

Our vision

'To have fun, do our very best and look after everyone in a caring community'.
Siddington as a church school – 'in a caring Christian community'.

Through our teaching we aim to foster the four E's of: **Enthuse, Engage, Enable** and **Excel**.

We have the following overall values which are present in every aspect of our schools:

Compassion

Respect

Courage

Truthfulness

Thankfulness

Forgiveness

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Priorities highlighted from our most recent Ofsted Inspections

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UPDATES TO SDP – At the end of each term (approximately 6 weeks) staff assess pupil progress – the data is input onto our tracking system and data analysed by staff Anne Newton – SEND & PP data reports, Kathryn Wyatt & Anne Newton – Reading & Writing, Elaine Parmiter & Sian Hamlett – Maths The SEF & data reports are then updated and discussed at governor meetings to check on attainment and progress. There is also a termly progress update sheet that logs our progress towards targets – all these documents should be considered when looking at our progress towards our SDP.

SDP – Area 1 – Ofsted Priorities

<p>Overall Success Criteria</p>	<p>Siddington:</p> <ol style="list-style-type: none"> 1. To provide even greater challenge, especially in maths, for the most able disadvantaged pupils (we did not have any in this cohort). 2. Leaders continue to improve attendance, especially for the most vulnerable, by working with parents and families to help them understand the importance of attending school daily. <p>Kemble:</p> <ol style="list-style-type: none"> 1. Developments in writing provision continue to raise the proportion of pupils reaching expected and higher writing standards across the school 2. They maintain the drive to improve outcomes for disadvantaged pupils across the school 3. Communication with parents continues to improve, especially through accurately representing the quality of the school’s work on its website and by responding to parents’ ongoing feedback. 	
<p>Specific Success Criteria</p>	<p>Specific actions, timings (will be left blank if all year) and who is responsible Cost implications – if significant</p>	<p>Review of Actions taken (what impact has it had?) To be discussed at Performance & Standards Committee</p>
<p>For our more able pupil premium children to achieve as well as non PP more able pupils</p>	<p>See PP SDP Area 2 sheet below for Kemble & Siddington</p>	
<p>For the attendance of our pupil premium & SEND children to be within national %</p>	<ul style="list-style-type: none"> • Office staff to let SH / CAD know when a child’s absence gets as low as 95% • CAD / SH to send letter of warning of low absence • If % gets lower than 90% CAD / SH to have meeting with parents and give attendance leaflet (one that is in school starter pack • 100% attendance letters, notes in newsletters all to continue 	
<p>Writing provision continue to raise the no. of pupils reaching exp. and higher standards</p>	<p>See Writing SDP Area 4 sheet below</p>	
<p>Communication</p>	<p>Not written into SDP, but CAD to continue work with PLO and website development and governors to carry out questionnaires and respond to any concerns</p>	

SDP – Area 2 Ensuring pupils vulnerable to under achievement make good progress

<p>Overall Success Criteria</p>	<ul style="list-style-type: none"> • Ensure that all PP children make at least expected progress (2017 % exp. prog at KS2 R,W,M – Sid -6 FSM: -1 non Kem -3 FSM: +2 non) • Ensure that all SEND children make exp. prog. throughout the year (2017 % exp. prog. At KS2 R,W,M Sid -29% non +19% - No SEN at K) • Ensure that our more able children make good progress from KS1 starting points to achieve higher standard 	
<p>Specific Success Criteria</p>	<p>Specific actions, timings (will be left blank if all year) and who is responsible Cost implications – if significant</p>	<p>Review of Actions taken (what impact has it had?) To be discussed at Performance & Standards Committee</p>
<p>PP To ensure that all PP children make expected progress</p>	<ul style="list-style-type: none"> • AN to analyse data termly and identify pupils not making progress. • All staff aware and Teachers meet with pupils and parents 6 times a year to keep them informed of progress and provide guidance on how to support their child (AN to check progress meeting / target sheets) • AN to meet with children 3 times a year to discuss their progress • AN to monitor effectiveness of interventions and change as necessary • AN to observe TPs during interventions and giving Effective Marking Feedback to ensure that they are being as effective as they can be • In Siddington focus on maths interventions in Year 2 and Year 4 as 100% of the PP children in that cohort failed to make expected progress last year • In Kemble focus on reading and writing interventions in Year 2 as 50% (1 out of 2 pupils) of the PP children in that cohort failed to make expected progress last year • Teachers mark PP books first AN to monitor 3 times a year • All staff are aware of vulnerable pupils. Discussed regularly during Staff meetings and TP meetings • All staff are given vulnerable pupil targets as part of the appraisal system • All TPs are given a PP pupil/pupils to provide additional support and someone else that they can talk to. The TPs meet up regularly with the pupils to support in whatever way they need it. • Individual needs considered and creative solutions found to supporting pupils. • A clearer understanding of evaluating the impact of Pupil Premium funding is had by SLT/PP governor. AN to attend leadership course and re-evaluate and 	

	<p>feedback findings as a result of knowledge gained</p> <ul style="list-style-type: none"> • AN to use ideas from EEF and The Pupils Premium book (Marc Rowland) to ensure all we do has impact on progress by our PP children 	
<p>SEND To ensure that all SEND children make expected progress throughout the year</p>	<ul style="list-style-type: none"> • AN to analyse data termly and identify pupils falling behind. (Dec 17, April 18, June 18) • AN to meet with pupils during the year to discuss their progress (Nov 17, Mar 18) • AN to monitor effectiveness of interventions 6 times a year and change as necessary • Monitoring of teachers by SMT reports good or outstanding teaching • AN to ensure that teachers/ TPS are meeting with parents regularly to complete the My Plans/ My Plan + and ensure parents are able to contribute fully to the support of their children • A TP from each school to be trained in Catch Up Numeracy so specific Maths support is given. (Autumn 17) • A TP to be trained in ELSA (Autumn 17) and carry out interventions with relevant children • TP meetings discuss interventions 3 times a year and opportunities are given to share training and good practice regularly • AN to attend cluster meetings and conference to ensure knowledge is up to date and to share good practice and findings with colleagues 	
<p>More Able Pupils Ensure that our more able pupils make good progress</p>	<ul style="list-style-type: none"> • AN to analyse data termly and identify any pupil not making good progress. (Dec 17, April 18, June 18) Discussions then held with teachers to identify what is happening and why they are not making good progress • AN & KW to analyse data from KS1 to KS2 (use FFT) to find out who is vulnerable for not making higher level attainment at KS2 & actions in place • SLT to monitor planning and books to ensure that there is a high level of challenge for our more able pupils. • SLT lesson observations record higher level questioning being used and mastery level work is evident • Pupils to attend cluster days e.g. gifted and talented writers workshops. 	

SDP Area 3 - To Raise the Attainment in Reading 2017 18

Overall Success Criteria	<ul style="list-style-type: none"> To ensure that 85% of children in Robins class can read and write all set 1 and 2 speed sounds using the correct letter formation. To ensure that 70% of children in owls class to be working at or above the expected level by July 2018. (In July 2017 65% of pupils in y4/5 are working at or above expected) To ensure that the boys progress is as good as the girls in Beech Class by July 2018. (In July 2017 boys average reading progress 2.6; girls average reading progress 3.5) 	
Specific Success Criteria	Specific actions, timings and who is responsible Cost implications	Review of Actions taken (what impact has it had?) To be discussed at Performance & Standards Committee
To ensure that 85% of children in Robins class can read and write all set 1 and 2 speed sounds using the correct letter formation.	<ol style="list-style-type: none"> To ensure RW inc is taught daily from October (KC) Children to have covered set 1 speed sounds by Christmas and start to blend cvc words and are able to form most sounds correctly. (KC) To being reading, writing set 1 and 2 speed sounds correctly by Easter. (KC) 	
To ensure all children are making expected progress	<ol style="list-style-type: none"> E M-R/KW to analyze data termly and identify pupils falling behind. (EM-R/KW) Focused readers identified for additional support. (all teachers) Reading comprehension/reciprocal reading taught weekly. TP training (as needed) Teachers to audit reading materials to check suitable reading books. 	
To ensure parents are equipped to fully support their children	<ol style="list-style-type: none"> English information meetings for parents to cover: the importance of home reading, and discussing their books. September 2017 (AN/KW) 	
To develop greater confidence in drawing evidence from a text.	<ol style="list-style-type: none"> To introduce ERIC (Explain, retrieve, interpret choice) starters for whole class reading weekly to develop reading comprehension skills based on good practice research. 	

SDP Area 4 - To Raise the Attainment in writing 2017 18

<p>Overall Success Criteria</p>	<ul style="list-style-type: none"> To ensure that 80% of children in Kingfishers class to be working at or above the expected level by July 2018. (July 2017 – 73% children in R&Y1 working at or above expected level) To ensure that 65% of children in Eagles class to be working at or above the expected level by July 2018. (July 2017 – 58% children in Y2/3 working at or above expected level) To ensure that 29% of children in Oak class reach exceeding in EYFS by July 2018 (July 2017 – 18% children in Y2/3 working at exceeding) To ensure that 30% of children in Horse Chestnut class to be working at exceeding by July 2018. (July 2017 – 24% children in Y2/3 working at exceeding) To ensure that 35% of children in Chestnut class to be working at exceeding by July 2018. (July 2017 – 29% children in Y2/3 working at exceeding) 	
<p>Specific Success Criteria</p>	<p>Specific actions, timings and who is responsible Cost implications</p>	<p>Review of Actions taken (what impact has it had?) To be discussed at Performance & Standards Committee</p>
<p>To ensure that 29% of children in Oak class reach exceeding in EYFS by July 2018</p>	<ol style="list-style-type: none"> Ensure planned opportunities to write independently at least once per week outside Read write inc from December 2017 Ensure a range of mark making materials in both the indoor and outdoor areas for both settings from Sept 17 (AN / SH to monitor) Find opportunities to inspire boys to write more independently (encourage labels for models, plans, maps, superheroes etc) 	
<p>To ensure children correctly punctuate all writing</p>	<ol style="list-style-type: none"> To re-visit the use of Kung-Fu punctuation to rehearse sentence types To insist on 1,2,3 check when writing completed 	
<p>To ensure a wider range of sentence types are used in independent writing.</p>	<ol style="list-style-type: none"> To match Alan Peat sentence structures to the non-negotiables for each year group. Each class to learn and apply learnt sentence structures through discrete focused writing sessions and talk for writing. 	

<p>To raise the expectation for exceeding writers</p>	<ol style="list-style-type: none">1. To examine good examples of exceeding writing together to identify the key features.2. To celebrate No Pens Wednesday on 4th October 2017. Teachers to plan a day to encourage speaking and listening skills. This could lead to an extended piece of writing later in the month.	
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SDP Area 5 - To Raise attainment & progress in Maths

Overall Success Criteria	<ol style="list-style-type: none"> 1. For pupils to make 3+ AIR in all year groups I both schools. 2. To ensure that 86% or more pupils in Kemble achieve at least expected attainment. (2016 – 17 was Y1 78%, Y2 86%, Y3 86%, Y4 86% , Y5 75%, Y6 100% 3. To ensure that 65% or more pupils in Siddington achieve at least expected attainment. (2016 – 17 was Y1 50%, Y2 33%, Y3 60%, Y4 77% , Y5 53%, Y6 60% 4. To ensure that any gaps in progress that arise within groups are identified and actioned as early as possible. (no significant gaps in gender, SEND, PP or military in 2016-17 data) 	
Specific Success Criteria	Specific actions, timings and who is responsible & Cost implications	Review of Actions taken (what impact has it had?) To be discussed at Performance & Standards Committee
Initiate SODA (Start of the day activities) in each class daily.	<ul style="list-style-type: none"> • SH to induct staff and demonstrate model. • Ensure all classes with books and ideas/activities. • Communication to parents via initial letter in Sept and half termly meetings. • Monitor & review progress with staff through observation and pupil feedback. 	
Progress in maths is monitored more effectively.	<ul style="list-style-type: none"> • Data is analysed termly looking closely at the Wiltshire tracker. • Termly reports to head regarding progress. • Show percentages of emerging, developing, expected and exceeding pupils for all classes in both schools. • Communication with staff regarding any concerns with individual progress. • Monitor interventions carefully and adapt/change if needed. • Ensure changes are communicated to staff. 	
Develop a Mastery curriculum in maths.	<ul style="list-style-type: none"> • Ensure staff are designing lessons with a ‘do it, stretch it, solve it’ focus (fluency, reasoning, problem solving) • Monitor through planning scrutiny, learning walks, observations & book looks. • Give opportunities for staff development: staff meetings, TP training, feedback from courses. • SH and EP to attend ‘embedding reasoning’ course (5th Oct) • SH and EP to apply for Mastery teaching development programme. 	
To increase parental engagement within both schools.	<ul style="list-style-type: none"> • SH/EP to organise workshops & plan based on feedback • Carry out workshops in Sept 17 & evaluate the success of the workshops. • Monitor blog information linked to maths & website updates on class pages 	

SDP Area 6 – RE & Christian Ethos (Priority linked to SIAMS inspection)

Overall Success Criteria	<ul style="list-style-type: none"> To introduce and embed the new Gloucestershire Agreed RE Syllabus and Understanding Christianity across both schools. 	
Specific Success Criteria	Specific actions, timings and who is responsible Cost implications	Review of Actions taken (what impact has it had?) To be discussed at Performance & Standards Committee
To monitor the introduction of the new Gloucestershire Agreed RE syllabus and understanding Christianity.	<ul style="list-style-type: none"> Monitoring across the year. Monitor planning, teaching and impact of new units through learning walks, book scrutiny and observations. Ensure updates to assessment procedures and criteria are passed onto staff when available. Staff meeting to review teacher confidence and experiences with the new schemes. Assembly to introduce the frieze to the whole school (CAD?). 	
To enhance the children’s understanding of other faiths by improving the use of visits and visitors from a variety of faiths.	<ul style="list-style-type: none"> Collate and provide staff with a list of potential religious sites and visitors. To provide suggestions for links to visits/visitors for each RE unit. To investigate visitors for whole school or key stage days/ events. 	
To develop experience days across both schools.	<ul style="list-style-type: none"> To work alongside Jennifer McKenzie to develop the involvement of Siddington Church. 	
To improve the number of children attaining in RE	<ul style="list-style-type: none"> Data target to be added later in the term as a new assessment system is introduced and increased expectations will influence data targets. 	

SDP Area 7 - MAT

Overall Success Criteria	<ul style="list-style-type: none"> To make full use of our resources to improve outcomes for children 	
Specific Success Criteria	Specific actions, timings (will be left blank if all year) and who is responsible Cost implications – if significant	Review of Actions taken (what impact has it had?) To be discussed at Performance & Standards Committee
Be a member of the Corinium Education Trust	<ul style="list-style-type: none"> - Convert each school to academy status (October 17) - Due diligence for all 3 schools (Sept - February 18) - MAT application form to DfE (March 2018) - Senior leadership in each school to cover executive head teacher work - Detailed communication between staff/parents and governors at each stage. (Facilitate time for questions and queries). - Start to realize some of the benefits from becoming a MAT - Arrange for regular specialist teachers to demonstrate outstanding lessons and share resources. 	
Subject leaders confident in area knowledge and lead inspirational ideas for staff and children	<ul style="list-style-type: none"> - TD Day to discuss subject leadership requirements & how to lead - SH to issue all teachers with Subject Leader Files - Subject leader targets added to SDP (& appraisal as last year) - Subject leaders to suggest areas to improve lessons via email, links, video - Subject leaders to moderate across federation and between others schools 	
To be outstanding in Ofsted inspection	<ul style="list-style-type: none"> - Learning gem owls to have higher profile - used for class certificates - Attainment is well above average, senior leaders to focus on improving teaching & learning to improve progress through coaching after lesson observations (SH) 	