

The School Development Plan (SDP)

(This information should be read alongside the SDP summary document.)

The school produces a SDP, which sets out all of the current priorities for school development. In school there is a detailed document, which includes specific objectives and action plans, timeframes and success criteria. Copies of the parent summary document have been circulated. It is hoped that by telling you more about what is going on in school you can support us even more.

The SDP is produced by the whole school community. It draws heavily on the feedback that you give via the annual parental survey, but also has input from staff, governors and the children.

The senior staff team and the governors pull all of the information together and agree priorities, together they also decide how the plan will be monitored. The SDP is organised under the OFSTED headings.

Leadership and Management

This includes the senior staff team: Tim Edwards-Grundy, Claire Doland, Aina Usher-Wilson, Sharon Moss and Claire Main and the school governors.



There is a very strong safeguarding ethos within the school, ensuring that everyone is safe is key.

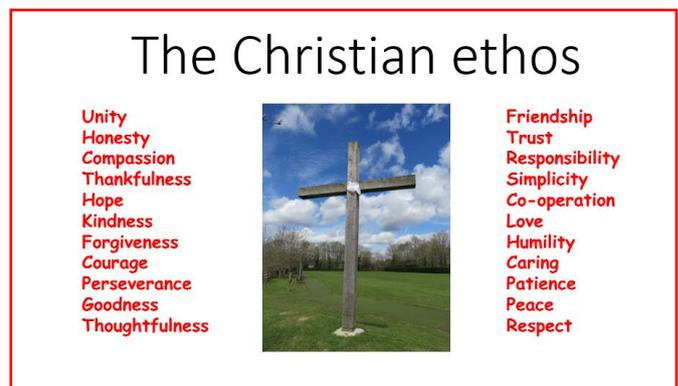
Children are at the core of everything that the school does, parents/carers are the next priority and staff tend to come last. Supporting staff and staff well-being is however very important and ensuring that they are well looked after and supported is key to everything else that happens within the school.

Christian ethos

The Christian ethos is a key building block for the school. The school is not a faith school, we welcome anyone and everyone to the school, but the school does have a strong ethos that supports everything that goes on in school.

The values help staff and children through tricky times.

This year the values are being reviewed. The school's values can be very helpful in the area of Growth Mindset, which is another area of focus for this year.



Growth Mindset is based on the view that the brain is not static, it can be taught new things. Growth Mindset does away with "I can't" and gives children confidence to tackle new and unfamiliar challenges. Children are taught a love of learning. It is important for children to understand that learning is a process and they need to develop resilience in learning whilst keeping their confidence high.

Personal development, behaviour and welfare

Whenever people visit or inspect the school there are always very positive comments about behaviour and atmosphere, but being good at something doesn't happen by accident but because it remains something that is

being looked at and worked on. Behaviour is well-managed but achieving consistency will be a focus this year, particularly in respect of lunchtimes.

The playground across the back of the school is going to be re-laid over the Easter break, children will then have a nicer area on which to play. A positive lunchtime feeds into positive learning in the afternoon.



Increasingly schools are managing children who have complex issues. There are less support services outside of school to support these children. The Blake School is delighted to be known as an inclusive school, but there is a tension between inclusivity and the quality of what the school is able to offer all children. It is important therefore to ensure that all staff are well-equipped to manage the children in their care.

The school is committed to ensuring that children are emotionally literate. Staff want to put more time and energy into teaching children how to 'fall in and fall out' with each other and how to do it well.

Circle time is used throughout the school to give children an emotional scaffold, it is a very powerful tool. It is also used to ensure that children feel they have a voice in the classroom.

Teaching, learning and engagement

Ofsted call this area 'Teaching, learning and assessment', but engagement takes the focus off assessment and places it much more on children's engagement with their learning. The Blake School has remained committed to teaching a broad and balanced curriculum that does not simply focus on tests and assessment.

Target Tracker is continuing to be used and ensuring that it is well used and used consistently will be a focus for this year.

As parents/carers were made aware last year, there will be changes to reporting this year. Targets will be shared with parents/carers in the autumn and at Easter and a short report will be provided at the end of the summer term. As headteacher I would much rather that teachers are planning brilliant lessons than spending time writing generalised comments for a longer report.

Alongside the shorter reports children in Key Stage 2 will be reporting in person to parents/carers on what they have done well and what they are working on.

The Blake School has a hardworking, professional and committed staff team, it is a pleasure to work with them. The parental survey indicates that you also feel the staff are an exceptional team.

The priority is to deliver really good quality first wave teaching to all children. In addition to that, if it is needed children will receive additional support/interventions.

The school is looking to appoint a school links worker, who will act as a bridge between home and school for those children that need it.

Training used to be provided by the Local Authority but much of this has now disappeared. ODST are scaling up what they provide and within a school of this size there are lots of opportunities for internal training. Significant time is given to disseminating training and expertise.

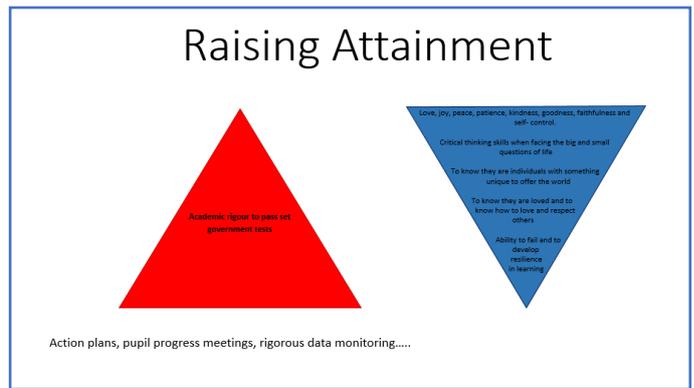
Delivery of a high quality broad and balanced curriculum



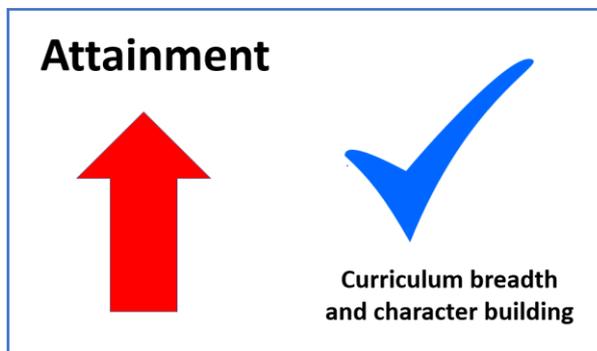
Pupil Outcomes

The direction of education at the moment is towards greater testing and accountability, it is a narrowing model of education that focusses on 'further, faster, higher'. It is a complex educational landscape.

At The Blake School, whilst there is a real commitment to excellence, there is also a commitment to a curriculum that has breadth and depth and that supports the development of the whole child. Mental health is a nationally increasing concern and as a school we are very mindful of that. Whilst teachers are working to ensure that children achieve the best scores that they can, they are also working to ensure that their school experience is a good one and the love of learning is protected.



The SATs testing last year was a matter of serious concern in schools nationwide, with confusion regarding moderation and only 53% of children meeting the nationally expected standard.



At this school a decision was made to stick to the assessment criteria, but that has impacted upon the school data. According to the statistics the school is on the border of 'Requires Improvement'. It is important that the parent body knows that the school is aware of this and that should Ofsted take that decision it does not mean that 'the wheels have fallen off'. The school remains committed to raising standards within the new assessment framework and the data reflects strict adherence to the new, raised expectations.

Any questions?

From all that you have shared, what do you see as the biggest challenge?

The raised bar in terms of attainment. It is a very tricky balance to get all children as far as they can get whilst still accessing the breadth of a curriculum.

As parents, we want to help our children, but also want to allow them to be children. Getting the balance at home is also difficult and you can feel guilty if you make them work and guilty if you don't.

There is a lot of fear within teaching. Ofsted are important, but I hope through the governors, the senior leaders and ODS that teachers feel supported and do not fear the Ofsted model.

Only 53% of children nationally reached the expected standard. It is really important to give the right message to the children, they don't develop in a straight line.

Over time the raised bar should have a positive impact, children in Years 1 and 2 are keeping pace, but it is much harder further up the school, as they have had to make a massive jump in terms of attainment.

My eldest child went through Year 6 last year, we felt that the teachers here handled the SATs really well, she knew they were important but she wasn't worried. It is definitely the right way to do it, thank you.

Can you tell us more about your plans for consistency with behaviour over lunchtimes?

A senior teacher, or the senior lunchtime supervisor, can give a red card to a child for poor behaviour. One red card can stay between the child and their teacher, but two red cards within a fortnight will lead to the involvement of parents/carers and would trigger a report card.

As parents it is good to know what is happening in the playground when children come home dirty, we want to feel that it is good play and not bullying.

There are a number of strategies already in place to support positive lunchtimes e.g. games club and TLC, the emphasis this year is about there being consistency between the behaviour in the classroom and that seen on the playground.

Are children already having emotional literacy from reception?

Yes, but in the future it will be a regular timetabled session. Emotional literacy fits in with the values of the school and adds weight and substance to them.

Where children do have concerns the best resource that they have is their parents/carers, a supportive response at home is very valuable. Circle time gives the opportunity for matters to be discussed within the peer group. Children may choose to observe for a long period of time prior to joining in with circle time.

As headteacher, where do you get support for your mental health?

The headteacher's well-being is a key responsibility of the governors, they are very aware of the need to support and protect my well-being. I am also supported by an external adviser from ODST.

The support of the parent body is also really valuable, there is a very good dynamic at this school.

Is PE and sport going to continue to be part of the school day?

Yes, PE and sport are important not just for the physical benefits, but also for mental health.

We still have plans to introduce a 'mile a day'. The sport's premium funding from the government will continue for the next couple of years and that will help the school continue with the current sport's provision.

Funding is a challenge for The Blake, as for all schools.

Schools are a challenging place to be at the moment but I believe that The Blake school is well-positioned to meet those challenges.

Everyone is recognised as unique and is valued as part of our community

