

St Margaret's C of E Junior School

Integrated School Development Plan 2009/12



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Introduction

To ensure that the SEF is a working document, we have recognised the need to evaluate the school's performance, strengths and weaknesses on a regular basis. The initiatives contained in this ISDP will be monitored by the SLT on a termly basis and reported to the relevant committees of the governing body. The Headteacher will outline the progress being made through his reports to the governing body.

Following our September 2009 Ofsted we have changed our priorities to take into account the action points outlined in the report. We agreed to reduce significantly the number of initiatives and share the plan with a wider audience through our web site.

Year group leaders have prioritised areas of teaching and learning that require further development – these have been based on Subject Leader recommendations and assessment data.

This is an inclusive church school which reflects the diverse nature of the community it serves. We are continually striving to provide the best possible education for our pupils with the resources and opportunities available to us. We fully appreciate that we are judged and measured externally by educational standards (generally SAT results) but that our priority is the whole child. We aim for pupils to be **'Engaged, Enthused and Equipped for Life'**.

We have been recognised as an outstanding church school and will strive to maintain this achievement.

School Performance Objectives

These objectives apply to all teaching staff or Governors, as identified. They will also form the pupil progress component of individual performance management objectives for the academic years 2009/12

Objective	Action	Target Group	Success Criteria	By when? Additional cost?	Lead
Whole School objectives 2009-10					
Safeguarding	Carry out a full review of all safeguarding procedures and policies.	Senior Staff	Fully compliant and exceeding Ofsted expectations	Immediate	Headteacher, SLT & Office Staff
Improving Teaching & Learning	Paired observation SIP/SLT in outstanding and good schools. Identification of key features of good/outstanding lessons- pace & challenge. Development of a coaching model in school Focus on specific TA training	All Teachers TAs	Good teaching & Learning becomes the minimum standard. Verified through SIP monitoring	July 2010 Termly reports of progress to sub committees	Headteacher & SLT
Improving Assessment for Learning, especially in the core subjects	Staff Meeting planned on AfL and APP. LA evaluation of AfL from Hilary Sanders and Jane Nelson with feedback. Develop the effective use of data. Currently Pipit reviews in Year Teams and HT to take responsibility in co-ordinator's absence. Governors hold the school to account for improved learning, teaching and pupil progress	All children and staff Governors	AfL identified in planning, staff use AfL strategies to enhance pupil understanding of what they are learning. Verified by HT and SIP through monitoring As a result of accountability to the governing body, teaching and learning is judged as at least good by SIP and external advisers.	July 2010 Termly reports of progress to sub committees July 2010 Termly reports of progress to sub committees	HT SLT
Strengthen the focus of senior and middle leadership on learning, monitoring and evaluating.	SLT working with Jane Nelson & Hilary Sanders	SLT	Clear understanding of pupils' learning and strategies to enhance it. SLT build in opportunities for frequent MER MER timetable to be produced and presented to S & I committee	July 2010 Termly reports of progress to sub committees	SLT
Use data effectively and consistently to inform learning	SLT working with Jane Nelson & Hilary Sanders	SLT	All staff use data effectively to inform future planning and learning. Verified by HT & JN	February 2010 Termly reports of progress to sub committees	SLT
Improve the learning of individuals and groups	Action taken to support the SENCo in using data to evaluate the effectiveness of interventions. Effective review of SEN Register Focus on specific TA training Review of TA Role	SENCo SENCo TAs	SENCo is familiar with the progress being made by individuals and groups. Interventions effectively support vulnerable groups. Regular monitoring and discussion with Class teachers to ensure 2 sub levels of progress for SEN High quality In-class support by TAs Verified by HT & SIP	July 2010 Termly reports of progress to sub committees	SENCo