

## Our Ethos & Our Aims

'Inspiring the Hope of our Future' encompasses how we view every child in our care, and our responsibilities to them and their future. Every child has the potential to succeed beyond all expectations and every child must be given the opportunity to have the absolute best start to their education.

1] Every child must have access to an enriched curriculum

2] Every child must be given the right level of support and challenge to excel

3] Every child must be able to learn in a kind, calm, healthy, safe and caring environment

4] Every child must be educated on all matters: academic, social, moral, health, spiritual, citizenship, values & ethics

5] Every child must be given the opportunity to develop their learning attitudes such as critical thinking and problem solving

## Our Stakeholders 2020 wish:

The parents wish their children will value and learn to be at St Cuthbert's Infants:

1. Kind
2. Thoughtful
3. Independent
4. Confident
5. Determined

The staff and governors wish for the children of St Cuthbert's to value and learn to be:

1. Kind
2. Confident
3. Independent
4. Proud
5. Creative

The children wish for themselves to value and to become:

1. Kind
2. Confident
3. Adventurous
4. Happy
5. Proud

### Contact Us

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# St Cuthbert's Infant School SDP

Inspiring the Hope of our Future



School Development Plan 2016-2017



*"I love my school, I want to be a paleontologist" Pupil 2016*  
*"we are very happy we chose this school and our child has these great opportunities so early on" Parent 2016*  
*"Teaching provides activities that are stimulating and interesting" Ofsted 2014*

### How we monitor, review and then plan:

At St Cuthbert's CofE Infant School we monitor and review in a number of ways to ensure that development plans are working documents that every stakeholder can engage in. We recognize that there is always 'room for improvement' and the moment we stop listening to all our stakeholders we stop improving.

Therefore, we review in the following ways:

External reviews commissioned, all staff and governors' conduct leadership reviews including governor focused weeks, staff impact reviews and staff coaching, termly parental reviews, and our student leadership reviews. These reviews feed directly into our School Evaluation Form which is tightly reviewed against the current Ofsted framework and national and local statistical data.

### What we already do well:

- ✓ We are above national and local statistics for ARE (Age related expectations) in every area.
- ✓ Our EYFS GLD is above national and local averages.
- ✓ Our phonics outcomes are in line with national statistics.
- ✓ Our teaching and learning is good.
- ✓ Our moderation and tracking is excellent.
- ✓ Our behavior for learning is good.
- ✓ Parent reviews are very positive.

### Leadership & Management

- ✓ New governance monitoring systems embedded.
- ✓ Improved outcomes for the most able, Greater Depth (GD) learning outcomes exceed national and local outcomes.
- ✓ All data and analysis systems used by leaders are consistent and used for impact.
- ✓ New appraisal and coaching system ensures all staff empowered to take full ownership of their own impact & development.
- ✓ New assessment system allows all stakeholders to fully understand the new terminology and methodology; introduced last year by government.
- ✓ New improved Values scheme of work.
- ✓ New key pad gate system is in place by Sept 2017. Risk assessments in place with immediate effect.

### Personal Development, Behaviour & Welfare

- ✓ Extended, developed the Student Parliament & House system reviewing impact.
- ✓ Attendance overall improved to be in line with national statistics; children are already keen to come to school and it is well monitored.
- ✓ All pupils who present challenging behaviour are progressing rapidly.
- ✓ All pupils understand and value the ethos and aims of the school.

### Quality of Teaching Learning & Assessment:

- ✓ Greater challenge: High ability pupils routinely challenged. This includes challenging home learning activities. New roles and opportunities such as Student Parliament & House system.
- ✓ Challenge for all pupils and meeting needs: specific focus on ensuring gaps are closed. Outdoor learning opportunities. Reading engagement- new book resources and reading challenges.
- ✓ House system utilised to engage all stakeholders in learning.
- ✓ Assessment clarity -To address recent government changes. All testing is consistent and baselines are used effectively to inform planning.
- ✓ Continued review of the impact of intervention and extension. From Teaching assistants, to Sports Coaches and Forest Schools.
- ✓ Teachers closely monitor progress against the whole school targets. High expectations for all.
- ✓ Reviewed and improved consistent approach to the balance between *structured teaching* and allowing pupils to *apply* their skills and own their own learning. Independence & challenge!

### Outcomes for Pupils

- ✓ Most able students achieve well compared to local and national statistics.
- ✓ Phonics and reading is effectively taught and positively engaged with by all.
- ✓ Talk for Writing strategies embedded and having impact on writing across the school. Improving transitions.
- ✓ Extended outdoor learning activities with each class having an outdoor learning area.
- ✓ Staff team actively hold each other to account and embed consistency through coaching model and reviews.
- ✓ 'Formal' and 'applying' lesson structure impacts positively upon KS1 readiness.
- ✓ Transition with Junior school programmes continue effectively.
- ✓ Home learning has greater impact on pupil progress outcomes.

