented at the Early Years Foundation Stage.

Performance data has been recorded and analysed using RAISE-Online, Fischer Family Trust data, Local Authority data, SATs and QCA Test analysis and school pupil tracking data.

Tests include the following:

- Reading levels
- Spelling tests
- Levelled writing for each pupil
- SATs test results
- QCA test results
- Early Years Foundation Stage Profile
- Teacher observations of pupil-led and independent activities

Subject Leaders discuss developments in their individual subjects indicating areas for development and produce action plans as appropriate.

# School Development Plan 2012-15

## Achievement and Standards

2012-13	2013-14	2014-15
Increase Governor involvement in target setting	Head and Chair to set targets with SIP	Head and Chair to set targets
Develop analysis of data and the use of Average Point Scores (APS)	Head and Curriculum committee to use Target Tracker at meetings to analyse areas for development	
Maintain Writing focus and develop Writing Profiles	Curriculum Governors to use Writing Profiles to look at progress	
Embed teaching of phonics in FS, KS1 and lower KS2		
Evaluate the impact of setting for phonic groups		
Embed Talk for Writing in FS and KS1 and evaluate the impact in KS2		

## Quality of Teaching

2012-13	2013-14	2014-15
Develop understanding and delivery of outstanding teaching	Governors to become more familiar with Ofsted Criteria	
Develop Reading Recovery and into Class 3		
Develop library skills and use of book research in topic work		
Develop opportunities for outdoor learning		
Maintain G&T links with secondary schools	Extend G&T links to include more curriculum areas	
Maintain and develop multicultural links	Links to be well established	
Regularly review opportunities creative curriculum		



## Behaviour and Safety

2012-13	2013-14	2014-15
E-Safety to be strengthened		
Celebration assemblies to be continued and developed	Children to have a greater role in assemblies	
Good choice stickers throughout whole staff		
Develop a system to record all red, yellow cards and all good choice stickers		

## Leadership and Management

2012-13	2013-14	2014-15
Governors to continue training and new Governors to receive training	Regular Governor involvement in school and a focused schedule of visits established	
GSET embedded into practice		
Governors to strengthen their monitoring roles In line with new Ofsted Framework		
Look into provision for online reporting to parents		
Use of SSET to support self evaluation and Ofsted SEF compilation		
Continue to share good practice amongst schools in the Small Schools Cluster		
Email and text system to be developed		
Stakeholders' views to be sought at least annually		
Website to be completed and live		
Home/school books to be used throughout the school		
Subject Leader roles to be extended and developed		

### Premises and Learning Environment (Asset Management Plan)

<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Replace boiler and boiler room doors	Hall floor stripped and resurfaced	New curriculum ICT equipment
Complete pond development	Class 2 to be painted	
Refurbish willow dome	Shade to be provided outside Class 2 and in playground	
Commence demountable project	New curriculum ICT equipment	
Tidy outside areas	Replace freezer in school kitchen	

## 2012/13 School Improvement and Development Plan for sustained and further improvement.

### 1. Achievement and Standards. Tracking and target setting to be refined.

Planned action	Intended outcome	Who?	When?	Cost?	Achieved?
Involve governors in setting challenging but realistic and achievable whole school targets for literacy and Numeracy. Share these with teaching and support staff. Ensure whole school community knows the strategies for implementing these targets.	Govs., staff and parents focus on achievement and plan for progress.	HT and Govs.	Aut. 2012	nil	
Analyse pupil tracking data of these groups: <ul style="list-style-type: none"> <li>• Low attaining pupils. (below level 2 at KS1)</li> <li>• Middle attaining pupils. (level 2 at KS1)</li> <li>• High attaining pupils. (above level 2 at KS1)</li> <li>• Low attaining pupils. (below level 4 at KS2)</li> <li>• Middle attaining pupils. (level 4 at KS2)</li> <li>• High attaining pupils. (above level 5+ at KS2)</li> </ul>	Impact of effective teaching of groups evident.	HT and Ts.	Aut. 2012	Nil.	
Focus on writing. Ensure pupils are thoroughly assessed and have clear success criteria. Motivate and model good writing, embed the use of whole school genre criteria. Continue Writing Profiles throughout school. Use at Parents' evenings, curriculum governor meetings, new teacher induction and school monitoring.	Standard of writing across the curriculum improved.	Ts.	Aut. 2012	Nil.	
Pupil tracking system developed to include average point scores. Teachers to be confident in the use of Average Point Scores (APS) Governors to be shown how Target Tracker is used to record, plan and assess.	Progress of cohorts and groups more easily comparable.	HT and assessment leader	From Aut 2012	nil	
Embed teaching of phonics in FS, KS1 and lower KS2	Spelling and reading improved.	KP to monitor	From Aut 2012	nil	

## 2a. Quality of Teaching. Lessons to be “outstanding.”

Planned action	Intended outcome	Who?	When?	Cost?	Achieved?
Develop consistent understanding and delivery of outstanding teaching with opportunities for teaching staff to observe each other half termly. Link results of lesson observations with CPD and Performance Management. Involve pupils in feedback at end of lessons.	Teachers teaching confidently and effectively according to Ofsted evaluation.	HT, Ts and TAs.	Aut 2012,	Management time HT/HLTA cover	
“			Spring 2013,		
“			Sum 2013.		
Children with SEN to be identified on planning and differentiation to be inclusive	Vulnerable pupils make good progress.	HT/ SEN HLTA	Aut 2012	Nil.	
Reading continues to be a focus following the introduction of “letters and Sounds” throughout KS1 and “Reading Recovery”.	Standards in reading improve over three years.	All TAs, KS1Ts and Class 3	Aut 2012, Spring 2013, Sum 2013.		
Marking and feedback to be thorough and effective	Children understand how to improve their work and reach next step.	All Ts Subject leaders Gov visit focus	Aut 2012		
“			Spr 2013		
“			Sum 2013		

## 2b. Quality of Teaching. Provision to be broad and balanced.

Planned action	Intended outcome	Who?	When?	Cost?	Achieved?
A library area will be established after the new classroom space is built and library skills planned.	Children encouraged to read more widely and use the library to support topic work	HT and volunteers.	Sum. 2013	£1000 shelving	
Opportunities for outdoor learning and projects will be increased through training subject Leader.	More children's interests catered for and positive attitude to learning more widespread.	All Ts.	Spring 2013,	£1000 forest school training for 1 teacher	
Range of musical instruments increased.	Opportunities to create and perform increased.	HT.	Aut 2012	Pupil premium/parents fund	
More able pupils will be challenged by links with local secondary schools.	G and T pupils have opportunities to achieving their potential.	HT and Ts.	Aut 2012, Spring 2013, Sum 2013.	Nil.	
Multi-cultural understanding will be developed through link schools in West Ham, France, Australia and Milan.	Understanding and experiences of children broadened	HT and Ts.	Each term Aut 2012,	£50 postage	
			Spr 2013,		
			Sum 2013.		
Multi-cultural understanding will be developed through International Week.	Understanding and experiences of children broadened	HT and Ts	Aut 2012	£1000 PTA	
Develop creative curriculum to encourage and motivate pupils to become independent learners. Ensure system for curriculum coverage is effective.	Children take a more active role in their learning.	HT and Ts.	From Spr 2013.	nil	

### 3. Behaviour and Safety. Children learn to make right choices.

Planned action	Intended outcome	Who?	When?	Cost?	Achieved?
E-safety is to be strengthened, including information for parents.	Children protected and parents more informed	HT	Aut 2012	Nil parent info via LDG	
Celebration assemblies to be continued and developed, "Good Choice" stickers to be developed throughout the school staff.	Children make the right choices and behaviour improves	All staff	Spr 2012	£10 stickers	
Develop a system to record "good choice" stickers and yellow cards as well as Special Awards and red cards	Evidence of all behaviour choices clear, consistent throughout the school and accessible.	HT	Aut 2012	Nil.	
Buddying to be initiated between Reception and Year 6 children	Reception children have a link with older children. Older children develop a sense of caring and responsibility	HT/KP	Sept 2012	Nil	

## 4a. Quality of Leadership and Management.

### Communication with stakeholders to be further developed

Planned action	Intended outcome	Who?	When?	Cost?	Achieved?
Email and text system will continue to be developed	Parents are more efficiently and quickly informed.	HT	From Aut 2012	£100 PTA	
Parents' and pupils' views on all aspects of school life will continue to be gathered through questionnaires, school council and parent forums.	School development includes views of all stakeholders.	HT.	Parent forums each term Aut 2012, Spring 2013, Sum 2013. School council bi-weekly and yearly questionnaires	Nil.	
Parents' and pupils' perceptions about bullying and other safeguarding issues will be the subject of an annual questionnaire.	Safeguarding guidance to pupils strengthened through consistent home/school approach.	HT. and Govs.	Spr. 2013.	Nil.	
Inform parents of how we teach basic skills in English and Maths in school and how this process can be supported at home.	Learning effectively reinforced at home.	HT and Ts.	Spr. 2013 and subsequent spring terms.	£50 resources.	
Develop web site to include policies and SDP.	Parents and prospective parents have free access to information.	HT and governors	From Aut 2012	nil	
Home/school will be extended to include information for parents on their child's reading, spelling, tables and any other concerns	Learning effectively reinforced at home.	HT and Ts.	Aut. 2012	£50	

## 4b. Quality of Leadership and Management.

### Monitoring systems to be effective in providing clear data for school development.

Planned action	Intended outcome	Who?	When?	Cost?	Achieved?
Subject leadership to be developed to include work scrutiny and discussion with pupils, ½ day per half term.	Subject leaders fully aware of standards and views of pupils.	HT and Ts.	Aut 2012,	6 days management time	
“			Spr 2013,		
“			Sum 2013		
Subject leaders will carry out “health checks” to determine requirements in resources or training.	Subject leaders able to make recommendations for SDP.	HT and Ts.	Aut 2012	As above.	
“			Sum 2013		
Governors’ committees to strengthen their monitoring role in line with the new Ofsted Framework.	Clear evidence gathered to monitor and evaluate school development.	HT and Govs.	Aut 2012,	Nil.	



## Premises and Learning Environment

Planned action	Intended outcome	Who?	When?	Cost?	Achieved?
Complete boiler replacement project and re-siting of oil tank	School heating system to run more efficiently and solar panels to provide 'free' hot water	HT Gov	Aug 2012	£16,000 as our 10% contribution	
Complete the pond development	Pond can be used safely to enhance the learning environment by all children.	Essex Wildlife via HT	Ongoing	£300	
Refurbish willow dome	Grounds tidy and the dome can be used to enhance the learning environment by all children.	Essex Wildlife via HT	Annually	£50 donation to EWT	
Develop wildlife area, meadow and orchard	Extension of the outside learning environment	Outside learning subject leader	ongoing		
Commence project to replace demountable classroom	A new, purpose built room which can be enjoyed by children, parents and Rainbows	HT Govs	Aut 2012	£30,000 as our 10% contribution	
Tidy the areas outside the classrooms	A more welcoming extension of the outside learning environment	All Ts	Spr 2013	nil	