

DUNHURST, BEDALES JUNIOR SCHOOL

DEVELOPMENT PLAN 2010-2011

Key: Groups (years 4, 5, 6) – Red
 Blocks (Years 7, 8) – Blue
 Whole school – Purple
 Friends of Dunhurst - Green

SCHOOL AIM	SHORT-TERM DEVELOPMENT 2010- 2011 Whole School Academic Review: Phase 2	FACILITATOR	BUDGET	COMPLETED	LONG-TERM DEVELOPMENT 2011 – 2013
Developing Inquisitive Thinkers Assessment for Learning across the whole school	<ul style="list-style-type: none"> Setting out and maintaining high expectations of pupils. Assessment for Learning (6 modules) for academic departments. Regular work scrutinies. Developing links with Dunannie, particularly in terms of English and Assessment, but also through regular communication of HODs/subject leaders. Developing T & L links with Bedales. Developing sharing of best practice through the HOD team. Maintaining and further developing a creative environment for learning both inside and outside of the classroom 	All staff KM/HODs KM KM/JW/DK/KO/HODs KM/AMcC KM/HODs All staff			<ul style="list-style-type: none"> Sharing and developing ‘best practice ideas with Dunannie, Bedales and local school partnerships as well as strengthening cross-dept links within Dunhurst To be recognised for inquisitive thinking, innovation and creativity in a flourishing and challenging academic environment.

	<ul style="list-style-type: none"> • Encouraging pupil-led learning. • Maintaining 'C' grade as average for year group, based upon national expectations. • Regular identification, monitoring and progressing of lower ability pupils and 'gifted and talented'. • Further development of (Schoolbase) tracking and Data Interpretation for teacher planning • Audit of current resources and planning for future needs to maintain and progress high standards of T & L • Encourage confidence in formal speaking, eg Debating & Public Speaking and to make use of Philosophy for Children to help us all 'think out of the box' <ul style="list-style-type: none"> • Encouraging parents to be alive to, and embody the principles of the school by endorsing and promoting them at every opportunity. • Investigating setting up a Book Circle (speak to Simon K-P) • Supporting, and encouraging, attendance of JAW/Dunhurst lecture etc • Supporting the Academically Ambitious programme, encouraging parents to be 	<p>KM/All staff HODs</p> <p>KM/DK/FB/HODs</p> <p>KM/DK</p> <p>KM/HODs</p> <p>KO</p>			<ul style="list-style-type: none"> • Full use of tracking by all staff to inform ongoing objectives, assessment and planning. <ul style="list-style-type: none"> • Develop resources to become well equipped to deliver outstanding T & L. • Develop VLE to reach outside the school <ul style="list-style-type: none"> • To cultivate and continue the above and always to be alert to new opportunities. • Regular review with the school as to how we can best support the parent body and the school in this regard. • Facilitate use of the parent skill 'toolbox' as a 'live' resource for the school as they feel it is appropriate and useful.
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	<p>Department to include use of parent expertise.</p> <ul style="list-style-type: none"> • Expand and development of a 'sound garden' following the purchase of a 4.3 octave Marimba. • Enlisting Parent Volunteers to support children in practical tasks, and add expertise, as requested. • Mirroring and encouraging the children's efforts with our own through involvement in Badley weekend with a parents' outdoor project. • Holding 'outdoor efforts' for the parents to contribute to the school in a practical way and to socialise. • Encouraging parental support for sport fixtures. • Raising money for an outdoor plinth to display the children's sculpture/art at the entrance to the school and elsewhere. 	<p>NM</p> <p>KMU</p>	<p>Fundraised by parents.</p>		<ul style="list-style-type: none"> • Consolidation. • Develop an annual plan of parent outdoor projects that is built into the school calendar.
<p>Individuality, initiative, and appreciation of the beautiful</p>	<ul style="list-style-type: none"> • Opportunities for children to share skills, experiences from outside school within school. • Exposure to art, music, theatre, nature. • Continued commitment to: <ul style="list-style-type: none"> • space and time to play. • access to animals. 		<p>Budget agreed</p>		

	<ul style="list-style-type: none"> • single rule 'Use your common sense'. • Pupils to visit local special schools and care centres to play and teach instrumental lessons. • For the community to celebrate beauty wherever we find it, eg Study of Buddhism, musical performance in Assemblies, nature in classroom learning, tours abroad, words, movement. • Citizenship (PSHE) focus. • Complete redecoration of the Cobb. • Plinth for artwork on rotation, in the Dunhurst driveway. • Make full use of the new outdoor classroom to further encourage a creative outdoor learning environment. • Production of a full scale opera, written and performed by children on Parents' Day, making use of professionals in this area. • Holding an annual summer event that combines a family social occasion with a problem solving, creativity and construction based competition for the children and parents, eg the Summer BBQ and 'The Great Egg Race'. • Supporting the Parents' African 	<p>LB / KMU</p> <p>PAW</p> <p>ASi</p> <p>KM/SKP</p>	<p>Budget request 2010-11 Parents to fund</p>		<ul style="list-style-type: none"> • Production of a Creative Studies 'prospectus'. • Develop photography, Dance and film making facilities. • More ambitious cross curricular trips abroad, Venice, Givernay. • Interactive whiteboards for Creative subjects. • Building of 'quiet spaces' around the school. • To continue the above and always be alert to ways to further enhance and support the children. • Building on the fundraising potential (and possibility of individual, voluntary donations) of the parent body.
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	<ul style="list-style-type: none"> • Drumming Club. • Supporting the school on trips as necessary. • Being involved in, supporting and fundraising for, the Cobbs Field Project. • Fundraising for the Dunhurst Sound Garden. 				
Community's distinctiveness and feeling, nourished by the community	<ul style="list-style-type: none"> • Appreciation of silence and ability to be silent. Look at ways to make this possible ie creation of a 'quiet place' and shared aim. • Improve communication/ sharing of good practice between Groups teachers. • Continue to develop opportunities for Block/Groups to work together on shared projects. • Continue to develop opportunities for Community Service particularly for Group 3 either via one off events inputting into the community. • Maintain and develop existing liaison links between Group 1 and Year 3 at Dunannie. • School Council to be furthered as a central, democratic voice of children in a new, exciting and meaningful way. • Earth Matters – whole school curriculum focus • More opportunities for the Green team to influence the whole 	SKP			<ul style="list-style-type: none"> • Further expansion of Activities Programme to include weekends and holidays. • Acknowledging the social and physical importance of food ... and making it better! • Strong development of good work already started in cross curricular links.

	<p>school.</p> <ul style="list-style-type: none"> • Fully developed Childtalk programme for parents, running all year and QI Junior programme for 'stetch' in pupil community. • Genuine innovation in curriculum areas, particularly cross curricular links. • To bed down 'new style' weekend Boarding with local parents/farming community. • Continue to offer children the opportunity to move forward with independent initiatives such as 'The Children's Play'. <ul style="list-style-type: none"> • Maintaining an up to date and stimulating notice board that truly represents the ethos of the school. • Ensuring that the names and contact details of the parent representatives and committee are always circulated and obvious. • Ensuring that the Friends are accessible to the families and friends of the school, and that FoD is an all inclusive body that people can dip in and out of; being involved as much or little as they like. • Having an active body of year and class parents' representatives who are both 'Friends' and friends to the school, its families and 	<p>PSW PAW</p> <p>ASi PSW</p> <p>PAW</p>			<ul style="list-style-type: none"> • Continuing to nurture the excellent constructive and respectful relationship between the parents and the school – ensuring that conversation is ongoing and evaluation frequent.
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	<p>friends; in particular welcoming new families to the school.</p> <ul style="list-style-type: none"> • Encouraging the early raising of questions and issues in weekly meeting with the Head. • Holding regular formal and informal social events to promote fellowship amongst the parents, and enable a feeling of community. • Having a body of reps who are a happy and constructive conduit for communication and a focal point for questions. • Nurturing links with the BPA and Friends of Dunannie, and fostering positive parent support for all 3 schools, the relationship between the schools and the families making the transition between them. • Writing a simple Friends of Dunhurst booklet to introduce the Friends to new parents - to sit alongside the children's and school handbooks. • Continuing to be honest and open in all our communication, and embracing anything that arises with care, compassion and integrity. 				
Interest beyond the school – local and international	<ul style="list-style-type: none"> • Exploration of Bedales/Steep to gain familiarity with locality and develop sense of place. 	KO			Consolidation.

<p>awareness</p>	<ul style="list-style-type: none"> • Develop links with schools in other countries • Group 2 French, Group 3 India/China • Ensure opportunities for current affairs/global affairs to be discussed and explored. • To continue to building the expanding and challenging Community Service programme following input from School Council • Extend links with Hollywater School and Fitzroy particularly through ODW. • Work towards becoming a Fairtrade School. • To raise the profile of Hopit and all it does. • To build on the Careers Programme from 11+. • Encouraging parents to support the children's fundraising. Donating a proportion of any money raised to HOPiT or other charity the children are supporting. Supporting the school's local community links, eg parents reading with children at Hollywater School. Encouraging and supporting the school's community service programme, as requested and 	<p>LB</p> <p>LB</p> <p>LB</p> <p>WH/LB-A</p>			<ul style="list-style-type: none"> • Children and staff to visit Miraflo Community. • To gain a further 'Green' qualification. • To focus on the challenges and expectations of 'service' in order to challenge the 'cultural assumptions' of the Three Schools. • Continuing to act as ambassadors for the school and its families and friends. • Being available to support the school externally as requested.
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	<p>appropriate, eg transporting children to and from their community service work.</p> <ul style="list-style-type: none">• Fostering interest in and supporting the Block 2 work experience day.• Supporting the children's HOPiT Fair.• Representing parents at Open Day and being available as a resource to potential parents, as a point of contact for questions, as directed by the Registrar.				
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