



**Cathedral School of St Saviour and St Mary Overy**  
**School Development Plan 2014 -15**

## **Our Mission Statement**

Cathedral School strives to provide an attractive, safe well ordered, child centred place of learning within a Christian context. Maintaining and sustaining the highest standards of teaching and learning is the key concern of governors and staff. The school seeks to work positively with parents and carers to fulfil the school's expectation that all learners are enabled to achieve at the highest level of which they are capable.

As a Church of England Voluntary Aided School, Christian values are built into the ethos. There is a daily act of collective worship, which encourages spiritual development and a mutual understanding of life together.

We place a strong emphasis on positive mutual understanding partnerships between home and school, the Governing Body and Parish life. We attach a high priority to active involvement, building a sense of community, by providing a model of service to all.

## Achievement and Progress at Cathedral School

### Ofsted Outstanding Grade Descriptors

- Pupils make substantial and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.
- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For disadvantaged pupils, the proportions are similar to, or are rapidly approaching, those for **other pupils nationally** and in the school.
- The attainment and progress of disadvantaged pupils at least match or are rapidly approaching<sup>1</sup> those of **other pupils nationally** and in the school.
- Pupils read widely and often across all subjects to a high standard.
- Pupils acquire knowledge and develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, including those in sixth form provision and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is consistently good or better.
- The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

### Links to United Nations Convention on the Rights of the Child

#### Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**SDP Priority: To continue to close the gap in achievement for identified children or groups**

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>▪ Groups/children at risk of underachievement are identified quickly</li> <li>▪ Groups/children at risk of underachievement receive appropriate support</li> <li>▪ 100% of groups/children at risk of underachievement make more than expected progress unless they have specific/complex needs</li> <li>▪ Children eligible for pupil premium make progress that is in line with other pupils in the school or rapidly approaching it</li> </ul>	<b>Sources of evidence:</b> School assessment data Provision map Intervention planning Pupil Progress Meeting minutes Case studies Inclusion Mark application	<b>Time scale:</b> July 2015
	<b>People Responsible:</b> Assessment leader SENCO SLT SEN Governor Class teachers	<b>Finance:</b> Training Release time for Pupil Progress Meeting

**Evaluation: February 2015**

Action	Impact

**SDP Priority: To empower all staff to identify and effectively support the different groups in their class**

<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>▪ 100% of class teachers and support staff are able to identify groups/individuals within their class and are able to support them appropriately</li> <li>▪ 100% of children make at least expected progress and a significant proportion exceed expected progress unless they have specific/complex needs or in exceptional circumstances</li> <li>▪ Learning walks focusing on</li> </ul>	<b>Sources of evidence:</b> School assessment data Provision map Class Planning Pupil Progress Meeting minutes Staff survey Learning walk evaluation Pupil Premium page of website	<b>Time scale:</b> July 2015
	<b>People Responsible:</b> Assessment leader SENCO	<b>Finance:</b> Training

ethnicity/diversity demonstrate that Cathedral School is a positive environment for all groups of children in school	SLT SEN Governor	Release time for Pupil Progress Meeting
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**Evaluation: February 2015**

Action	Impact

**SDP Priority: To develop a whole school assessment tracking system for the new curriculum and educate the whole school community on its effective use.**

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>▪ Pupils continue to have a clear understanding of their attainment, progress and next steps at an age-appropriate level</li> <li>▪ Parents have a clear understanding of their child's attainment, progress and next steps</li> <li>▪ Governors continue to use data to challenge school leaders</li> <li>▪ 100% of teachers and support staff are able to identify groups/individuals within their class and can support them appropriately</li> </ul>	<b>Sources of evidence:</b> Parent questionnaire Newsletters Pupil Questionnaire Parents Evening sheets Responses to marking	<b>Time scale:</b> July 2015
	<b>People Responsible:</b> SLT, subject leaders, governors	<b>Finance:</b>

**Evaluation: February 2015**

Action	Impact

**SDP Priority: To ensure literacy and numeracy interventions continue to be effective**

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>▪ All support staff attend intervention training and implement aspects of their training</li> <li>▪ 100% of children who are part of an intervention exceed expected progress during the intervention unless they have specific/complex needs.</li> </ul>	<b>Sources of evidence:</b> School assessment data Provision map Intervention planning Pupil Progress Meeting minutes Staff Survey	<b>Time scale:</b> July 2015
	<b>People Responsible:</b> SENCO SLT SEN Governor	<b>Finance:</b> TA training Resources to deliver interventions

**Evaluation: February 2015**

Action	Impact

## Quality of Teaching at Cathedral School

### Ofsted Outstanding Grade Descriptors

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

### Links to United Nations Convention on the Rights of the Child

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

<b>SDP Priority: To consolidate outstanding practice in literacy and numeracy</b>		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>▪ 100% of teaching observed is good and a significant proportion is outstanding</li> <li>▪ All books demonstrate that children respond to feedback and that marking gives clear next steps for learning</li> <li>▪ 100% of groups/children at risk of underachievement make more than expected progress unless they have specific/complex needs</li> <li>▪ 100% of children make at least expected progress and a significant proportion exceed expected progress unless they have specific/complex needs or in exceptional circumstances</li> </ul>	<b>Sources of evidence:</b> In year data Observation records Work scrutiny evidence	<b>Time scale:</b> On going
	<b>People Responsible:</b> SLT Subject leaders Subject governors	<b>Finance:</b> Training Release time to enable peer observations

**Evaluation: February 2015**

Action	Impact



**SDP Priority: To embed the new National Curriculum, ensuring pupils continue to be inspired and engaged.**

Focus: Science, Humanities, PE, Art, DT, Computing, MFL

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• See Teaching &amp; Learning target</li> <li>• Children are given opportunities to write at length across the curriculum</li> <li>• Work samples and pupil questionnaires and pupil voice interviews demonstrate that the vast majority of pupils are engaged and inspired by their learning</li> <li>• 100% of children make at least expected progress and a significant proportion exceed expected progress across the curriculum, unless they have specific/complex needs or in exceptional circumstances</li> </ul>	<b>Sources of evidence:</b> Curriculum Map Planning and evaluation Work Samples Website LA review reports SIP reports	<b>Time scale:</b> July 2015
	<b>People Responsible:</b> SLT, subject leaders, class teachers, support staff, governors	<b>Finance:</b>

**Evaluation: February 2015**

Action	Impact

**SDP Priority: To maintain the wide range of enrichment activities at lunchtimes and after school**

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>▪ Clubs provide opportunities for independent study as well as curriculum enrichment</li> <li>▪ All children participate in extracurricular enrichment activities for at least 2 terms</li> <li>▪ Pupil feedback and evidence (blogs, work,</li> </ul>	<b>Sources of evidence:</b> Pupil surveys Feedback from teachers re improved quality of homework Club registers School blog demonstrating outcomes of after school and lunchtime enrichment activities	<b>Time scale:</b> July 2015
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<p>performances)demonstrate that children are receiving high quality curriculum enrichment</p> <ul style="list-style-type: none"> <li>▪ School staff continue to make sure all children have equal access to enrichment activities at lunchtimes and after school</li> </ul>	<p><b>People Responsible:</b> SLT</p>	<p><b>Finance:</b> Resources</p>
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**Evaluation: February 2015**

Action	Impact

**Teaching and Learning Targets for 2014-15**

**Numeracy:** 100% Good, significant proportion of teaching is Outstanding

**Literacy:** 100% Good, significant proportion of teaching is Outstanding

**Other:** 100% Good, significant proportion of teaching is Outstanding

\*Judgements based on observations, triangulated scrutiny of children’s work, marking, classroom environment, planning and data.

## Behaviour and Safety at Cathedral School

### Ofsted Outstanding Grade Descriptors

- Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

### Links to United Nations Convention on the Rights of the Child

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority groups need special protection of this right.

Article 31

You have the right to play and rest

Article 33

You have the right to protection from harmful drugs and from the drug trade.

Article 34

You have the right to be free from sexual abuse.

Article 36

You have the right to protection from any kind of exploitation

Article 37

No one is allowed to punish you in a cruel or harmful way. You have the right to help if you've been hurt, neglected or badly treated

Article 39

Article 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

SDP Priority: To ensure pupils know how to stay safe in a range of contexts		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>▪ Pupils can articulate how to safe on the roads, the internet and at home</li> <li>▪ Number of “Staying Safe” Fleckies remains low (under 20)</li> <li>▪ Successful safeguarding audit by safeguarding champion or LA safeguarding officer</li> <li>▪ Risk assessments continue to ensure staff safety</li> <li>▪ Medical Policy updated in line with new DfE guidance</li> </ul>	<b>Sources of evidence:</b> Planning Flecki Folder Pupil survey School and Class Blogs	<b>Time scale:</b> July 2015
	<b>People Responsible:</b> SLT PSHE/Science subject leader Health and Safety governor Safeguarding governor	<b>Finance:</b>

**Evaluation: February 2014**

Action	Impact

## Leadership and Management at Cathedral School

### Ofsted Outstanding Grade Descriptors

- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
- Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.
- Excellent policies underpin practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
- Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is at least consistently good and improving.
- The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.
- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics.
- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.
- Senior leaders in the school work to promote improvement across the wider system including, where applicable, with early years providers to raise the proportion of children who are well prepared to start school.
- The school is adept at identifying any child at risk of harm and engaging with partners to respond appropriately. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.
- Leaders have ensured that early years and/or sixth form provision is highly effective.

### Links to United Nations Convention on the Rights of the Child

#### Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children

**SDP Priority: To continue build leadership capacity within the school by continuing to work according to a distributed model of leadership (including governors and children)**

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>▪ Middle leaders have opportunities to develop leadership skills</li> <li>▪ School provides high quality training including mentoring and modelling good practice</li> <li>▪ Increased capacity to drive up standards through delegation and empowering middle leaders</li> <li>▪ Governors challenge school leaders to ensure all children are making at least good progress</li> <li>▪ Governors support SLT to put in place successful succession plans for SLT and GB</li> <li>▪ Pupils: Increased opportunities for pupils to develop leadership skills by increasing role of school council, digital leaders and Cathedral Captains</li> </ul>	<b>Sources of evidence:</b> SLT meeting minutes Governors minutes and visit reports School council minutes Website	<b>Time scale:</b> July 2015
	<b>People Responsible:</b> SLT Governors	<b>Finance:</b> Training costs

**Evaluation: February 2015**

Action	Impact

**SDP Priority: Continue to support and build links with other schools.**

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>▪ 2 Southwark Excellent Teachers support local teachers</li> <li>▪ Successful showcasing events</li> </ul>	<b>Sources of evidence:</b> LA/External reviews and reports regarding schools being supported Feedback from showcasing events	<b>Time scale:</b> July 2015
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<p>demonstrated by positive feedback from participants</p> <ul style="list-style-type: none"> <li>▪ To support colleagues in local schools as part of our responsibility as an Eco Green Flag school, Voices Foundation Beacon school and UNICEF Rights Respecting School</li> <li>▪ Regular sporting events with neighbouring schools</li> <li>▪ Work successfully with the LA to support local schools requiring assistance to improve</li> <li>▪ Successfully train students embarking on a teaching career (working with Roehampton Institute, LDBS SCITT, and a local teaching school)</li> </ul>	Paperwork from student teachers	
	<p><b>People Responsible:</b> SLT Subject leaders Subject governors</p>	<p><b>Finance:</b> Release time for subject leaders and class teachers</p>

**Evaluation: February 2015**

Action	Impact

**SDP Priority: Continue to meet the needs of all parents**

<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Possibility of a breakfast and after school club explored and fed back to Governing Body</li> <li>• Parent questionnaire shows an increase in</li> </ul>	<p><b>Sources of evidence:</b> Parent questionnaire responses Minutes of PPR committee Parent Forum Minutes Newsletters Website (photos of parents participating in school)</p>	<p><b>Time scale:</b> On going</p>
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“strongly agree” responses to statements related to meeting the needs of all parents <ul style="list-style-type: none"> <li>Increase in parental workshops offered by the school</li> </ul>	events)	
	<b>People Responsible:</b> SLT, Governing Body	<b>Finance:</b>

**Evaluation: February 2014**

Action	Impact

**SDP Priority: To ensure positive impact of CPD opportunities**

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Monitoring of CDP demonstrates positive impact on teaching and learning</li> <li>100% of staff attend CPD activities and are able to identify the impact</li> </ul>	<b>Sources of evidence:</b> Staff meeting minutes CDP impact forms Staff surveys Individual CPD folders Data Observations Performance management records	<b>Time scale:</b> July 2015
	<b>People Responsible:</b> SLT	<b>Finance:</b> Training and cover

**Evaluation: February 2015**

Action	Impact
	<ul style="list-style-type: none"> <li></li> </ul>



**SDP Priority: To apply for Governor Mark in order to monitor effectiveness of the Governing Body**

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Internal governance audit takes place; strengths and areas for development identified</li> <li>Governing Body to address areas for development</li> <li>Governor Mark successfully applied for</li> </ul>	<b>Sources of evidence:</b> Committee minutes Full governing body meeting minutes Governor self-evaluation document Governor visit reports Governor Mark application Strengths and areas of development document Governor Mark application Governor Mark certificate and feedback	<b>Time scale:</b> July 2015
	<b>People Responsible:</b> Governing Body, SLT	<b>Finance:</b> £645

**Evaluation: February 2015**

Action	Impact

**SDP Priority: To apply for the RE Quality Mark to ensure RE provision remains outstanding**

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>RE audit takes place; strengths and areas for development identified</li> <li>Staff supported to address areas for development</li> <li>RE Mark successfully applied for</li> </ul>	<b>Sources of evidence:</b> Staff meeting minutes Strengths and areas of development document Governor visit reports RE Mark application RE Mark certificate and feedback	<b>Time scale:</b> July 2015
	<b>People Responsible:</b> SLT, RE subject leader, RE governor	<b>Finance:</b> £475

**Evaluation: February 2015**

Action	Impact