School Development Plan

2018

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are five Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff.

Phase Leaders and Subject Leaders develop their own Subject Leader Plan which identifies key areas for development within their own curriculum area for the academic year.

Vision

We are committed to *improving the quality of the educational provision* for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Roade Primary School will be achieved by everyone working together: We ask every member of our school community to work together to create an inspirational place where we can all thrive…..

'A supportive community developing confidence, independence and a love of learning.'

Aims:
At Roade Primary School we aim:

- To provide a happy, safe and caring place to learn
- To promote excellence, enabling all children to achieve their potential
- To provide our pupils with rich, diverse and enjoyable learning experiences
- To promote and foster self-esteem, motivation and a lifelong love of learning
- To encourage the children to become responsible citizens and to have respect for all
- To work in close partnership with parents, carers and the wider community for the benefit of our children

In everything we do we try to:

Aim High, Reach For The Sky!

The school will:

- Provide a happy and secure environment
- Care for each child as an individual
- Ensure that each child does their best at all times and achieves their full potential
- Offer a full range of educational and social activities to enable all children to achieve their potential
- Provide exceptional learning experiences for all our pupils
- Inform parents of the child's progress at regular meetings
- Keep parents informed about general school matters
- Expect high standards of behaviour through the upholding of the school Ethos, Aims and Values, encouraging good relationships and fostering a sense of responsibility
- Encourage children to take care of their surroundings
- Be open and friendly
- Celebrate your child's talents and skills.

Parent/Guardian or family will:

- Make sure my child attends school regularly and arrives on time, properly equipped, and suitably dressed and arrangements are made for my child to be met at the end of the day
- Let the school know promptly if my child is absent, seeking permission in advance if appropriate
- Make the school aware of any concerns which might affect my child's work or behaviour
- Attend consultation evenings and meetings to discuss my child's progress
- Support my child with their homework and other opportunities for home learning and ensure that my child's homework is collected and returned when required
- Support the school in fostering good behaviour and discipline, including the upholding of the school rules
- Support the school's policies and guidelines
- Support the school as much as possible with events and activities arranged for the children

Pupils will:

- Come to school suitably dressed
- Be polite, helpful and show respect for others
- Bring the equipment I need each day
- Do my class work and homework as best as I can and return homework on time
- Ask for help if I need it
- Take responsibility for the school environment
- Keep to the school Ethos, Aims and Values
- Always tell an adult in school if I am unhappy

Values:

Our values underpin everything that we do. Each term has a value attached to it reinforced within assemblies and PSHE lessons. In the sixth term we concentrate upon what it means to be a proud member of our Roade community. These values are learning tools and life skills to support our students in the future in life and future learning.

At Roade Primary School we support our children to be:

Resilient
Optimistic
Ambitious
Dedicated
Empathetic

Play your part:

We expect all members of the school community to:

- Respect others regardless of race, creed or gender
- Act considerately towards others
- Develop pride in themselves, their appearance, their work and their school
- Respect the rights of others and other people's property
- Respect each other as individuals but reject anti-social behaviour
- Take personal responsibility for their actions
- Listen to each other
- Help and care for one another
- Be honest, truthful and trustworthy

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will *raise the children's standards of attainment*, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage positive interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.

School Context

This is a growing Primary school with a new building ready to receive children from the Roade area. The school serves a mixed area of significant social and economic deprivation and significant wealth. The number of pupils on roll has increased following the expansion programme to 231 pupils. The percentage of pupils entitled to free school meals (disadvantaged) 13.7%- well below the national 24.7%. Our data for Ethnicity indicates a very small number of our children belong to other ethnic groups. This is way lower than the national average. We have had a decrease of EAL learners and now have 6.9% (8.3% last year). We have a low number of pupils with SEN. Our 5.3% is an increase from 4.9%, but remains well below the national average of 12.1% of all schools. We have a leading SENCo in Sally and we have been assured that our identification of SEN children is spot on.

Significant changes since the last inspection January 2015 - the most significant changes has been to the number of staff changes. Complete change of Leadership team – a new Headteacher, and 2 new Assistant Head teachers. However, most of the new leadership team were all part of the school during inspection in other leadership positions. Since the last inspection only 3 class based teachers remain. The Chair of Governors has been in post for a significant time and has overseen the development of the team and the school building. There have also been changes in admin and support staff.

Roade Primary School

Roade Primary School 2018 Targets
EYFS

	2017 National (Northants) (South Northants)	2014 Roade Result	2015 Roade result	2016 Roade result	2017 Roade result	2018 Target
Reading		68%	76%	90%	87%	72%
Writing		64%	69%	76%	84%	72%
Number		68%	86%	87%	92%	72%
% at GLD	70.7% (67%) (74%)	57%	67%	76%	84%	70%

KS1

Roade Year 1						
	National (Northants)	2014 Roade Result	2015 Roade Actual	2016 Roade Actual	2017 Roade Actual	2018 Target:
Phonics screening	81% (2016)	86%	96%	97%	93%	87%

KS1 Predicted/On track Age Related Expectation, at January 2018:

	2016 Results	2017 national data	2017 Predictions	2017 TA results	+/- Roade scores	2018 Predictions	2019 Predictions
Reading	85%	75.8% ARE 25.3% GD	86%	83% ARE 43% GD	+7%	76% ARE 33% GD	83% ARE 17% GD
Writing	77%	68.4% ARE 15.7% GD	76%	77% ARE 30% GD	+8%	70% ARE 23% GD	74% ARE 15% GD
Maths	69%	75.3% ARE 20.5% GD	83%	87% ARE 23% GD	+12%	73% ARE 27% GD	79% ARE 21% GD
Combined	69%		76%	73%		67%	72%

Teacher prediction/assessment:

Reading break down:

Below	23%
Expected +	76%
Greater depth	33%

Writing break down:

Below	30%
Expected +	70%
Greater depth	23%

Maths break down:

Below	27%
Expected +	73%
Greater depth	27%

KS2 Predicted/On track Age Related Expectation, at January 2018:

Year 6:

	2017 Predictions (whole class) /28	2017 predictions without dis-applied student /27	Based upon KS1 data: Convert 2b+ to ARE 3 to GD	Teacher assess	2017 SATs results: (GD-110)	National data	+/- Roade scores	2018 Predictions/targets
Reading	81% ARE 11% ARE+	88% ARE 11% ARE+	93% ARE 46% ARE+	96% ARE 45% GD	96% ARE 58% GD	71%	+25%	93% ARE 17% GD
Writing	86% ARE 7% ARE+	89% ARE 7% ARE+	75% ARE 18% ARE+	93% ARE 41% GD	93% ARE 41% GD	76%	+17%	79% ARE 10% GD
Maths	79% ARE 7% ARE+	81% ARE 7% ARE+	89% ARE 36% ARE+	96% ARE 56% GD	96% ARE 35% GD	75%	+21%	79% ARE 35% GD
Comb	71%			93%	96%	61%	+35%	69%
SPaG	86%	89%			93% ARE 27% GD	77%	+16%	76%

Teacher prediction/assessment:

Reading break down:

Below	2	7%
Expected +	27	93%
Greater depth	5	17%

Writing break down:

Below	6	21%
Expected +	23	79%
Greater depth	3	10%

Maths break down:

Below	6	21%
Expected +	23	79%
Greater depth	10	35%

SPAG break down:

Below	7	24%
Expected +	22	76%
Greater depth	6	21%

Analysis of Attainment and Progress of 'disadvantaged pupils' (Pupil Premium)

Performance of Disadvantaged Pupils at END of EYFS		
	2017	2016
% of PP pupils achieving GLD	100% (1)	67% (2 of 3)
% of PP pupils achieving expected in Reading	100%	67%
% of PP pupils achieving expected in Writing	100%	67%
% of PP pupils achieving expected in Maths	100%	67%

Performance of Disadvantaged Pupils at Phonic Check		
	2017	2016
% of PP pupils achieving Phonic Standard Year 1	67% (2 of 3)	75%(3 of 4)
% of PP pupils achieving Phonic Standard Year 2	100% (1)	100% (1)

Roade is a good school.
"School leaders and governors are sharply focused and effective in making sure all pupils achieve even more in every year group and that teaching further improves" **OFSTED 2015**

Performance of Disadvantaged Pupils at END of KS1		
	2017	2016
% of PP pupils achieving the expected standard and above in Reading (EXS)	40% (2 of 5)	87% (6 of 7)
% of PP pupils achieving the expected standard and above in Writing (EXS)	20% (1 of 5)	29% (2 of 7)
% of PP pupils achieving the expected standard and above in Maths (EXS)	40% (2 of 5)	14% (1 of 7)

Performance of Disadvantaged Pupils at END of KS2		
	2017	2016
% of PP pupils achieving expected standard and above in Reading	89% (8 of 9)	67% (2 of 3)
% of PP pupils achieving expected standard and above in Writing	89% (8 of 9)	67%
% of PP pupils achieving expected standard and above in Maths	89% (8 of 9)	33% (1 of 3)
% of PP pupils achieving expected standard and above in R,W & M	89% (8 of 9)	33%

RED Text - National

Overview of Key Priorities of School Development Plan 2018			
Ofsted Key Judgement	**Whole School Action**	**Proposed Outcomes**	**Milestones September 2018**
Effectiveness of Leadership & Management	The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence.	• The gap is closing between the attainment and progress of Disadvantaged pupils and National other pupils. • Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports. • The broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart. • To oversee the increase in pupil numbers throughout the school and financially plan effectively.	• Pupil Premium Pupils are highlighted for all staff to know who they are – staff are given the breakdown of the children in each of the vulnerable groups. • CPD highly effective as quality of teaching never less than good – New staff inducted effectively – Internal promotions of teachers to subject leader roles and support staff to pastoral support • Curriculum reviews very positive, pupils inspired to learn, attitudes positive – curriculum/subject leader monitors and sees impact throughout school • To ensure that new provision map software is up to date, regularly used and effectively supported throughout the school to show the progress of disadvantaged pupils, etc. • SLT monitor the effectiveness of the curriculum and ensure that each year group have the coverage and challenge they need. • Organise and run school open days. • Admin staff to use the media to advertise the school throughout the year. • Increased numbers of children throughout the school-well managed and standards remaining high.

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Milestones September 2018
Quality of Teaching, Learning and Assessment	To be judged as 'outstanding' as the teachers are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.	• Teachers plan lessons very effectively and the content is progressive and demands more of pupils. • Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. • Subject leaders effectively plan and manage their subjects being advocates for the progress of their subject throughout the school. • The environment is effective in supporting high quality learning.	• Triangulation and Book Scrutiny demonstrate nothing less than 'good' progress – relevant curriculum taught. • Performance Management all staff on track to meet targets. • 100% of teaching good or better. • 50% of teaching is outstanding. • Pupil engagement is high as lesson observations and drop ins confirm this. • Subject Leaders have accurate picture of what achievement is like in their subject • Assessment policy embedded throughout school • Target Tracker throughout the school in all subjects • Staff to use lesson study and shared experience to develop their own practise. • Staff training from subject leaders is evidenced and recorded. • Subject leaders are challenged through their PM targets to develop their subjects throughout the year. • Subject leader's yearly reports show their impact throughout the school. • Ensure that the studio and Victorian block roof is repaired to ensure safety and to keep warmth in. • To develop the library space and to equip it with resources.

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Milestones September 2018
Personal development, behaviour and welfare	To enable pupils to behave impeccably at all times, especially at unstructured time.	• Pupils value their education and absence rates reduce across the whole school. • Pupils can explain accurately and confidently how to keep themselves healthy and safe. • Parents, staff and pupils are positive about both behaviour and safety. • Pupils behave impeccably as school strategies promote high standards of behaviour. • Increased opportunities for parental support and engagement with the school especially in the younger years. • Improved lunchtimes and playtimes for staff and pupils. • Implement "we practise kindness" initiative throughout the summer term.	• Attendance - 96%+ July 2018 • 95%+ of parents feel school keep their child safe • 95%+ of parents say school ensures pupils are well behaved • 95%+ of parents feel their child is well looked after at our school • Introduction of the new PSHE curriculum to enable pupils to explain accurately how to keep themselves safe and healthy. • Posters up and around the school supporting the School and British Values. • Increased visits and visitors from all faiths and backgrounds to encourage tolerance and understanding of others • To develop the use of ELSA trained staff across the school • Parents given the opportunity to stay and read with their children. To stay and play with the younger children at the start of their school career and to share their work. • School to revamp the reports to parents for 2018 • New benches, seating areas, zoned off spaces, signs and bins for the playground spaces. • School to work towards the Happy Lunchtime award • School to at least achieve silver sports mark (working towards gold) • To develop the school grounds by removing the newt route, developing the playground

			furniture, putting in the line markings, repairing the willow classroom and appointing new members of LTS staff.
			• To ensure that the new guidance around GDPR is implemented in school.
			• School office to start a regular school newsletter

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Milestones September 2018
Outcomes for pupils	To ensure 'outcomes' remain outstanding by pupils making substantial and sustained progress.	• The % of pupils attaining the phonic standard in Year 1 and the re-test in Year 2 shows a continued high standard. • Ensure writing and numeracy attainment at KS1 is given a sharp focus and that standards in KS1 are at least in line with national standards. • Cohort and group progress is never less than '4 steps' to ensure sustained progress for pupils in Year 1-6. • New end of year expectations in Year 2 and Year 6 are in line with National expectations.	• Targets met across the school-see targets above.

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Milestones September 2018
Effectiveness of the Early Years	To ensure children in Early Years are 'school ready'.	• School **GLD** is in line with National GLD • Expected level in **writing** is at National • Development of the outside and inside learning environments for all EYFS children.	• Targets met across the school-see targets above. • Developed outside area • Increased opportunities for writing throughout the inside and outside area.

Roade Primary School

School development plan 2018

Whole School Action:	Led by:
The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence.	M Currell, S Humphrey, M Albert, H Richardson

Overview of Key Priorities:
- Develop further the Pupil Premium whole school approach to ensure actions secure substantial improvement in progress and attainment of disadvantaged pupils.
- Professional Development supports the development of all staff and the improvement of standards
- Continued development of whole school curriculum, using British Values and School Values as drivers within our effective broad and balanced curriculum.
- Introduction of provision mapping software across school to ensure pupils health, well-being and safety is monitored effectively.
- To effectively promote the school and increase the school NOR

Proposed Outcomes
- The gap is closing between the attainment and progress of Disadvantaged pupils and National other pupils.
- Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports.
- The broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart.
- To oversee the increase in pupil numbers throughout the school and financially plan effectively.

Priority Developments	Actions	Resources & Costs	Personnel		Timescale
			Lead personnel	Governor support	
• Develop further the Pupil Premium whole school approach to ensure actions secure substantial improvement in progress and attainment of disadvantaged pupils.	• Ensure that Pupil Premium is a focus in every classroom • Further develop and implement a system to identify and track disadvantaged pupils. • Ensure all staff can identify and understand provision for PP pupils. • Monitor interventions / additional provision for PP pupils • Access relevant training relating to Pupil Premium / Disadvantaged pupils • Feedback relevant updates to staff • Train and support staff as necessary dependant on findings • Ensure funding is spent effectively to narrow the attainment gap	£65,553 Amount received from PP funding £42,080	M Currell	M Crouch (Finance)	August 2018

Roade is a good school.
"School leaders and governors are sharply focused and effective in making sure all pupils achieve even more in every year group and that teaching further improves" **OFSTED 2015**

• Professional Development supports the development of all staff and the improvement of standards	• Audit skills of staff in early stage of career and investigate relevant training • Teachers requiring support as identified through Performance Management access relevant CPD opportunities • All staff to receive quality CPD for identified needs • New members of staff to complete induction and mentoring/support programme. • Ensure professional development opportunities(internal and external) impact om improving pupil outcomes		M Currell S Humphrey M Albert	A Evans (FGB)	Ongoing
• Continued development of whole school curriculum, using British Values and School Values as drivers within our effective broad and balanced curriculum.	• Set aside SLT monitoring time for the curriculum across the school • Curriculum Map identifies Values in different year groups • An identified day for Black History Month (Oct) • Take part as a whole school in 'healthy school's week' • Assemblies weekly to promote 'School Values' & 'British Values' across school • Monitor the Medium Term 'Creative Curriculum' ensuring Values have been planned for • Evaluate the findings and address any arising concerns as per Evidence Trails • School Values & British Values to be 'High Focus' around school	£500 Photographs to show this £1000 for in school visitors Staff time and input	M Currell H Richardson	D Shirman (T and L)	September 2018
• Introduction of provision mapping software across school to ensure pupils health, well-being and safety is monitored effectively.	• Purchase resource and identify key staff for training • Monitor effectiveness of system across school • Adapt system and users as required • Arrange further training for key staff and whole school • Evaluate impact	£1600 Time and staff input	S Humphrey	A Evans (SEN) M Currell	May 2018
• To effectively promote the school and increase the school NOR	• Organise and run school open days. • Admin staff to use the media to advertise the school throughout the year. • Increased numbers of children throughout the school-well managed and standards remaining high.	Time and staff input	H Richardson	M Currell (FGB)	Minimum 3x per year. Summer-autumn-winter 2018

Roade Primary School

Whole School Action:	Led by:
To be judged as 'outstanding' as the teachers are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.	M Currell, S Humphrey, M Albert

Overview of Key Priorities:
- To ensure English (and in particular-writing) is taught consistently throughout the school, including EYFS with high expectations for all.
- Continued implementation of quality Reading teaching and learning, ensuring effective questioning develops reading skills and comprehension.
- To monitor the teaching and learning of maths to ensure pupils develop mastery & depth and acquire reasoning & fluency skills.
- Evaluate and develop further the school assessment policy, providing pupils the maximum opportunity to progress and reach their end of year potential.

Proposed Outcomes
- Teachers plan lessons very effectively and the content is progressive and demands more of pupils.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Subject leaders effectively plan and manage their subjects being advocates for the progress of their subject throughout the school.
- The environment is effective in supporting high quality learning.

Priority Developments	Actions	Resources & Costs	Lead personnel	Governor support	Timescale
• To ensure English (and in particular-writing) is taught consistently throughout the school, including EYFS with high expectations for all.	• Amend English/literacy Policy to meet the needs and expectations of National Curriculum for writing and pupils • Staff training regarding procedures and changes • Monitor impact and effectiveness of these changes on pupil progress • Monitor teaching to ensure effective delivery of curriculum • Feedback, train and support staff as necessary dependant on findings	Time and staff input RWI training £500	M Albert S Humphrey	D Shirman (T and L) M Currell	Summer 2018 Autumn 2018
• Continued implementation of Guided Reading, ensuring effective questioning develops reading skills and comprehension.	• Audit and purchase resources • Staff training to ensure all staff understand whole school approach to reading. • Training for support staff to ensure effective teaching of reading skills • Regularly monitor the teaching of Guided Reading and individual reading acting upon findings	Time and staff input £1500 new guided reading books	M Albert	D Shirman (T and L) M Currell	Summer 2018 Autumn 2018

	• External training for teaching staff to further develop the teaching of reading skills	Supply cover to enable staff to visit other schools or training £2600			
• To monitor the teaching and learning of maths to ensure pupils develop mastery & depth and acquire reasoning & fluency skills.	• Evaluate and amend Maths Policy to meet the needs and expectations of National Curriculum for maths and pupils • Staff training regarding procedures and changes in teaching mastery and depth • Monitor impact and effectiveness of these changes on pupil progress and development of reasoning and fluency skills • Monitor teaching an feedback, train and support staff as necessary dependant on findings	Time and staff input	M Currell	D Shirman (T and L)	Summer 2018 Autumn 2018
• Evaluate and develop further the school assessment policy, providing pupils the maximum opportunity to progress and reach their end of year potential.	• Continue to use Target Tracker tracking system to monitor progress against new curriculum • Testing arrangements to be carried out termly using reviewed tests • Ensure all staff understand school's assessment procedures • Gap analysis to be completed by all staff to ensure planning reflect needs of pupils (whole class teaching and interventions) particularly in literacy and numeracy • Staff training to ensure all staff have a consistent approach to assessment • Whole school and cross phase moderation • Monitor and review as necessary	£1153	M Currell, S Humphrey, M Albert	D Shirman (T and L)	Summer 2018 Autumn 2018

Whole School Action:	Led by:
To enable pupils to behave impeccably at all times, especially at unstructured times.	M Currell, S Humphrey, M Albert, H Richardson

Overview of Key Priorities:

- Attendance monitored and tracked to ensure persistent absence rates reduced. Whole school initiatives introduced to promote higher attendance rates.
- Develop the new PHSE curriculum to enable pupils to explain accurately how to keep themselves safe and healthy.
- Pupils feedback that they have happy, healthy and safe lunchtimes.
- Introduce and implement thinking of others through "kindness" across school

Proposed Outcomes

- Pupils value their education and absence rates reduce across the whole school.
- Pupils can explain accurately and confidently how to keep themselves healthy and safe.
- Parents, staff and pupils are positive about both behaviour and safety.
- Pupils behave impeccably as school strategies promote high standards of behaviour.
- Increased opportunities for parental support and engagement with the school especially in the younger years.
- Improved lunchtimes and playtimes for staff and pupils.
- Implement "we practise kindness" initiative throughout the summer term.

Priority Developments	Actions	Resources & Costs	Personnel		Timescale
			Lead personnel	Governor support	
• Attendance monitored and tracked to ensure persistent absence rates reduced. Whole school initiatives introduced to promote higher attendance rates.	• Attendance Information shared with all stakeholders • Increased Attendance rewards to promote good attendance • Attendance high profile across school – all teachers involved • Targeted informal meetings with families • Admin team identify families each half term • Whole school reward at the end of the year for pupils who have 97% and 100%	Time and staff input Reward certificates £100	H Richardson	M Currell (FGB)	Ongoing
• Develop the new PHSE curriculum to enable pupils to explain	• Review the implementation of Zippy and Apple across the school • Identify key areas to focus on using up to date Ofsted guidance • Long Term Plan evaluated and adapted for all years	Time and staff input	S Humphrey	M Currell D Shirman (T and L)	Ongoing

accurately how to keep themselves safe and healthy.	• ½ Termly themes promoted in all classrooms and main hall • Monitor implementation and impact through Evidence Trails • Termly pupil conversations demonstrate pupils understanding				
• Pupils feedback that they have happy, healthy and safe lunchtimes.	• Share with staff expectations and relevant requirements needed. • Ensure all adults and pupils understand their role and importance of all adults across school, including lunchtime supervisors • Audit lunchtime provision and systems then provide training for lunchtime staff and support where needed • School council to be involved in gathering pupil views to ensure routines at lunchtimes continue to improve • Support staff where needed. • SLT visible in all areas at lunchtimes providing feedback and support to staff where required	Time and staff input 2 additional lunchtime supervisors £6178 p/a	M Currell, S Humphrey, M Albert, H Richardson	P Curtin (Premises)	Summer 2018 Autumn 2018
• Introduce and implement thinking of others through "kindness" across school.	• Share with staff rational behind kindness programme-introduce programme across the school • Purchase relevant resources (titles and post it notes) • Monitor and evaluate impact-record the progress. • Blog the progress. • Inform the press and social media • Discuss with the pupils (using the school council) the impact of the programme	£500 Time and staff input	M Currell	A Evans (FGB)	Summer term

Whole School Action:	Led by:
To ensure 'outcomes' remain outstanding by pupils making substantial and sustained progress.	M Currell, S Humphrey, M Albert

Overview of Key Priorities:

- Enhanced phonic provision and monitoring of pupils to ensure increased standard.
- Embed the thorough and systematic approach to teaching Reading across EYFS & KS1.
- To ensure Reading is taught consistently across the whole school, skills are embedded throughout and pupils foster a love of books.
- To ensure pupils attain the best outcome by targeted and individual support.
- Progress of pupils demonstrates 'substantial and sustained' progress across all years.

Proposed Outcomes

- The % of pupils attaining the phonic standard in Year 1 and the re-test in Year 2 shows a continued high standard.
- Ensure writing and numeracy attainment at KS1 is given a sharp focus and that standards in KS1 are at least in line with national standards.
- Cohort and group progress is never less than '4 steps' to ensure sustained progress for pupils in Year 1-6.
- New end of year expectations in Year 2 and Year 6 are in line with National expectations.

Priority Developments	Actions	Resources & Costs	Personnel		Timescale
			Lead personnel	**Governor support**	
• Enhanced phonic provision and monitoring of pupils to ensure increased standard	• Develop further through staff training the speed and the impact of Read, Write Inc Scheme • Constantly review the scheme-the delivery and the planning for the scheme to ensure that it is being maximised by all staff • Monitor progress of pupils throughout the year by use of evidence trails, tracking pupil data • Respond to findings as appropriate • Set up Intervention groups as necessary • Target Year 2 pupils and ensure teachers are aware of who did not pass standard	£500 training £1000 Further resources Staff time and input	S Humphrey	D Shirman (T and L)	Summer 2018 Autumn 2018
• Review approach to teaching Reading across EYFS & KS1.	• Close monitoring of reading and opportunities for reading throughout lessons. • SLT to monitor the development of comprehension skills throughout EYFS and KS1	Staff time and input	M Albert S Humphrey	D Shirman (T and L) M Currell	September 2018

	- Staff training to ensure new guidance is understood and implemented - Reading development continues in KS1 as an intervention with targeted children - Regularly monitor the teaching of reading and home reading acting upon findings - Monitor the use of resources to ensure effective use	£2000			
To ensure Reading is taught consistently across the whole school, skills are embedded throughout and pupils foster a love of books.	- Staff training to ensure all staff understand whole school approach to reading. - Training for staff to ensure effective teaching of reading skills - Regularly monitor reading across school acting upon findings - Pupil conversations to monitor pupil's reading preferences	As above Time and staff input	M Albert	D Shirman (T and L) M Currell	September 2018
To ensure pupils attain the best outcome by targeted and individual support.	- All staff to consistently use the marking and feedback policy to ensure pupil progress - All staff to analyse data and select pupils who are off track to plan for appropriate, targeted intervention - Regularly review, monitor and measure impact of interventions - Pupil Progress meetings held 3 times yearly to identify pupils causing concerns	Staff time and input	M Currell S Humphrey M Albert	D Shirman (T and L)	September 2018
Progress of pupils demonstrates 'substantial and sustained' progress across all years.	- Analyse data and select pupils who are off track in R,W & M - Pupil Progress meetings held termly to identify pupils causing concerns - Analyse data for all pupils (with greater focus on PP and SEND children) and implement appropriate interventions Review and measure impact of findings	Staff time and input	M Currell S Humphrey M Albert	D Shirman (T and L)	September 2018

Roade Primary School

Whole School Action:	Led by:
To ensure children in Early Years are 'school ready'	Jo Roff, Sally Humphrey

Overview of Key Priorities:
• Outstanding practice observed in the EYFS – by providing stimulating and engaging learning environment both in and out.
• Reading is a priority – children taught to read effectively – focused adult directed teaching.
• Writing is a priority – children taught to write effectively – focused adult directed teaching and the learning area –both inside and out supports independent opportunities for writing.
• Provision and planning reflects the needs of the boys to ensure maximum progress
• Focus on Understanding the world ensuring opportunities to talk and develop – adult planned experiences required.

Proposed Outcomes
• School GLD is at least in line with National GLD.
• Expected level in Reading and Writing is at national/or above and has addressed the predicted downward trend 2017-18
• Curriculum content is reviewed to ensure that all children are excelling to their potential.

Priority Developments	Actions	Resources & Costs	Lead personnel	Governor support	Timescale
• Outstanding practice observed in the EYFS – by providing stimulating and engaging learning environment both in and out.	• Monitor the quality of teaching and learning and act on the findings providing support and training as necessary • Develop staff/induct new staff through dialogue, coaching, training, mentoring and support. • Enhance outdoor provision substantially to provide children with a wider range of opportunities • To continue to review, monitor, share ideas and improve all areas of provision, inside and outside.	Staff time and input Cost of lead EYFS £1500 Cover lead EYFS £300	J Roff C Cosgrove	M Crouch (EYFS) S Humphrey	December 2018
• Reading is a priority – children taught to read effectively – focused adult directed teaching.	• Review and monitor teaching of reading to ensure progression and challenge throughout the year for all individuals • Review timetables to ensure reading opportunities are maximised • Monitor teaching of reading, evaluate finding and feedback as appropriate	Staff time and input	J Roff C Cosgrove E Singleton	M Crouch (EYFS) S Humphrey	December 2018

Roade is a good school.
"School leaders and governors are sharply focused and effective in making sure all pupils achieve even more in every year group and that teaching further improves" **OFSTED 2015**

	• Review and monitor teaching and application of reading skills in all aspects of the provision (not just phonics)				
• Writing is a priority – children taught to write effectively – focused adult directed teaching and the learning area –both inside and out supports independent opportunities for writing.	• Review and monitor teaching of writing to ensure progression and challenge throughout the year for all individuals • Review timetables to ensure writing opportunities are maximised • Monitor teaching of writing, evaluate finding and feedback as appropriate • Review and monitor the opportunities for independent writing throughout the EYFS area	Staff time and input	J Roff C Cosgrove E Singleton	M Crouch (EYFS) S Humphrey	December 2018
• Provision and planning reflects the needs of the boys to ensure maximum progress.	• Curriculum content is reviewed to ensure that all children are excelling to their potential. • Support all staff in managing areas of provision outside and inside to ensure that activities are fully engaging for the pupils. • Develop the outside area to maximise the space and learning for all pupils. • Review and monitor regularly practice and provision. Adapt as necessary. • Pupil conversations to ensure planning and provision reflects their interests	Staff time and input Approx £1000 (awaiting quotes)	J Roff C Cosgrove E Singleton	M Crouch (EYFS) S Humphrey	December 2018

Roade Primary School

To do list:		
Teaching and learning committee	**Finance committee**	**Premises committee**
• CPD highly effective as quality of teaching never less than good – New staff inducted effectively – Internal promotions of teachers to subject leader roles and support staff to pastoral support • Curriculum reviews very positive, pupils inspired to learn, attitudes positive – curriculum/subject leader monitors and sees impact throughout school • To ensure that new provision map software is up to date, regularly used and effectively supported throughout the school to show the progress of disadvantaged pupils, etc. • SLT monitor the effectiveness of the curriculum and ensure that each year group have the coverage and challenge they need. • Triangulation and Book Scrutiny demonstrate nothing less than 'good' progress – relevant curriculum taught. • Performance Management all staff on track to meet targets. • 100% of teaching good or better. • 50% of teaching is outstanding. • Pupil engagement is high as lesson observations and drop ins confirm this. • Subject Leaders have accurate picture of what achievement is like in their subject • Assessment policy embedded throughout school • Target Tracker throughout the school in all subjects • Staff to use lesson study and shared experience to develop their own practise.	• Pupil Premium Pupils are highlighted for all staff to know who they are – staff are given the breakdown of the children in each of the vulnerable groups. • Ensure that Pupil Premium is a focus in every classroom • Further develop and implement a system to identify and track disadvantaged pupils. • Ensure all staff can identify and understand provision for PP pupils. • Monitor interventions / additional provision for PP pupils • Ensure funding is spent effectively to narrow the attainment gap • Organise and run school open days. • Admin staff to use the media to advertise the school throughout the year. • Increased numbers of children throughout the school-well managed and standards remaining high. • To develop the library space and to equip it with resources. Audit and purchase reading and library resources • Posters up and around the school supporting the School and British Values. School Values & British Values to be 'High Focus' around school • School to at least achieve silver sports mark (working towards gold) • To ensure that the new guidance around GDPR is implemented in school. • School office to start a regular school newsletter	• Ensure that the studio and Victorian block roof is repaired to ensure safety and to keep warmth in. • Run parent questionnaire • 95%+ of parents feel school keep their child safe • 95%+ of parents say school ensures pupils are well behaved • 95%+ of parents feel their child is well looked after at our school • Attendance - 96%+ July 2018 • New benches, seating areas, zoned off spaces, signs and bins for the playground spaces. • School to work towards the Happy Lunchtime award • To develop the school grounds by removing the newt route, developing the playground furniture, putting in the line markings, repairing the willow classroom and appointing new members of LTS staff. • Attendance Information shared with all stakeholders • Increased Attendance rewards to promote good attendance • Attendance high profile across school – all teachers involved • Targeted informal meetings with families • Admin team identify families each half term • Whole school reward at the end of the year for pupils who have 97% and 100% • Share with staff lunchtime expectations and relevant requirements needed.

Roade is a good school.
"School leaders and governors are sharply focused and effective in making sure all pupils achieve even more in every year group and that teaching further improves" **OFSTED 2015**

- Staff training from subject leaders is evidenced and recorded.
- Subject leaders are challenged through their PM targets to develop their subjects throughout the year.
- Subject leader's yearly reports show their impact throughout the school.
- Introduction of the new PSHE curriculum to enable pupils to explain accurately how to keep themselves safe and healthy.
- Increased visits and visitors from all faiths and backgrounds to encourage tolerance and understanding of others
- To develop the use of ELSA trained staff across the school
- Parents given the opportunity to stay and read with their children. To stay and play with the younger children at the start of their school career and to share their work.
- School to revamp the reports to parents for 2018
- Audit skills of staff in early stage of career and investigate relevant training
- Teachers requiring support as identified through Performance Management access relevant CPD opportunities
- All staff to receive quality CPD for identified needs
- New members of staff to complete induction and mentoring/support programme.
- Ensure professional development opportunities(internal and external) impact on improving pupil outcomes

- Ensure all adults and pupils understand their role and importance of all adults across school, including lunchtime supervisors
- Audit lunchtime provision and systems then provide training for lunchtime staff and support where needed
- School council to be involved in gathering pupil views to ensure routines at lunchtimes continue to improve
- Support staff where needed.
- SLT visible in all areas at lunchtimes providing feedback and support to staff where required
- Enhance EYFS outdoor provision substantially to provide children with a wider range of opportunities

- Amend English/literacy Policy to meet the needs and expectations of National Curriculum for writing and pupils
- Staff training regarding procedures and changes
- Monitor impact and effectiveness of these changes on pupil progress
- Monitor teaching to ensure effective delivery of curriculum
- Feedback, train and support staff as necessary dependant on findings
- Staff training to ensure all staff understand whole school approach to reading.
- Training for support staff to ensure effective teaching of reading skills
- Regularly monitor the teaching of Guided Reading and individual reading acting upon findings
- External training for teaching staff to further develop the teaching of reading skills
- Evaluate and amend Maths Policy to meet the needs and expectations of National Curriculum for maths and pupils
- Staff training regarding procedures and changes in teaching mastery and depth
- Monitor impact and effectiveness of these changes on pupil progress and development of reasoning and fluency skills
- Monitor teaching an feedback, train and support staff as necessary dependant on findings
- Continue to use Target Tracker tracking system to monitor progress against new curriculum
- Testing arrangements to be carried out termly using reviewed tests

- Ensure all staff understand school's assessment procedures
- Gap analysis to be completed by all staff to ensure planning reflect needs of pupils (whole class teaching and interventions) particularly in literacy and numeracy
- Staff training to ensure all staff have a consistent approach to assessment
- Whole school and cross phase moderation
- Monitor and review as necessary
- Review the implementation of Zippy and Apple across the school
- Identify key areas to focus on using up to date Ofsted guidance
- Long Term Plan evaluated and adapted for all years
- ½ Termly themes promoted in all classrooms and main hall
- Monitor implementation and impact through Evidence Trails
- Termly pupil conversations demonstrate pupils understanding
- Share with staff rational behind kindness programme-introduce programme across the school
- Purchase relevant resources (titles and post it notes)
- Monitor and evaluate impact-record the progress.
- Blog the progress.
- Inform the press and social media
- Discuss with the pupils (using the school council) the impact of the programme
- Analyse data and select pupils who are off track in R,W & M
- Pupil Progress meetings held termly to identify pupils causing concerns

- Analyse data for all pupils (with greater focus on PP and SEND children) and implement appropriate interventions Review and measure impact of findings
- All staff to consistently use the marking and feedback policy to ensure pupil progress
- All staff to analyse data and select pupils who are off track to plan for appropriate, targeted intervention
- Regularly review, monitor and measure impact of interventions
- Pupil Progress meetings held 3 times yearly to identify pupils causing concerns
- Staff training to ensure all staff understand whole school approach to reading.
- Training for staff to ensure effective teaching of reading skills
- Regularly monitor reading across school acting upon findings
- Pupil conversations to monitor pupil's reading preferences
- Close monitoring of reading and opportunities for reading throughout lessons.
- SLT to monitor the development of comprehension skills throughout EYFS and KS1
- Staff training to ensure new guidance is understood and implemented
- Reading development continues in KS1 as an intervention with targeted children
- Regularly monitor the teaching of reading and home reading acting upon findings
- Monitor the use of resources to ensure effective use
- Develop further through staff training the speed and the impact of Read, Write Inc Scheme

- Constantly review the scheme-the delivery and the planning for the scheme to ensure that it is being maximised by all staff
- Monitor progress of pupils throughout the year by use of evidence trails, tracking pupil data
- Respond to findings as appropriate
- Set up Intervention groups as necessary
- Target Year 2 pupils and ensure teachers are aware of who did not pass standard
- In EYFS monitor the quality of teaching and learning and act on the findings providing support and training as necessary
- Develop staff/induct new staff through dialogue, coaching, training, mentoring and support.
- To continue to review, monitor, share ideas and improve all areas of EYFS provision, inside and outside.
- EYFS review and monitor teaching of reading to ensure progression and challenge throughout the year for all individuals
- Review timetables to ensure reading opportunities are maximised
- Monitor teaching of reading, evaluate finding and feedback as appropriate
- Review and monitor teaching and application of reading skills in all aspects of the provision (not just phonics)
- EYFS review and monitor teaching of writing to ensure progression and challenge throughout the year for all individuals
- Review timetables to ensure writing opportunities are maximised

- Monitor teaching of writing, evaluate finding and feedback as appropriate
- Review and monitor the opportunities for independent writing throughout the EYFS area
- Curriculum content is reviewed to ensure that all children are excelling to their potential.
- Support all staff in managing areas of provision outside and inside to ensure that activities are fully engaging for the pupils.
- Develop the outside area to maximise the space and learning for all pupils.
- Review and monitor regularly practice and provision. Adapt as necessary.
- Pupil conversations to ensure planning and provision reflects their interests

Ongoing review:

What do you see as our achievements this year?	
What do you see as our strengths this year?	
What are our areas for improvement?	

Any other comments?	

Overview of Key Priorities of School Development Plan 2018	

Leadership and management	
The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence.	

Quality of Teaching, Learning and Assessment	
To be judged as 'outstanding' as the teachers are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.	

Personal development, behaviour and welfare	

To enable pupils to behave impeccably at all times, especially at unstructured time.	

Outcomes for pupils	
To ensure 'outcomes' remain outstanding by pupils making substantial and sustained progress.	

Effectiveness of the Early Years	
To ensure children in Early Years are 'school ready'.	