



# Milford School Development Plan

2019-20

‘Bringing our Vision to life’

# Contents

## **Part 1**

School aims, vision and values 3

Priorities for academic year 2019/20 4

Pupil attainment targets for the academic year 2019/20 6

## **Part 2**

Whole-school improvement plan 7-8

### **Our Mission**

At Milford School we nurture curiosity and creativity through our enriching and inclusive curriculum. Children develop a growth mindset approach to become **resilient** and **resourceful** in our safe and stimulating environment. Everyone is challenged and encouraged to thrive to become life-long **reflective** learners showing **respect** and **responsibility** as British citizens in our ever-changing world.

### **Vision**

Milford aims to be an inspiring school at the heart of our community, allowing everyone to **grow** and **learn** in their own unique way. We strive for excellence by supporting our children to **believe** in themselves so that they can **achieve** the best possible outcomes as they begin their journey as life-long learners.

### **Vision Statement**

Everyone to '**Grow, Learn, Believe, Achieve**'

### **To achieve this we will:**

- Provide a balanced, broad and exciting curriculum to enrich learning;
- Work smart to support all learners to achieve, improving progress and attainment for all;
- Raise consistent expectations and aspirations for our school community through our Milford Mindset approach;
- Promote and engage our school in the wider community, celebrating and sharing the successes and strengths of our children and staff.

## **Milford School whole-school priorities for 2019-20**

- Improve teaching and learning from good to more consistently outstanding.
- Use progress data systematically to inform high quality planning, teaching, learning and assessment.
- Continue to develop the Milford School curriculum in line with Intent-Implementation – Impact model – medium term planning fully in place
- Use assessment system alongside ‘termly expectations’ doc to assess, monitor and report on progress of all pupils, triggering early intervention where needed.

### **Pupils’ achievements**

- Reduce underperformance by ‘closing the gap’ for vulnerable learners across all subjects.
- Use data across the school to inform effective teaching.
- All children to make good progress based upon their entry point.
- Disadvantaged children to make better than ‘good’ progress.

### **The quality of teaching and learning**

- Good and better teaching and learning is consistent across the school.
- Varied and efficient strategies for ‘high quality feedback’ become increasingly embedded in assessment and classroom practice.
- Data is used by staff to inform teaching/planning and differentiation.
- Literacy and numeracy skills are developed and embedded across subjects (development of cross-curricular approach where appropriate)

### **Behaviour and safety**

- Monitor specific ‘at risk’ pupil groups (for example pupil premium, SEN groupings, safeguarding) ensuring support continues to lead to progress in line or above other pupils.
- Restorative approach to behaviour management introduced and incorporated into Behaviour Policy and approach
- The improvement in attendance of ‘at risk’ pupils maintained, particularly those from the groups above.
- Growth mindset and resilience building strategies are present across the whole school.

### **Leadership and management**

#### **SLT**

- Middle leaders are supported effectively.
- SLT facilitates Subject leaders to analyse pupil progress and carry out effective monitoring in a variety of ways, leading to improved outcomes across subjects.
- Year groups to be supported to make further improvements through SLT reviews of Subject Leader QA rigour, sharing good practice and support programmes where appropriate.

### **Middle leadership**

Planning and delivery of new curriculum including:

- preparation and delivery of revised curriculum criteria/foci
- Monitoring processes and tasks identified by SLs and carried out regularly, identifying good practice (signposting staff) and putting in place support for year groups/individuals that require it.

Embedded (consistent) excellent teaching and learning and leadership practice across subjects in:

- use of provided data to inform planning, differentiation and teaching
- embedded QA/monitoring practices including developing assessment system using our 'termly expectations' for reading and writing and maths.
- regular and consistent monitoring of standards across subject areas with a focus of QFT, leading to good or better progress for all pupils.

**School outcomes and targets**

Measure	Achieved (2015/16)	Achieved (2016/17)	Achieved (2017/18)	Achieved (2018/19)	Targeted 2019/20)
% Expected standard Reading	73%	77% (75% pp)	71.4% GD = 28%	76%	78 – 80%
% Expected standard Writing	56%	68.4% (50% pp)	67.3% GD = 14.2%	75%	72-75%
% Expected standard Maths	69%	77% (75% pp)	73.5% GD = 24.2%	78%	78-80%
% Expected in Reading, Writing and Maths combined	56%	58%	59%	66%	65%
% End of Y2 phonics screening pass	85%	96.4% (100% pp)	92%	95%	92-95%
% End of Y1 phonics screening pass	82%	80% **	79%	78%	82%
% Reception Good Level of Development	67%	78.33%	74%	70%	72-74%
% Reception ELG Reading	84%	88.3%	80%	75%	75-80%
% Reception ELG Writing	71%	83.3%	74%	71%	70-75%
% Reception ELG Maths	71%	81.7%	83%	85%	80-82%

Targets are based upon a range covering previous year's data along with consideration of each cohort and their level of need.

## Vision

Milford aims to be an inspiring school at the heart of our community, allowing everyone to grow and learn in their own unique way. We strive for excellence by supporting our children to believe and that they can achieve the best possible outcomes as they begin their journey as life-long learners.

<b>To achieve this we will:</b>	<b>Curriculum</b> To provide a balanced, broad and exciting curriculum to enrich learning	<b>Learning</b> To support all learners to achieve and to improve progress and attainment for all	<b>Community</b> To raise expectations and aspirations for our school community through strengthening partnerships with parents and celebrating the successes and strengths of all stakeholders.
<p><b>1 LEADERSHIP</b></p> <p><b>Strengthening leadership across the school</b></p> <p>1a. Develop the skills of middle leaders, so that they can be active curriculum drivers and strong models of effective practice.</p> <p>1b. Develop a cyclical monitoring process and facilitate Subject Leaders to produce monitoring schedule and activities themselves.</p> <p>1c. Embed the use of assessment system using our 'termly expectations' and 'non-negotiables documents for RWM.'</p> <p><b>Finance, Resources and Premises</b></p> <p>1d. To ensure staffing structure and financial security is sustainable long-term</p> <p>1e. To review and develop a premises 3 year strategic plan</p> <p><b>Effective staff team</b></p> <p>1f. Build a stable, vibrant, and committed staff team through supportive and clear performance management &amp; effective recruitment and retention strategies.</p> <p><b>Governance</b></p> <p>1g. Active succession planning and training, to sustain a skilled team of effective governors.</p> <p>1h. Develop more effective governance through active co-operation and collaboration with other local schools.</p>	<p><b>2. EXCELLENCE IN TEACHING &amp; LEARNING AND ASSESSMENT</b></p> <p><b>Excellence in the Quality of Teaching, Learning and Assessment</b></p> <p>2a. Review and monitor Quality First Teaching, so that all practitioners are clear what excellence in teaching and learning involves and reflect on their practice.</p> <p>2b. 100% of teaching to be good or better in all subjects.</p> <p>2c. Use progress data systematically to inform high quality planning, learning and assessment.</p> <p>2d. Develop co-coaching across the school</p> <p>2e Introduce and put a structured plan in place for Talk for Writing project</p> <p><b>Outcomes for pupils</b></p> <p>2f. Continue to monitor and improve achievement for girls and boys across subjects and year groups so that outcomes are similar for both groups.</p> <p>2g. Improve the quality and effectiveness of questioning and feedback to ensure that it has a direct impact on pupil outcomes.</p> <p><b>Enhance provision for SEND &amp; disadvantaged, Higher Attaining groups.</b></p> <p>2h. Accelerate the progress of SEND &amp; disadvantaged pupils to narrow the gap where possible, through QFT and well-targeted interventions.</p> <p>2i. Early identification of more confident/higher attaining pupils so that additional opportunities are in place to further develop and foster their strengths</p> <p><b>Early Years provides a secure base for future learning.</b></p> <p>2j. Improve the skills of EYFS staff so there is consistent, effective interaction with children that supports development and learning for all groups.</p> <p>2k. Extend opportunities for children, especially in EYFS, to develop talk across the curriculum</p> <p>2l. Further develop use of the outside learning environment (to mirror and develop indoor learning)</p>		
<p><b>3. PASTORAL</b></p> <p>3a. To enhance the confidence, responsibilities and leadership skills of Yr 2 pupils so that they become Milford role models to their younger peers (Playground PALs).</p> <p>3b. Develop provision for learning about British Values through the Milford curriculum and RE curriculum.</p> <p>3c. Develop teaching of multiculturalism/diversity through celebration of different cultures during focus days.</p> <p>3d. Revisit and revise Milford Positive Behaviour strategy (policy) to include restorative element and monitor its effectiveness over time.</p> <p>3e. To embed our revised Milford Values approach and link more closely to classroom practice.</p> <p><b>SAFEGUARDING</b></p> <p>3f. To continue to use Safeguarding audit to develop Safeguarding action plan and best practice to further develop our safeguarding culture.</p>	<p><b>4. COMMUNITY</b></p> <p>4a. Strengthen and develop use of the school's website to enable better communication for parents and visitors alike</p> <p>4b. Continue to develop and involve the Milford Friends (PTA) in supporting the school to meet strategic objectives</p> <p>4c. Provide further support and guidance for parents and grandparents to support their child's learning (focus days, open classrooms, workshops)</p> <p>4d. Improve use of community links to further develop and celebrate equality and diversity within our school.</p>		

<p style="text-align: center;"><b><u>1 LEADERSHIP</u></b></p> <p>Strengthening leadership across the school Finance, Resources and Premises Effective staff team Governance</p>	<p style="text-align: center;"><b><u>2. EXCELLENCE IN TEACHING &amp; LEARNING AND ASSESSMENT</u></b></p> <p>Excellence in the Quality of Teaching, Learning and Assessment Outcomes for pupils Enhance provision for SEND &amp; disadvantaged, Higher Attaining groups.</p> <p>Early Years provides a secure base for future learning.</p>
<p style="text-align: center;"><b><u>3. PASTORAL</u></b></p> <p>To enhance the confidence, responsibilities and leadership skills of Yr 2 pupils so that they become Milford role models to their younger peers (Playground PALs). Develop provision for learning about British Values through the Milford curriculum, RE curriculum. Revisit and revise Milford Positive Behaviour strategy (policy) and monitor its effectiveness. To re-launch and embed our revised Milford Values approach.</p>	<p style="text-align: center;"><b><u>4. COMMUNITY</u></b></p> <p>Improve the organisation and use of the school's website to enable better communication and easier navigation for parents Involve the Milford Friends (PTA) in supporting the school to meet strategic objectives (finance and ....) Provide further support and guidance for parents and grandparents to support their child's learning . Improve our use of community skills/links (equality/diversity/cultural – links and visits to Mosque, Synagogue.)</p>

Termly evaluation – Summer 2018/19

<p style="text-align: right;"><b><u>1 LEADERSHIP</u></b></p> <p>Strengthening leadership across the school</p> <p>Finance, Resources and Premises Effective staff team Governance</p>	<p style="text-align: center;"><b><u>2. EXCELLENCE IN TEACHING &amp; LEARNING AND ASSESSMENT</u></b></p> <p>Excellence in the Quality of Teaching, Learning and Assessment</p> <p>Outcomes for pupils Enhance provision for SEND &amp; disadvantaged, Higher Attaining groups. Early Years provides a secure base for future learning.</p>
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### **3. PASTORAL**

To enhance the confidence, responsibilities and leadership skills of Yr 2 pupils so that they become Milford role models to their younger peers (Playground PALs).

Develop provision for learning about British Values through the Milford curriculum, RE curriculum.

Revisit and revise Milford Positive Behaviour strategy (policy) and monitor its effectiveness.

To re-launch and embed our revised Milford Values approach.

### **4. COMMUNITY**

Improve the organisation and use of the school's website to enable better communication and easier navigation for parents

Involve the Milford Friends (PTA) in supporting the school to meet strategic objectives (finance and ....)

Provide further support and guidance for parents and grandparents to support their child's learning

Improve our use of community skills/links (equality/diversity/cultural – links and visits to Mosque, Synagogue.)