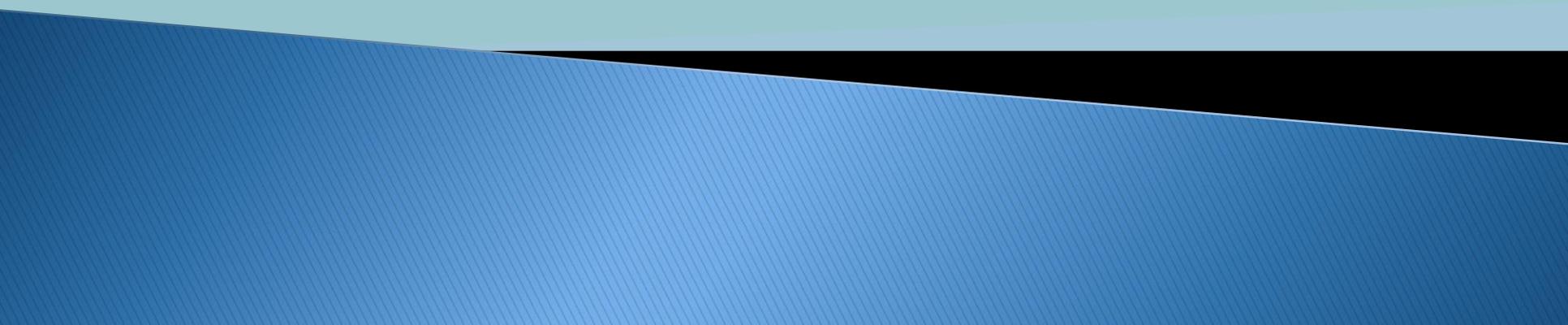


Welcome!

School Development
Plan

2018-2019



Godstone Village School – Strategic Overview 2016-2021

Vision	Provide world-class education that allows all children to reach and realise their potential		
Goals	World class teaching	World class learning Building Learning Power	World class environment
Delivery priorities	1. Recruit, develop, support & retain excellent staff <ul style="list-style-type: none"> • <i>Highly ambitious</i> • <i>Good staff morale</i> • <i>High quality CPD</i> 	2. Embed Building Learning Power <ul style="list-style-type: none"> • <i>Learning to learn</i> • <i>Pride across all success not just academic</i> • <i>Lifelong learners</i> 	3. Support and protect all vulnerable children <ul style="list-style-type: none"> • <i>Robust safeguarding</i> • <i>Outstanding outcomes of PP and vulnerable groups</i> • <i>High quality pastoral care</i>
	4. Strengthen leadership – everyone a leader <ul style="list-style-type: none"> • <i>Constant reflection and evaluation</i> • <i>No complacency</i> • <i>High expectations</i> 	5. Build parental engagement <ul style="list-style-type: none"> • <i>Shared aims</i> • <i>Ethos: All families are reachable</i> • <i>Collaboration and partnership</i> 	6. Enhance Educational Experiences <ul style="list-style-type: none"> • <i>Outward looking</i> • <i>Collaboration/federation</i> • <i>Diverse opportunities</i>
	7. Embed rigorous standards, curriculum & assessment <ul style="list-style-type: none"> • <i>Inspirational, effective and purposeful</i> • <i>Learning at a greater depth</i> • <i>Consistency</i> • <i>Innovative curriculum designs</i> 	8. Develop outstanding Early Years provision <ul style="list-style-type: none"> • <i>Enabling environments that promote independent learning</i> • <i>Building and maintaining positive relationships</i> • <i>Exploration, Awe and wonder</i> 	9. Develop and maintain the school environment <ul style="list-style-type: none"> • <i>Letting opportunities</i> • <i>Enhancement</i> • <i>Maintenance</i>

SDP: Key Priorities

Key Priority 1: Maths, Movement and Mastery
Hayley Merritt and Jessica Millington

Tandridge Teaching Alliance (not-for-profit organisation run by schools for schools). The Teaching School bid to the Surrey Education Trust and given £25,000

We will be given £1,000 of funding to support the programme and monitor the outcomes in our school.

Teacher Assessment

The table below shows the percentage of pupils who achieved the expected standard. 2016-2017 data is included for comparison.

Subject	2017-2018	2016-2017
Reading	83%	86%
Writing (<i>Greater Depth</i>)	87% (16%)	79% (29%)
Maths	83%	75%
Science	87%	79%
RWM	80%	71%
RWMS	80%	68%

- With the exception of reading, which is slightly less, the percentage of pupils achieving the expected standard as assessed by their class teacher have increased from last year.
- Pupils achieving Greater Depth in writing has decreased this year. Assessment criteria for pupils to achieve Greater Depth in writing this year has changed. Information from courses has noted that Greater Depth writers should only be exceptional pupils who have shown a 'natural flair' for writing.

KS2 SATs Results

The table below shows the percentage of pupils who achieved the expected standard. 2016-2017 data is included for comparison.

Subject	2017-2018 (<i>National</i>)	2016-2017 (<i>National</i>)
Reading	83% (75%)	68% (72%)
GPS	90% (78%)	75% (77%)
Maths	73% (76%)	61% (75%)

- SATs results have significantly improved from last year in all test subjects.
- Reading and GPS results are significantly above National.
- Although maths is slightly below National, there is a marked improvement from last year and the gap is closing.
- The pass mark for all tests has increased from last year, meaning that pupils had to gain more marks in each paper in order to achieve a scaled score of 100 or more.

KS1 SATs Results

The table below shows the percentage of pupils who achieved the expected standard. 2016-2017 data is included for comparison.

Subject	Percentage of pupils achieving expected standard 2018	Percentage of pupils achieving expected standard 2017
English reading	73%	72%
English grammar, punctuation and spelling	80%	72%
Mathematics	83%	75%

- SATs results show improvement in all areas from last year
- Although reading results are lower, it is still an improvement on last year's results and it is now a key priority

SDP: Key Priorities

Key Priority 2: English
Francesca Leadbetter

In our vision document: World class teaching and learning areas 1,2,3, 4, 5 and 7

- ▶ Improve reading results across the whole school by:
 - Developing pupils' language capability to support their reading and writing
 - Teaching reading comprehension through reciprocal reading strategies, modelling and supported practice
 - Supporting pupils to develop fluent reading capabilities

SDP: Key Priorities

Key Priority 2: English

Francesca Leadbetter

- ▶ Improve consistency in writing across all subjects by:
 - Teaching ‘Talk for Writing’ style writing composition strategies through modelling and supported practice
 - Develop pupils’ transcription and sentence construction skills through extensive practice

SDP: Key Priorities

Key Priority 2: English

Francesca Leadbetter

- ▶ Target teaching and support by accurately assessing pupil needs by
 - Regularly assessing pupils against NC statements using Target Tracker
 - Mid-term progress monitoring
 - Use high-quality, structured interventions to help pupils who are struggling with their literacy

SDP: Key Priorities

Key Priority 3: Marketing the whole school effectively to maximise place planning and income generation

This priority links to our vision document

World class learning:

- Recruit, develop, support and retain excellent staff
- Developing outstanding Early Years provision
- Enhance Educational Experiences – outward looking
- Develop and maintain the school environment.

The most effective schools manage reducing budgets and increasing costs whilst also capitalising on all funding streams.

Actions that sit under this priority include amending the school name and uniform

- ▶ Nursery needs to run at capacity to both cover costs of provision, and 'repay' capital investment by governors following the flood and redevelopment
- ▶ External support for marketing relies on school having done all it can to market the provision itself. One of these measures is to have ensured 'nursery' appears in the school name
- ▶ To attract external funding and grants we need to be easily recognisable as both a primary school and nursery

SDP: Priority 3

- ▶ Although not an issue in the immediate school neighbourhood, comments from county, other schools, job applicants and place enquiries across the school suggest the school name does not adequately describe what we do – primary and nursery.
- ▶ The DfE guidance for changing the name of the school suggests that the chosen name should not be misleading.

If we were choosing a name now what might this be?

- ▶ School signage and notice boards need replacing and references to Cygnets no longer appropriate

SDP: Priority 3

- ▶ When the school changed from an infant school to a primary school, it changed from a first school to a 'village' school.
- ▶ We are rightly proud of our heritage in Godstone and our place within the village community, however primary and nursery education is what we do and we should be equally proud of that and be happy to market ourselves transparently

SDP: Priority 3

- ▶ Linking to our **Respect and Pride** values, we want all pupils to feel proud to represent the school and small changes to the uniform to ensure consistency.
- ▶ For example linking to house colours, and the introduction of a school **sports kit** ensures our pupils are proud to compete and represent the school in a variety of out of school opportunities
- ▶ AS a GOOD school, we see this next step as part of our journey to an outstanding 2-11 provision.

Parental Contributions to Extra Curricular Clubs 2017/2018

- ▶ **Environmental Club** Contributions received £240
Purchased gardening gloves for the children, flower pots, seeds, bulbs, plants and compost.
- ▶ **Lego Club** Contributions received £220
Purchased multiple sets of Lego to offer a wider range of challenges for the children.
- ▶ **Art Club** Contributions received £170
Purchased Art materials specifically for the club, such as canvases for creating portrait pictures.
- ▶ **Recorder Club** Contributions received £105
Funds being raised to increase stock of recorders and recorder music books
- ▶ **Dance Club** Contributions received £775
Funds used to pay for professional dance teacher and costs associated with annual Star Steppers performance, as well as raising funds towards new music system for school.
- ▶ **Musical Theatre Club** Contributions received for £960
Funds used to pay for professional music teacher and also raising funds towards new music system.
- ▶ **Spanish Club**
Contributions received £720
Funds used to cover the cost of Spanish teacher from local secondary school.

Mr Nick Usher

Personally

- Family / Friends
- Interests

Professionally

- Woodmansterne Primary School
- Latchmere Academy Trust
- Responsibilities
- Masters
- Leadership qualifications

What I am excited about...

- A new challenge
- A chance to be a part of the exciting developments at Godstone
- Contribute to the schools values and ethos
- Being a part of the school community and making new links
- Working with Candida and learning the skills of Headship
- Finding creative and innovative ways to help the children learn
- Working with parents to support their children's growth

My role...

- Supporting the Headteacher in the day to day running of the school
- Working closely with 'FRIENDS'
- Focusing on 'Teaching and Learning' to ensure that all children are progressing
- Creating a greater 'pupil voice' within the schools development – school council
- Networking more frequently with the local community
- Supporting staff development

▶ Thank you for coming