

# School Development Plan

## 2016-17

### Priority 1: Leadership and Management

**Key Priority : to increase accountability to ensure sustained improvement**

#### **Background to Priority**

**There have been significant changes to the FGB and a reorganisation of staff due to redundancies last year. There have also been significant changes to the National Curriculum and our next Ofsted Inspection is due in May 2017. We therefore need to ensure ALL stakeholders have a secure understanding of the School's priorities and actions being taken to address these and their subsequent impact.**

- To continue to strengthen role of governance in monitoring SDP and driving the school forward
- To develop the children as leaders of their own learning and increase their involvement in decision making and planning ( Learning to Learn ) see Priority 4 Behaviour and Well Being
- To maintain and strengthen the distinctiveness of our church school
- To audit PE provision and plan how to make best use of the Sports Premium Grant

#### **Governors Monitoring :**

- FGB meetings – Headteacher's Executive Reports
- Evaluation of RAISE ( and other external and internal data ) ; attend SEP meetings
- Termly Monitoring of Literacy – particular focus on phonics / boys reading / AA writers /PP/SEND
- Termly Monitoring of Maths –focus on girls attainment and progress / SEND /PP
- Foundation Governors –Termly Ethos Meeting – Linked to SIAMS Action Plan

Objective	ACTIONS	KEY PEOPLE	TIMESCALE RESOURCES	OUTCOME	MONITORING- How will we
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			<b>12.6.17 ( Summer Term)</b>  <b>Once every half term</b>		
To maintain and strengthen the distinctiveness of our Church school	<ul style="list-style-type: none"> <li>➤ Continue to meet regularly with Foundation governors and involve them directly in monitoring the development</li> <li>➤ RE leader to support teachers delivering RE – MONITOR the quality of provision</li> </ul>	IF / TM / foundation Governors  IF	Termly Ethos Mtg  X2 supply days	Staff are confident to teach RE and are incorporating the conceptual as well as the informative elements ;  Foundation Governors are increasingly involved in developing and monitoring our distinctiveness  The whole community has a deeper understanding of what makes us distinctive	Ethos Mtg Minutes  Governor feedback  Subject Leader monitoring
Increase children's responsibility for their own learning and behaviour	<ul style="list-style-type: none"> <li>➤ School Council to communicate Key SDP to their peers and feedback findings to SD committee</li> <li>➤ Increasingly involve them in their own marking / evaluation – promoting the schools key learning attitudes and behaviours ( Links to Priority 2 and 4)</li> </ul>	Coralie Sanders and School Council  All Pupils	Ongoing	Children can articulate School Priorities  Learning Attitudes and attributes strengthened leading to highly engaged and effective learners .  Can articulate what they can do and what they need to do next to improve ( Links to school's Marking Policy )	School Council Minutes  Books  Pupil Interviews  Questionnaires  Parental Feedback

**Priority 2: Quality Teaching and Achievement and Standards**

**• Key Priority : Teaching is consistently good leading to outstanding across the school**

**Background to Priority**

Overall the quality of teaching, learning and assessment is good. However, there was also evidence of some inconsistencies in pedagogy which we have begun to address in order to secure further improvements. A key priority is to ensure ALL pupils are making good or better progress through quality first teaching, an intervention programme and quality CPD and Appraisal procedures for all staff. In an effort to sustain and strengthen the quality of teaching, we have adopted a whole school approach to the teaching of Grammar, Punctuation and Spelling and implemented the RWI programme in Reception and KS1. We have also introduced Maths No Problem in Year 1. Staffs continue to be fully involved in evaluating and improving the quality of teaching and learning, which remains at the heart of all we do. ( See : '*Planning for Progress*' '*High Quality Formative Assessment*' that forms part of our '*Assessment Policy*' September 2016

- Maintain the FOCUS on developing High Quality Formative Assessment to further enhance the quality of teaching and learning, with a particular focus on Marking /Effective feedback ( oral and written ) Teacher - Pupil ; Pupil to Pupil ( *Appraisal Focus 2016-17* )
- Continue to ensure planning reflects new expectations and key learning objectives are identified and repeated in several contexts to ensure a depth of understanding
- Continue to ensure planning is linked tightly to children's next steps to ensure at least good rates of progress for all groups ; expectations are consistently high
- Immediate intervention - begin to develop this across the school -'keep up not catch up'
- Embed the revised assessment procedures linked to the New Curriculum and ensure this is understood by all ( *Assessment Policy Drafted 2016* )
- Ensure Science assessment is secure

**Governors Monitoring :**

- Literacy and Maths monitoring – book scrutiny – Are there visible signs of progress as a result of effective marking
- Data Analysis / HT executive summary

TARGET	ACTIONS	KEY PEOPLE	TIMESCALE RESOURCES COSTS	OUTCOME	MONITORING- How will we know?



<ul style="list-style-type: none"> <li>Keep up not catch up</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff to offer immediate intervention</li> <li>➤ Promote high expectations 'I CAN philosophy ; promote schools learning attitudes and attributes Reflection . Risk taking , Resilience Relationships Resourcefulness</li> </ul>	<p><b>All Staff</b></p> <p><b>Steph Scott</b></p> <p><b>Teaching Assistants</b></p> <p><b>HW club</b></p>	<p><b>Ongoing</b></p>	<p>Gap is closing</p> <p>Increased motivation and engagement amongst pupils</p> <p>Learning vocabulary developing</p>	<p><b>Pupil Interviews</b></p> <p><b>Planning / Book scrutiny</b></p> <p><b>Lesson Observations</b></p>
<p>Increase Parental understanding of new NC expectations and promote home – school learning ( <b>Links to Leadership Priority 1 : increasing accountability</b> )</p>	<ul style="list-style-type: none"> <li>➤ RWI Parental Workshop</li> <li>➤ Calculation Workshop</li> <li>➤ Homework expectations clearly communicated</li> <li>➤ Key Skills booklets posted on Class Pages</li> <li>➤ SATs information</li> </ul>	<p><b>CS</b></p> <p><b>P-FG</b></p>	<p><b>9<sup>th</sup> October</b></p> <p><b>23<sup>RD</sup> November</b></p>	<p>Parents taking an increasingly active role in their child's learning</p> <p>Increased awareness and understanding of the raised expectations</p> <p>Increased number of volunteers</p>	<p><b>Parental Feedback / Questionnaires</b></p>
<p>Ensure science assessment is secure</p>	<ul style="list-style-type: none"> <li>➤ Science coordinator to monitor coverage</li> <li>➤ Revisit Whole school Science Assessment ( Audit Staff Needs )</li> <li>➤ CR to explore – Primary Science Teachers Trust Website for resources guidance</li> </ul>	<p><b>CR</b></p>	<p><b>Spring / Summer Term</b></p> <p><b>Staff Mtg</b></p> <p><b>Release time Spring TERM</b></p> <p><b>X 3 days release – 1 Spring / 1 summer</b></p>	<p>Staff needs audited</p> <p>CPD planned</p> <p>Assessment procedures for assessment in Science are clear and understood by all</p> <p>Increase in staff confidence</p>	<p><b>Monitoring records</b></p> <p><b>Books</b></p> <p><b>Data snapshots</b></p>

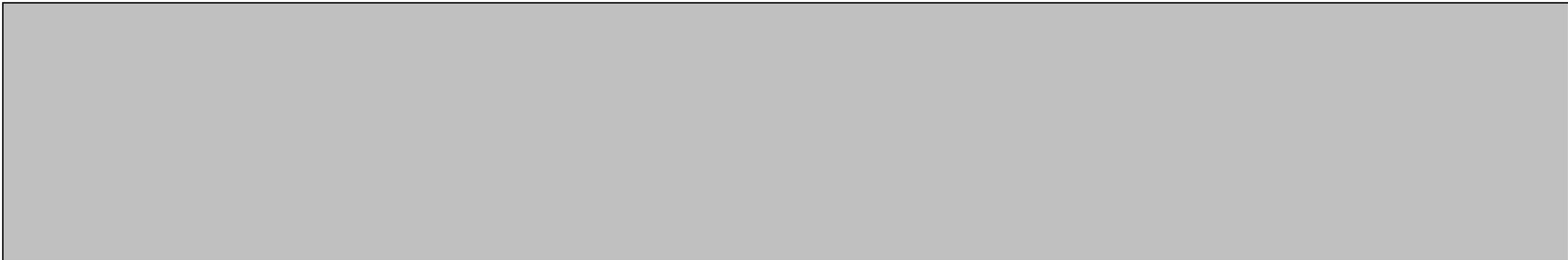
### Priority 3: Achievements and Standards

- **Key Priority: Standards& Achievements( ATTAINMENT & PROGRESS) Writing , Spag and Science are at least line with 2017 national in EYFS , KS1 and KS2 ( focus groups : Boys / SEND / PP) ; Increase the percentage of children achieving Greater depth at the end of EYS KS1 AND 2**

#### **Background to Priority**

- 2014-15 progress from the end of KS1 to the end of KS2 was significantly below National Average (NA) for all pupils in Maths and Writing ;
- Boys progress in writing and girls maths was below the national average;
  - Attainment in MA was significantly below NA at L4B
  - Gender gap – girls outperformed boys in RD WR & Grammar
  - the percentage of children in Y6 attaining the National Standard in RD WR and MA combined has been below the National Standard for two years ( 2014 -2015 & 2015-2016 )
- Our 2015-2016 Attainment in KS2 at the end of 2016 was below NA in MA, WR.

We highlighted these priorities on our 2015-2016 SDP and progress towards addressing these issues has been made ( see : Review of 2015-2016 School Development Plan ; Maths , Literacy and SENCO reports to FGB – Summer 2016 ; SEP report ) Our aim is to build of the success last year in an effort to close the gender gap and ensure all our children’s needs are met through high quality teaching and assessment ( See Priority 2)



- Continue to close the gender gap in Maths and Writing ( Appraisal Focus 2016-17)
- Progress is at least good for ALL groups
- Very Able pupils – **increase percentage of children achieving higher standard in writing /Reading / Maths at the end of KS1 and 2**
- **Increase attainment in Science ( particularly girls ) – See Priority 2: Quality Teaching and Achievement and Standards**

**Governors Monitoring :**

- FGB meetings – Headteacher’s Executive Reports
- Evaluation of RAISE ( and other external and internal data ) ; attend SEP meetings
- Termly Monitoring of Literacy – particular focus on phonics / boys reading / AA writers /PP/SEND
- Termly Monitoring of Maths –focus on girls attainment and progress / SEND /PP

TARGET	ACTIONS	KEY PEOPLE	TIMESCALE RESOURCES COSTS	OUTCOME	MONITORING  REVIEW  How will we know?
Sustain and strengthen improvements in Maths	➤ Maths Leader to revisit expectations with all staff	P F-G Maths Lead	INSET DAY 1 <sup>st</sup> September	Teachers are more confident in delivering effective maths lessons  Children are more engaged with maths	Termly monitoring Lesson obs Planning/book scrutiny Staff meetings

	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Mastery approach</li> <li>• Learning ladders displayed</li> <li>• Fluency in basic skills ( TABLES is a particular focus )</li> <li>• SNAPPS</li> <li>• Flexible groupings</li> <li>• Effective formative assessment</li> <li>• <b>Instant intervention- mantra 'Keep up not catch up'</b></li> <li>• <b>Moderation – INHOUSE / pyramid</b></li> </ul>		<p><b>Ongoing</b></p> <p><b>Termly Staff Mtgs</b></p>	<p>and make good progress/ attain more highly</p> <p>Teachers are more secure in their judgements</p> <p>Children remain very positive about Maths</p>	<b>Individual coaching</b>
<b>To support and evaluate roll out of 'Maths No Problem' scheme in year 1</b>	<ul style="list-style-type: none"> <li>• Use baseline assessment and data to evaluate impact of scheme</li> <li>• Support year 1 teacher in delivering lessons</li> <li>• Become familiar with online training resources</li> <li>• Year 1 teacher and Teaching Assistant to observe teaching in neighbouring Primary School</li> </ul>	PFG CR	<p>Sept 2016</p> <p>Weekly initially</p> <p>Approx £900 initial cost for books and online resources</p> <p><b>Potentially ongoing if rolled out to whole school</b></p>	<p>Teacher is confident and effective using the approach</p> <p>Children in year 1 make accelerated progress and attainment is raised</p>	<p>Regular meetings with teacher</p> <p>Learning walks</p> <p>Co-teaching?</p>
<b>To ensure calculation methods are taught effectively</b>	<ul style="list-style-type: none"> <li>• Re-write and revisit calculation policy with staff</li> <li>• Run Workshop for parents</li> <li>• Staff meetings with a particular focus i.e. Fractions from Reception to Year 6</li> </ul>	PFG	<p>13<sup>th</sup> October 2016</p> <p>November 2016</p> <p>Termly Staff Meetings</p>	<p>Calculation policy understood and being consistently followed</p> <p>Parents increased understanding of methods and how to support children</p> <p>Children making good progress and using secure calculation methods to solve increasingly difficult problems</p> <p>Staff know what methods to teach, when to teach them and how to teach them effectively</p>	<p>Monitoring</p> <p>Planning/book scrutiny</p> <p>Lesson observations</p> <p>Pupil Interviews</p> <p>Governor Reports</p>

<p>To implement and ensure a smooth transition to RWI phonics for Yr-Y2</p> <p>To implement and ensure a smooth transition for Yr2-Y6 for the new Rising Stars Scheme</p> <p>To ensure punctuation and grammar is taught and covered across the years effectively</p>	<p>Purchase RD WR INC Resources</p> <p>Attend Training</p> <p>Regular meetings with CR (KS1 leader) PF_G (KS2 leader) Plus other staff</p> <p>Observations of phonics and SPAG sessions across the year</p> <p>Regular monitoring and assessing of pupil progress across the year</p> <p>Staff meetings to discuss updates and training</p> <p>Staff to input SPAG on SPTO</p>	<p>TM / CR</p> <p>KS1 Staff including TAs Coralie Thorne (Literacy co-ordinator) Charlotte Roots (KS1 leader) Paul Friese-Greene (KS2 leader) Tracy Maley (Head Teacher)</p>	<p>July 2016 RD WR INC Phonic scheme for KS1 £ 3000 £ 400</p> <p>Supply costs</p> <p>20<sup>TH</sup> July 2016</p> <p>Meeting with KS leaders – Autumn/ Spring/Summer</p> <p>Lesson obs/learning walk each term</p> <p>Possible need to work 1:1 with some staff to ensure delivery is most effective</p>	<p>Children make at least expected progress in SPAG</p> <p>Phonic assessments at least inline with National</p> <p>Data evidence/ children's work shows this/ staff can show evidence of children improving</p> <p>Coverage of NC is more evident and effectively builds in time to review, recap, practice and apply</p> <p>Consistency</p> <p>Children applying skills / knowledge in their writing</p>	<p>Check phonics/SPAG data progress through SPTO</p> <p>Talk with staff</p> <p>Lesson obs/learning walk each term</p> <p>KS1 phonic screening for Au/Sp/Su shows improvement on this time last year</p>
<p>Percentage of children reaching ARE to be at least in line with the national average at the end of KS1 AND 2</p> <p>Particular Focus on Closing the <b>Gender Gap</b></p>	<ul style="list-style-type: none"> <li>➤ Regular moderation and sharing of good practise</li> <li>➤ Writing topics chosen to inspire boys</li> <li>➤ Planned opportunities for sustained writing</li> <li>➤ Subject leader to attend Literacy Forums and disseminate good practice across the school</li> <li>➤ Introduce Alan Peats 25 sentences</li> <li>➤ BIG WRITE – half termly</li> </ul>	<p>Coralie Thorne (Literacy co-ordinator) Charlotte Roots (KS1 leader) Paul Friese-Greene (KS2 leader) Tracy Maley (Head Teacher)</p>	<p>Regular staff meetings</p>	<p>Boys have narrowed the gender gap</p> <p>Writing percentages are closer to NA. Teachers are more secure in their judgements</p> <p>Key skills are consistently planned for and delivered ; Children are more readily applying these to their writing across the curriculum</p> <p>Teachers have increased confidence and skill in how to teach writing</p> <p>Children ( particularly boys ) exhibit an increased stamina for writing</p>	<p>Termly monitoring</p> <p>FGB reports</p> <p>HT reports</p> <p>Lesson Observations</p> <p>Book and Planning Scrutiny</p>

	across the school – used to aid next step planning ➤ To continue to develop effective and child-friendly reading and writing targets for use across the school				
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**Priority 4: Behaviour and Safety and Well Being**

Key Priorities

- To ensure Safeguarding Procedures are Outstanding
- To further increase the children’s responsibility for their own learning and behaviour

Background to Priority					
<p>Last year lesson observations and learning walks revealed children had a good sense of belonging and an increased understanding of collective responsibility . The level of reported incidents of poor behaviour was low ; 100% of Parents reported that their children felt safe at school ( Questionnaire April 2016) ; 100% of Parents reported that the school ensures behaviour is good ( Questionnaire April 2016).Pupils displaying positive attitudes and confidence has grown ( Lesson Observations / Monitoring File / SEP Reports)and we aim to strengthen this further , moving behaviour to outstanding</p>					
<ul style="list-style-type: none"> <li>➤ Review existing Safeguarding procedures</li> <li>➤ Embed e-safety Curriculum – further raise awareness of cyber bullying</li> <li>➤ Health &amp; Safety Audit</li> <li>➤ Further Embed Learning ATTITUDES to increase responsibility in relation to the pupils learning and behaviour</li> </ul>					
<p><b>Governors Monitoring :</b></p> <ul style="list-style-type: none"> <li>• Annual Safeguarding Audit</li> <li>• Learning Walks</li> <li>• Health and safety checks termly ; Health and safety Audit</li> </ul>					
TARGET	ACTIONS	KEY PEOPLE	TIMESCALE RESOURCES COSTS	OUTCOME	MONITORING REVIEW How will we know?
<b>To move Safeguarding to Outstanding</b>	<p>Review existing safeguarding procedures against the latest Ofsted Criteria :inspecting Safeguarding in early years education and skills setting August 2016</p> <p>Update All Stakeholders on Key Changes to Keeping</p>	<b>All Stakeholders received this update</b>		<p>leaders, governors and managers create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level</p> <p>the content, application and effectiveness of safeguarding policies and procedures, is highly effective</p> <p>effective safe recruitment and vetting</p>	<p><b>Annual Audit</b></p> <p><b>e-safety curriculum</b></p>

	<p>Children Safe in Education September 2016</p> <p>Review Serious Case reviews</p> <p>Review 2015-16 Action Plan and update 2016-17 ( REFER to this for key actions)</p> <p>Carry out Annual safeguarding audit</p> <p>Ensure e-safety curriculum continues to embed across the school</p> <p>Designated Safeguarding and deputy safeguarding lead to attend level 3 training</p>	<p><b>Headteacher and Carol Wee ( Designated Governor for Safeguarding )</b></p> <p><b>Carl Adey – IT lead</b></p> <p><b>January 2017</b></p> <p><b>February 2017</b></p>		<p>processes are in place</p> <p>staff are aware of the signs that children or learners may be at risk of harm either within the setting or in the family or wider community outside the setting</p> <p>response times are speedy to any safeguarding concerns that are raised</p> <p>the school works effectively with other agencies to safeguard children the governors understand their statutory role and responsibilities in relation to safeguarding the children have a good understanding of how to keep safe on the internet as a result of an effective e-safety curriculum and PSHE curriculum</p>	
<p>To further increase the children’s responsibility for their own learning and behaviour</p>	<p><b>Introduce Target Cards for Writing and Reading across KS1 and 2</b></p> <p><b>Develop AFL – effective feedback Pupil / Pupil ( Appraisal Focus 2017 )</b></p> <p><b>Employ strategies : gallery time ;</b></p>	<p><b>Autumn Term 2016</b></p> <p><b>Ongoing</b></p>		<p>Children displaying positive learning attitudes and behaviours</p> <p>Children increasingly confident to assess their own and other work</p> <p>Staff employing a wide range of AFL strategies to engage children in their own learning</p>	<p>Books</p> <p>Planning</p>

	<b>Continue to reinforce school values and learning attitudes and behaviours</b>				
To ensure safety of All Stakeholders	<p>Health and Safety Audit</p> <p>Weekly review of Health &amp; Safety Issues</p> <p>Termly Governor Audit and actions</p> <p>Regular reminders in Newsletters</p>	October 7 <sup>th</sup>		<p>Health and safety is at least good</p> <p>Reported incidents remain low</p> <p>All stakeholders aware of their responsibilities in ensuring the safety of all .</p>	<p>Audit</p> <p>FGB minutes</p> <p>Resources minutes</p>
Behaviour management across the school is consistent	<p>Agreed procedures for playtime are consistently adhered to</p> <p>Concern logs regularly updated</p> <p>Early morning work embedded across the school</p> <p>High expectations maintained and reinforced by all stakeholders</p>			<p>Children moving around the building calmly</p> <p>Children settling to tasks quickly</p> <p>Continuous provision</p> <p>Playtimes – few reported incidents of inappropriate behaviour</p>	<p>Concern Logs logs</p> <p>Learning Walk updates ( Staff meeting notes )</p> <p>Books</p>

