

# Chantry Community Primary School



## **School Development Plan 2019/20 Parent Summary**

This is a summary of the priorities the school will be focusing on in 2019/20. It has been written by the Senior Leadership Team, in consultation with the staff and governors.  
The plan is organised under the Ofsted headings and is reviewed termly by the Senior Leadership Team.  
We welcome questions about the plan.

## **School Vision and Values**

We believe that Chantry can be an outstanding school where we have uncompromising ambitions for every child. Our high-quality teaching will provide children with a range of rich, memorable experiences underpinned by the arts.

At Chantry outstanding behaviour will support all children to demonstrate the values of care and respect whilst building positive relationships with those around them. Through excellent communication, parents will feel actively involved in their child's learning.

We believe that if Chantry is a school that sits at the heart of its community, we will develop independent, confident learners, who take ownership of their own learning, recognise their achievements and are well prepared for adult life.

Our Chantry Values of 'Confident, Caring, Creative', underpin everything we do. Our core values are broken down into nine values which are referred to in our classrooms, collective worship and in our behaviour policy: aspirational, independent, resilient, respectful, kind, honest, passionate, inspiring and unique.

## **Section1: Context**

2019's data showed a further improvement and outcomes at the end of KS2 were above National and Local Authority (LA) averages in all areas. 90% of children achieved national standards in reading, writing and maths at the end of KS2. Our combined score was significantly improved at 83% (33% in 2017, 70% in 2017) and reading rose 20% from 2017, Progress was significantly above national average. Good Level of Development (GLD) at EYFS was at 80%. Excellent practice in phonics teaching helped 90% of children reach National Standards.

There was also a positive picture at the end of KS1 with 88% of children achieving EXS in reading, 81% in maths, 78% in writing. Our numbers of children achieving Greater Depth Standards (GDS) were above LA and national averages in key stage one and above or in line with national at key stage two. There is good progress and attainment across the rest of the school with the current year six cohort on track for attainment and progress that is above LA and National averages.

Disadvantaged children made better progress than non-disadvantaged children nationally at the end of KS2. In EYFS, 83% of disadvantaged children achieved a GLD. 83% of disadvantaged children achieved the expected standard in reading and 75% in maths at the end of KS1. A slightly lower percentage of disadvantaged children achieved EXS in Upper Key Stage 2 compared to non-disadvantaged however these figures were still above LA and national averages for non-disadvantaged.

The school had an Ofsted inspection in October 2017 and was judged to be Good all areas. An Newly Qualified Teacher (NQT) joined us in September 2019 in year 4, we also have a new teacher in year 5. Teachers remained in their existing year groups this year after some significant changes last year. Both Assistant Heads are now out of class, but cover classes, relieving them of additional class responsibilities.

Behaviour is good across the school and we work incredibly hard to support our most vulnerable children emotionally. We have a Mental Health and Emotional Wellbeing Team (MHEW) led by the Senco.

## SECTION 2:

### SCHOOL PRIORITIES

1 To increase the percentage of children achieving greater depth standards at the end of KS2
2 To increase attainment in writing at KS1
3 To raise the progress and attainment of disadvantaged children in writing and maths in KS1
4 To ensure the monitoring of the curriculum is rigorous
5 To ensure work produced is of a high quality across the curriculum
6 To share good practice with all staff and within the federation
7 To support children's behaviour, mental and emotional health
8 To reduce the number of fixed term exclusions
9 Increase the number of boys achieving a Good Level of Development in EYFS

#### KEY ISSUES FROM OFSTED SECTION 5: 10<sup>TH</sup> OCTOBER 2017

Ensure that the good practice that exists already is shared with all staff

Ensure that more pupils attain the highest possible standards, including in early years, by providing tasks that challenge.

Ensure that core subject leaders check coverage of the curriculum to ensure continuity and progression, particularly at the transition from KS1 to KS2

#### THE SCHOOL'S OWN SELF EVALUATION

- Quality of Education has been judged as Good
- Leadership and Management has been judged as Good
- Personal Development has been judged as Outstanding
- Behaviour and attitudes has been judged as Good.
- Early Years has been judged as Good

**This means that the school's own self-evaluation of Overall Effectiveness judges the school to be: Good.**

<b>Current Judgement: Good</b>		<b>THE QUALITY OF EDUCATION</b>	
PERIOD COVERED BY PLAN: ACADEMIC YEAR 2019-20		PLAN WRITTEN BY: Becky Reed in consultation with SLT and Governors	
INITIAL DATE: 3/9/19		MOST RECENT REVIEW:	NEXT REVIEW: November 2019
<b>CONTEXT</b> <ul style="list-style-type: none"> <li>100% of teaching is Good or better</li> <li>NQT in year 4, RQT in year 3</li> <li>90% of children achieved the Expected Standard (EXS) in R, W and M at end of KS2</li> <li>Focus on reading last year</li> </ul>		<b>KEY ISSUES</b> <ul style="list-style-type: none"> <li>KPI 1.0 To continue to increase the % of children achieving GDS at KS2</li> <li>KPI 1.1 To ensure appropriate challenge across the curriculum</li> <li>KPI 2.0 Increase attainment in writing at KS1</li> <li>KPI 3.0 Increase the % of disadvantaged children who meet national standards in RWM to 80%</li> <li>KPI 3.1 Continue to support children's vocabulary development</li> <li>KPI 3.2 To increase spelling fluency</li> <li>KPI 3.3 To develop children's rapid recall of times tables</li> </ul>	

<b>Current Judgement: Good</b>		<b>THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF THE SCHOOL</b>	
PERIOD COVERED BY PLAN: ACADEMIC YEAR 2019-20		PLAN WRITTEN BY: Becky Reed in consultation with SLT and Governors	
INITIAL DATE: 3/9/19		MOST RECENT REVIEW:	NEXT REVIEW: November 2019
<b>CONTEXT</b> <ul style="list-style-type: none"> <li>Established leadership team</li> <li>Broad curriculum</li> <li>Outstanding arts provision</li> <li>Good support for new staff/NQTs</li> <li>Already sharing good practice with other schools</li> </ul>		<b>KEY ISSUES</b> <ul style="list-style-type: none"> <li>KPI 4.0 Ensure monitoring of the curriculum is rigorous</li> <li>KPI 4.1 To ensure continuity and progression in the foundation subjects</li> <li>KPI 4.2 To provide Outstanding provision for the arts across the curriculum</li> <li>KPI 4.3 Teachers to complete an action research project</li> <li>KPI 5.0 To ensure work produced is of a high quality across the curriculum</li> <li>KPI 6.0 To share good practice with all staff and within the federation</li> <li>KPI 6.1 To take part in Peer Learning Project</li> <li>KPI 6.2 To provide support for RQT/Teachers/TAs new to year groups</li> <li>KPI 6.3 Improve parental engagement and impact on learning</li> <li>KPI 6.4 To support new governors and those in in new roles</li> </ul>	

Current Judgement: Good		QUALITY OF PERSONAL DEVELOPMENT	
PERIOD COVERED BY PLAN: ACADEMIC YEAR 2019-20		PLAN WRITTEN BY: Becky Reed in consultation with SLT and Governors	
INITIAL DATE: 3/9/19		MOST RECENT REVIEW:	NEXT REVIEW: November 2019
<b>CONTEXT</b> <ul style="list-style-type: none"> <li>A significant number of children across the school mental health/emotional/ behaviour needs</li> <li>The Mental Health and Emotional Wellbeing Team (MHEW) was established last year</li> <li>Additional member of staff employed (0.2) to support individual children with MHEW</li> <li>Some parents struggling to manage their own MHEW</li> </ul>		<b>KEY ISSUES</b> <ul style="list-style-type: none"> <li>KPI 7 To support children's behaviour, mental and emotional health</li> <li>KPI 7.1 To support parents with supporting their child's MHEW</li> <li>KPI 7.2 To support staff's own MHEW</li> <li>KPI 7.3 Continue to support identified pupils with emotional resilience and behaviour</li> <li>KPI 7.4 To build up children's fitness and stamina</li> <li>KPI 7.5 To reduce waste and build up children's awareness of its impact</li> <li>KPI 7.6 To increase children's aspiration</li> </ul>	

Current Judgement: Good		QUALITY OF BEHAVIOUR AND ATTITUDES	
PERIOD COVERED BY PLAN: ACADEMIC YEAR 2019-20		PLAN WRITTEN BY: Becky Reed in consultation with SLT and Governors	
INITIAL DATE: 3/9/19		MOST RECENT REVIEW:	NEXT REVIEW: November 2019
<b>CONTEXT</b> <ul style="list-style-type: none"> <li>Number of fixed term exclusions last year</li> <li>Number of children struggling to take ownership of behaviour</li> <li>Decrease in overall attendance last year</li> </ul>		<b>KEY ISSUES</b> <ul style="list-style-type: none"> <li>KPI 8.0 To reduce the number of fixed term exclusions</li> <li>KPI 8.1 Support teachers' resilience and ability to manage challenging behaviour</li> <li>KPI 8.2 Support children to take responsibility for their behaviour and be self-advocates</li> <li>KPI 8.3 Continue to support identified pupils across the school with emotional resilience and behaviour</li> <li>KPI 8.4 To improve the annual attendance percentage</li> </ul>	

Current Judgement: Good		THE QUALITY OF EARLY YEARS EDUCATION	
PERIOD COVERED BY PLAN: ACADEMIC YEAR 2019-20		PLAN WRITTEN BY: Becky Reed in consultation with SLT and Governors	
INITIAL DATE: 3/9/19		MOST RECENT REVIEW:	NEXT REVIEW: November 2019
<b>CONTEXT</b> <ul style="list-style-type: none"> <li>GLD last year 83%</li> <li>94% of girls achieved a GLD compared to 54% boys</li> <li>83% of disadvantaged achieved a GLD</li> <li>Girls APS 40.4, overall 38.9 (national 34.6)</li> </ul>		<b>KEY ISSUES</b> <ul style="list-style-type: none"> <li>KPI 9.0 Increase the percentage of boys achieving a GLD</li> <li>KPI 9.1 Increase the percentage of children exceeding in writing</li> <li>KPI 9.2 Embed the good practice developed in making observations</li> <li>KPI 9.3 Ensure the reception teacher has a network of EYFS practitioner support</li> <li>KPI 9.4 Support children with a lower starting point reach national standards at the end of EYFS</li> </ul>	