



# Datchet St Mary's Academy

## 3 Year Operational Plan

September 2017– August 2020

**Achievement**

**Curriculum**

**Leadership**

**Partnerships**

## **Datchet St Mary's 3 Year Operational Plan**

### **Introduction**

Our School Operational Plan describes the needs of the school in terms of Achievement, Curriculum, Leadership and Partnership . This plan has been compiled with the aim of ensuring that the priorities identified will improve the overall efficiency of the school and provide for the needs of all children socially, emotionally, spiritually and academically, thereby having an impact on the standards children attain working in conjunction with the Thinking Governance work that created the academy's strategic plan. Future plans for the next financial year and beyond show the general direction the Head teacher and governors are leading the school towards.

Detailed action for this plans is arrived at after the recent Ofsted report (July 2016) research and a process of consultation with the school's stakeholders.

Summary of key findings taken directly from the 5–6 July 2016 Ofsted report.

This is a school that requires improvement

- Changes in staffing and leadership have hampered improvements since the last inspection.
- Too many pupils do not make good progress because of inconsistencies in teaching.
- There are sometimes weaknesses in how teachers prepare suitable work for different abilities, in the feedback they give pupils, and in how they check their learning in lessons. At times, teaching assistants are not used efficiently.
- Attendance is too low, despite improvements over this year.
- Governors and other leaders have not ensured that all staff consistently implements the many good systems, put in place this year, to support teaching, pupils' learning and the curriculum.
- The school does not translate its effective safeguarding practice promptly enough into written policies and other paperwork.

The Resources Committee will use this document to allocate sums of money for this financial year and it is expected that they will agree to the proposals, subject to ratification by the full local governing body. It is important to state that we regard this as a working document, which is regularly reviewed and updated. We find it perfectly acceptable to change priorities during the year or make additions. We believe this makes us sensitive to the needs of the school and its pupils.

### **Datchet St Mary's Academy School Vision**

*To stand at the heart of the local community as a school of excellence.*

*We will provide a happy, nurturing and challenging environment based on adventure and Christian Values*

### **Our Christina Values**

1. Compassion & Love
2. Resilience
3. Forgiveness
4. Equality
5. Friendship
6. Honesty

### **Datchet St Mary's Operational Goals 2017 – 2020**

- **Children reach the highest levels of achievement and personal development across the curriculum.**
- **Children develop a love of learning and a passion to aim high and be world class as a result of a highly engaging curriculum.**
- **Leaders are highly ambitious and have an uncompromising drive and to ensure the highest levels of achievement for all children.**
- **Home and school partnerships are strong enabling children to thrive in a supportive, highly cohesive learning community, leading to a rise in attendance to national level.**

## Datchet St Mary's Operational Goals and Success Criteria 2017-2020

<p><b>Achievement: Together achieve our potential through aiming high and being the best we can be</b></p>	<p><b>Operational Goal 1: Children reach the highest levels of achievement and personal development across the curriculum. Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• % of children meeting and exceeding AREs in English and Mathematics is consistently within the upper quartile nationally (when adjusted to take account of Statemented children).</li> <li>• Attainment of vulnerable and SEN/D children in English and Maths is within the top quartile nationally.</li> <li>• 90% of children meet or exceed the National Curriculum expected level of attainment in ICT at the end of KS1 and KS2.</li> <li>• Quality of teaching, learning and assessment in English and Maths is judged to be good/outstanding across the school.</li> <li>• Intervention groups are highly effective in closing the learning gaps with 85%+ of children meeting the objectives set.</li> <li>• Home learning and parental engagement is highly effective with 90%+ of parents/carers attending learning meetings 3 times a year.</li> <li>• Learning objectives within lessons are challenging and enable excellent progress.</li> <li>• Children act as role models and share their learning with others locally, nationally and internationally.</li> <li>• Our learning environment and school website are high quality and celebrates our high expectations across the school.</li> </ul>
<p><b>Curriculum: Together achieve our potential through aiming high and being the best we can be</b></p>	<p><b>Operational Goal 2: Children develop a love of learning and a passion to aim high and be world class as a result of a highly engaging curriculum. Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Outstanding curriculum provision enables meaningful cross-curricular links.</li> <li>• Opportunities for child led, independent learning that will equip children with skills for life.</li> <li>• Opportunities for enterprise, problem solving and innovation.</li> <li>• Memorable and enjoyable learning experiences for all through wow days, themed whole school curriculum days and visits/visitors.</li> <li>• High levels of attainment, progress and challenge, with English and Maths skills applied across the curriculum.</li> <li>• Teachers and children are given flexibility to allow children's interests to be pursued through a creative planning approach.</li> <li>• Outdoor learning and forest skills embedded across the curriculum.</li> <li>• High quality, innovative ICT provision with learning and skills linked across the curriculum.</li> <li>• Highly effective core and foundation subject leaders to drive a challenging engaging curriculum.</li> </ul>

Leadership: Together positively understand out  
worthy and potential to thrive

**Operational Goal 3: Leaders are highly ambitious and have an uncompromising drive and to ensure the highest levels of achievement for all children.**

**Success Criteria:**

- Staff morale is high as a result of SLT actively seeking to motivate staff through positive encouragement and celebration of staff achievements.
- Staff at all levels are engaged in personal professional development.
- The effective use of coaching is to be used to develop outstanding practice across the school.
- All stakeholders are actively involved in the work of the School Development Plan and it is a highly effective tool for school improvement.
- 95%+ of children and their parents agree that the school is well led and managed.
- The Governing Body evaluates their effectiveness regularly and systematically challenges senior leaders to ensure the strategic development of the school and governance is good/outstanding.
- Safeguarding policy and procedures are evaluated and monitored regularly.

Partnerships: Together develop  
spiritual understanding, leading to  
resilience for life,

**Operational Goal 4: Home and school partnerships are strong enabling children to thrive in a supportive, highly cohesive learning community, leading to a rise in attendance to national level.**

**Success Criteria:**

- The school hosts annual parent workshops for English, Maths and ICT/E-Safety and these are well attended by parents.
- Homework model is innovative and exciting for children with appropriate challenge for all ages and stages of learning.
- Annual parent tours enables children's achievements to be celebrated.
- Parents are provided with clear and timely information about their child's learning and progress and have a clear understanding of the new AREs.
- Children's wellbeing and welfare needs are fully met through high quality advice, support and guidance to parents from school staff.
- School Attendance is in line with national (96%) and the school works closely with parents if there are any concerns or worries to address these swiftly.

## Key Strategies and Milestones

Goals	2017-2018		2018-2019		2019-2020		
Goal 1: Achievement	English Reading and writing	Success Criteria	Strategy	Success Criteria	Strategy	Success Criteria	Strategy
		95 % of children in each year group to achieve or exceed ARE in Reading and 90% writing	Embedded reading strategies: - reading cloud. Summer reading challenge, use of reading record home/school	96% of children in each year group to achieve or exceed ARE in Reading and Writing	Improve teacher subject knowledge in higher reading and writing skills ODST CPD or other if not available at ODST	96%+ of children in each year group achieve or exceed ARE in Reading and Writing	Member of SLT to become specialist Leader of Education to share best practice.
	EYFS ARE in Reading and Writing 83%	Extra opportunities for reading across the curriculum	30% of children in year 6 & 2 exceed ARE	Targeted teaching to support and develop more able (development role for staff member?) Development of lunch time more able clubs?	End of KS English Data in the top quartile	Development of CPD from good to outstanding	
		Targeted interventions Wave 3 rapid reading and writing. Booster groups	EYFS Reading and Writing ARE in top 20% of ODST	Develop Reading Rangers (training and record sheets?)	EYFS Reading and Writing GLS in top 10% of ODST		
	Maths	90% of children in each year group to achieve or exceed ARE in maths	Doodle maths used to support maths learning	96% of all of children in each year group to achieve or exceed ARE in maths	Development of mastery curriculum	96%+ of children in each year group achieve or exceed ARE in maths	Member of SLT to become specialist Leader of Education to share best practice.
Development of times table knowledge leading to all children know times tables to 12x12 by end of year 4.		Targeted maths interventions :- success@arithmetic	30% of children in year 6 & 2 exceed ARE	Targeted teaching to support and develop more able (development role for staff member?) Development of lunch time more able clubs?	End of KS maths Data in the top quartile	Development of CPD from good to outstanding	
		EYFS ARE in Maths 83 %	Times table challenges such as torture gird and whole school times table bee competition	EYFS maths ARE in top 20% of ODST	Development of children maths magicians?	EYFS maths ARE in top 10% of ODST	

		2017-2018		2018-2019		2019-2020	
	Other	<p>Raise teaching expectations when applying writing or maths skills across the curriculum</p> <p>Increase 66% (6/9) of outstanding teaching and learning</p> <p>Achieve Gold Kite Mark in PE</p> <p>Achieve Quality Mark in History</p>	<p>Cross curricular moderation in school and with other ODST schools</p> <p>Continue on CPD development of other subjects (Humanities, Geography, Art and DT, Science, PSHCE and RE)</p>	<p>PPG and other groups to achieve AREs same rate as peers</p> <p>Innovative Eng/Ma teaching across the curriculum accelerates progress</p>	<p>Moderation assessment and evaluation of interventions</p> <p>Cross curricular moderation focusing on Maths and English with development identified</p>	<p>Foundation subjects teaching learning and assessment to be judged at least good with some outstanding</p>	<p>Learning walks with ODST family</p> <p>Subject leaders to support areas of need for individual teachers subject knowledge</p>

## Key Strategies and Milestones

Goals	2017-2018	2018-2019	2019-2020
Goal 2: Curriculum	<p>AREs and classroom monitor/ target tracker assessments system fully embedded and used to rigorously assess children’s progress</p> <p>4 themed days across the year to provide innovative and memorable learning experiences for children (Art, Science, IT, Maths) as well as Resident Author</p> <p>Digital leaders create DSM TV films created to show case IT learning in a cross curricular way.</p> <p>Digital leaders assist in leading innovative IT practice across the school (leading staff meetings and training sessions showcasing skills to children)</p> <p>Development of Forest School campus providing opportunity for scientific and sustainability /outdoor learning.</p> <p>Development of Library resources and training up of School Librarians year 5 and 6</p> <p>Introduction of Young enterprise or fiver challenge look at the potential to develop with ODST family</p>	<p>Review curriculum looking at more cross curricular approach and topics to support key skills from national curriculum including feedback from children on topic ideas</p> <p>Improve links with local Secondary School and local talent to develop subjects such as ART DT and science with curriculum resources and innovations.</p> <p>Development of Young enterprise or fiver challenge look at the potential to develop with ODST family</p> <p>Development of school council with a ODST conference</p> <p>School achieves Gold Sing up Award</p> <p>Development of IT suit further development to include 3D printing as part of the DT development</p> <p>School Achieves Quality Mark in Geography</p>	<p>IT suite resources used to train teachers in ODST in the use of innovative use of technology (DT and 3D printers?)</p> <p>School Achieves Quality Mark in Art</p> <p>Digital leader support teachers in holding an animation week</p> <p>Further development of Young Enterprise looking at rolling it out across Ks 2</p> <p>Introduce Financial Literacy unit in KS 2</p> <p>Introduce an international link with another school</p>

## Key Strategies and Milestones

Goals	2017-2018	2018-2019	2019-2020
<b>Goal 3 Leadership</b>	<p>School leaders and teachers to use technology daily for the effective communication, tracking of children's progress and analysing gaps in learning.</p> <p>HT to carry out learning walks with other ODST HT in each other's schools. Feedback learning to SLT and Governors</p> <p>Survey parents and children and analyse feedback about school leadership and school development</p> <p>Embed the programme/timetable of governor visits</p> <p>Develop the buddy system for new governors including the welcome pack (includes new governors attending the LA three-part training sessions)</p> <p>Introduce a yearly staff /governor bonding training session.</p> <p>Safeguarding audit completed and all actions followed up, with an aimed grading provision as good/outstanding</p> <p>Governor's action plan developed to assist in moving towards good/outstanding governance.</p>	<p>School to mentor 1 school's direct trainee teacher</p> <p>Annual safeguarding audit to ensure provision remains good/outstanding</p> <p>Review of core and foundation team effectiveness.</p> <p>HT and SLT to take 360-degree reflection/ feedback process</p> <p>Governors self-evaluation carried out with aim of good/outstanding</p> <p>Assistant Head to embark on NPQH training</p>	<p>2 leaders of Specialist Leaders of Education on course</p> <p>Review succession planning and development of leaders at all levels</p> <p>Annual safeguarding audit to ensure provision remains good/outstanding</p> <p>Governors self-evaluation carried out and focus on next 3-year action plan.</p> <p>Review the last two years of the staff/governor bonding training session look at developing this with ODST family</p> <p>Children to look into developing a DSM University (Possible link with Young Enterprise?)with a graduation ceremony to raise aspirations.</p>

## Key Strategies and Milestones

Goals	2017-2018	2018-2019	2019-2020
Goal 4 Partnership	<p>Hold parent workshop on Phonics and Bug Club/reading cloud (depending on attendance look at other subjects next year if not well attend action year 2)</p> <p>Hold annual open evening to show case children's work and inform parents of the curriculum coverage.</p> <p>PTA fundraising for development of Spiritual/ reflection Garden and Forest School</p> <p>Develop links with the church and wider community</p>	<p>Action from year 1 parent workshops</p> <p>Establish partnership days with parent/carers during term time picnics, travelling theatre group, day trips develop from mums and dads in school</p> <p>Develop core skills workshops for parents to learning alongside children?</p> <p>Development of transition from Nursery to EYFS year 2 to 3 and year 6 to year 7</p> <p>Develop a programme of transition activities for parent and cares and use in school.</p> <p>PTA fundraising for innovative IT resources and Forest School</p>	<p>Digital online learning platform for parent and children.</p>