



CHRIST CHURCH C of E PRIMARY SCHOOL

School Development Plan 2018-2019

(See also **Pupil Premium Strategy Plan** and **PE and sport funding action plan**)

Christian dimension *Whatever you do, work at it with all your heart, as working for the Lord, not for men. Colossians 3:23 (New International Version)*
A cheerful look brings joy to the heart: good news makes for good health. Proverbs 15:30
In peace, I will lie down and sleep, for you alone, O Lord, will keep me safe. Psalm 4:8 (New Living Translation)

SE **The Effectiveness of Leadership and Management**

1 To further develop leadership and management of the SLT, middle leaders and governance

Objective	Actions	Timescale/ Milestones	Responsibility of:	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
1.1 To further develop expertise of EAL lead and improve teaching across the school.	EAL lead to be given additional management time to develop training for whole school and to support EAL HLTA.	Academic year Census termly	S Furno M Power EAL team member C Furno EAL HLTA	1hr per wk lead time	i) SF to monitor termly progress data	i) Expertise of EAL lead in teaching pupils with EAL is increased further. ii) All staff, including HLTA are more skilled and knowledgeable about effective teaching strategies.
1.2 To further develop role of SENCO and provide early identification, assessment and intervention for pupils with SEND.	Complete audit of SEND provision and implement recommendations following report. Update SEND offer and complete annual report for governors and website. Work with other agencies to assess and provide support.	January 2019 OLT audit /review LA networks Ouseburn Learning Trust SENCO support group	S Furno	SENCO time	Termly update from SENCO to HT Termly pupil progress data	i) Children with SEN are identified early and support and intervention provided. ii) Assessment by other professional is sought quickly. iii) Children are supported and make progress. iv) Documentation is up to date and available for parents and governors.
1.3 To develop skills of subject coordinators.	Subject coordinators to monitor progress and check for continuity and progression.	Autumn Spring	SLT	Directed time OLT Support	Performance management	i) Subject coordination is effective and enhances pupil progress ii) Artsmark is achieved.
1.4 To increase attendance and punctuality and support vulnerable families.	Home school coordinator: *to work with families to improve attendance and punctuality; *to provide support, and signposting to other agencies.	Autumn term ongoing	S Furno	£1,800	SF to monitor attendance of targeted children and involvement with families. HT termly report	i) Home-school coordinator takes an increasing lead on reducing absence during term time leading to a reduction in absence during term time to visit families abroad. iii) Attendance of targeted pupils is raising quickly towards the national average.

Objective	Actions	Timescale/ Milestones	Responsibility of:	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
1.5 To increase governor participation and skills in monitoring of pupil progress	Governor monitoring of pupil progress particularly in English, mathematics and RE, e.g. receive reports, attend staff meetings, visits with link teacher, classroom visits.	Governors to meet curriculum leads January 2019 training day	Jane Edmonston SMT & governing body Subject co-ordinators	Autumn 2018 training SLA Directed time	Governors complete note of visit and forward to chair of governors HT and chair > report to FGB.	i) Governors meet their link teacher and increase their knowledge about their curriculum area. ii) Governors are more informed about standards in school across the curriculum.
1.6 To implement new framework	Chair and HT to attend training. New SIAMS framework completed accurately.	12 Nov 2018 Completed for spring term	SF & L de la Hunt	Directed time £100 training costs	Presented at full governors	i) Leaders in school are able to complete an accurate self-evaluation of the school using the revised framework. ii) Evidence for a SIAMs inspection which articulates the school's vision, how it is reflected in our provision and how it impacts on pupils is clear and thorough.
1.7 To plan for succession	Training for deputy head regarding leading in a church school. DH to lead whole school CW. DH to visit other church schools. DH to complete <i>Virtues, Religion and Character Education</i> training and share with staff.	Spring term weekly whole school CW Summer term visits	SF MH	Directed time	SF to note attendance CW planning completed	i) DH is more informed of distinctiveness of church schools and role of HT/DH in a church school. ii) DH confidently leads CW in keeping with church school ethos. iii) <i>Virtues, Religion and Character Education</i> training is completed and shared with staff which improves the curriculum we offer.
1.8 To raise standards in RE.	RE lead to introduce new RE syllabus.	Autumn term	MP	Directed time		i) RE lead is effective in implementing the new revised syllabus. ii) New syllabus is introduced leading to deeper learning in RE.

SE	The Quality of Teaching, Learning and Assessment					
2	To raise standards and increase pupil progress in writing and reading including in EYFS.					
Objective	Actions	Timescale/ Milestones	Responsibility of:	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
2.1 To embed agreed procedures for writing in school	Revise procedures particularly with new staff. Ensure staff are familiar with and use <i>I can</i> statements, <i>hot and cold</i> tasks.	Staff meetings Autumn term On going	SF All teachers	Directed time	Monitoring of writing termly	i) All staff follow procedures for writing regularly and consistently. ii) Effective procedures lead to pupil progress (at least one point progress per term).
2.2 To raise attainment and increase pupil progress in writing from Reception > YR6	<i>Grammar Hammer</i> is used to establish a baseline and to continually check all elements are retained. Grammar is taught systematically and on a weekly basis. New <i>No-nonsense grammar</i> resource is utilised. A <i>Sentence Tool Kit</i> which uses analogy as a teaching tool is implemented.	Autumn term Ongoing September 2018 Training Day Grammar Hammer /No-Nonsense Grammar January 2019 Training Day Sentence Tool Kit	Class teachers SF	Directed time £200 resources	HT Termly Book look HT Termly data analysis Termly data report to governors	i) Pupils' punctuation, grammar and writing composition is improved, progress is accelerated and attainment raised. ii) Number of children in Rec achieving the writing early learning goal is at least in line with national.
2.3 To increase progress in writing.	Foundation subjects- history, RE, science and geography are used to maximise opportunities to develop writing. Writing genres in medium term plans are taught. YR Group Non-negotiables are prioritised in all writing tasks.	Autumn term ongoing	SF All curriculum leads Teachers	Curriculum lead time autumn and summer terms	Curriculum leads to monitor autumn and summer terms and provide report to governors	i) Monitoring shows increased writing across the curriculum through a range of genres, for different audiences and purposes, e.g. recount, non-chronological report, scientific investigation ii) Children make more progress in their writing through increased opportunities.
2.4 To increase progress in reading	To revise the techniques of reciprocal reading in guided reading. To implement the <i>Tell Me</i> reading approach – Aidan Chambers.	Staff training day Sept 2018 & January 2019 On going	SF OLT visits – Cragside All teachers	Training day Sept 2018 & January 2019 Directed time	SF to monitor GR autumn and summer term	i) Children make increased progress in their reading using new strategies. ii) Vocabulary increases. iii) Children's ability to summarise what they have read is increased.

Objective	Actions	Timescale/ Milestones	Responsibility of:	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
2.5 To increase vocabulary levels.	All curriculum leads to support teachers in creating/ developing vocabulary charts, lists, picture map for topics. Present research on teaching and developing vocabulary based on <i>Bringing Words to Life - Robust Vocabulary Instruction</i> . Strategies to be built into lessons across the curriculum.	Autumn term Ongoing Spring Term training Day January 2019	All curriculum leads S Furno	Curriculum lead time spring term	Curriculum leads to monitor use spring term.	i) Vocabulary levels are increased as children use an increasing knowledge of historical, geographical and scientific vocabulary. ii) Vocabulary levels are increased as new strategies are effectively taught and used.
2.6 To ensure all staff are very effective in their teaching of phonics and spelling.	Provide regular CPD for TA, NN and TR in phonics including the use of LCP phonics planning (<i>revisit & review, teach, practise and apply</i>). Provide training for the teaching of KS2 spelling.	Autumn phonic and spelling training September 2018 Spring term	S Furno (phonics) S Furno (KS2 spelling)	Directed time & training day Jan 2019	HT ½ termly progress meetings Report to HT and link governor	i) Pupils achieve the phonic standard in Year 1. ii) Reading progress increases which impacts positively on their writing. iii) Spelling is improved. iv) Interventions are more effective.
2.7 To embed agreed marking and feedback strategies	All teachers use agreed procedures for marking and feedback.	Autumn term - on going Training day September 2018	All teachers	Staff meeting – directed time	English monitoring autumn term	i) Marking and feedback is more focussed and effective ensuring pupils know how to make further progress.

SE	The Quality of Teaching, Learning and Assessment					
3	To improve the teaching of and outcomes for pupils with EAL					
Objective	Actions	Timescale/ Milestones	Responsibility of:	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
3.1 To strengthen teaching skills and knowledge of effective strategies for learners with EAL.	EAL lead to deliver termly training & workshops. Further develop EAL resources and programme of work Online lessons – <i>Education City, Sounds Training.</i>	Autumn term ongoing	EAL co-ordinator M Power	Directed time New resources, e.g. dual language dictionaries £500	HT Half termly monitoring of pupil progress data > governors Termly book look	i) Teaching skills are strengthened further. ii) Programme of work is more appropriate and robust to ensure all pupils make rapid progress iii) Resources are more varied and effective. iv) Teachers are more knowledgeable about the countries and cultures of the pupils they teach.
3.2 To increase knowledge of key stories of pupil with EAL.	Ensure pupils with EAL are systematically introduced to quality texts and share a common bank of stories. Increase number of stories included in medium term plans. Children in EYFS are listening and sharing traditional stories and rhymes on a daily basis.	Autumn term New texts introduced on a termly basis	SF English co-ordinator	Directed time BSA texts £200	HT Monitoring of Guided reading and medium term planning Report to link governor	i) Pupils with EAL read quality texts and are developing a common bank of stories. ii) Children are reading and hearing more stories through increased opportunities across the curriculum. iii) Children in EYFS are familiar with and join in traditional stories and rhymes. iv) Reading spine is developed for each year group and used in English and across the curriculum.
3.3 To increase parents' ability to support home learning.	Home school coordinator to secure funding to run English lessons for parents. * EAL lead to create parent buddies list for welcoming and translation purposes Workshops for parents *YR1 phonic workshop *YR2 & 6 SAT workshops *EYFS Reading, Talk for Writing and maths workshop Termly topic booklets	Autumn term	S Furno L Lashly	Family Learning	Register of attendance and completion of course	i) Parents are able to support their children with home learning in English. ii) Communication with school is easier. iii)) Parents are more informed about events in school and are sign posted to support networks. iv) Parent buddies are firmly established
3.4 To maintain communication in English during school holidays.	Organise activities and visits for pupils and families with EAL x 3	Summer term	S Furno L Lashly TA with EAL responsibility	School fund Mobility/PP/ sport funding	Register of participation	i) 60% of targeted families attend visits and activities and continue to speak English outside of school. ii) Pupils continue to have active participation in outdoor activities

SE	The Quality of Teaching, Learning and Assessment					
4	To raise standards and increase pupil progress in mathematics, including in EYFS.					
Objective	Actions	Timescale/ Milestones	Responsibility of:	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
4.1 To improve arithmetic and problem solving skills	Provide further training and team teaching. Teachers to embed use of Singapore bar method in their teaching and follow new calculation policy. EYFS - New planning to emphasis number and calculation	Autumn term - ongoing Staff meeting training September 2018 & January 2019	Maths Co-ordinator M Hetherington	SLT time Staff meeting training September 2018 & January 2019 MH training 26/10/18 14/11/18	MH monitoring of arithmetic and problem solving pupil books and teachers' planning Report to link governor	i) Increased use of bar method aids problem solving skills ii) Pupil progress is increased and attainment raised. iii) Number of children in Reception achieving the number early learning goal is in line with national
4.2 To use numicon to increase mathematical skills and understanding.	Interventions using numicon are provided to pre and post teach maths EYFS continue to further develop numicon.	Autumn 2 term	Maths Co-ordinator M Hetherington to oversee TRs to provide LO for TAs	Directed time £600	½ termly progress / data meetings Report to link governor through HT termly data report	i) Pupils use numicon to support their learning and their understanding of mathematical concepts and language – progress increases ii) Number of children in Reception achieving the number early learning goal is in line with national
4.3 To embed agreed marking and feedback strategies	All teachers to use agreed procedures for marking and feedback.	Autumn term - on going Training day September 2018 and January 2019.	All teachers	Staff meeting – directed time	Mathematics monitoring autumn term	i) Marking and feedback is more focussed and effective. ii) Pupils misconceptions are identified and corrected. iii) Pupils know how to make further progress.

SE	Personal Development, Behaviour and Welfare					
5	To improve further personal development and welfare					
Objective	Actions	Timescale/ Milestones	Responsibility of:	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
5.1 To further improve safeguarding and CP procedures	Purchase and introduce a central computerised system for logging all CP concerns, pastoral notes, reports etc.	Spring 2019 Training taken place and system purchased	S Furno Admin CES – Ian Clennel	£1,500	i) HT to monitor system on a weekly basis ii) Link governor to monitor system in Spring term	i) Reporting is more centralised and effective. ii) All staff are logging information in a centralised location.
5.2 To improve and strengthen good mental health of pupils.	Staff lead to attend training and share with staff. Opportunities to develop good mental health are maximised, e.g. refocus on peer massage and introduce mindfulness/relaxation techniques/yoga for KS2.	Spring and summer term	SF Mindfulness coach	Training cost Mindfulness coach	HT to monitor referrals and interventions.	i) Staff are more knowledgeable about mental health and how poor mental health impacts on children. ii) Support is provided. iii) Initiatives to support and build good mental health are implemented.
5.3 To achieve the school of sanctuary award	* Revisit what it means to be seeking sanctuary. Share vision. *Take action to embed concepts of welcome, safety and inclusion within school and the wider community – see SS action plan	Achieve by end of academic year	S Furno M Power J Ward Partnership with local sanctuary groups	Directed time	HT to monitor actions taken. Termly report to governors	i) School is a safe and welcoming place for all, especially those seeking sanctuary. ii) School extends a welcome to everyone as equal, valued members of the school community.
5.4 To develop and promote character development through the curriculum	Ensure British values and school Christian values are planned & taught in lessons. Tasks and activities are added to topic planning. <i>Virtues, Religion and Character Education</i> - training	Values added to topic planning termly	SF Class teachers MH – Virtues, Religion and Character Education training Summer term	Directed time	HT to monitor termly plans	i) Values are taught regularly and pupils develop a strong moral code. ii) Values are evident in the behaviour of pupils, e.g. respectful, caring, co-operative, understanding, tolerant. iii) Character building is motivating and empowering.
See also Pupil Premium Strategy Plan and PE and sport funding action plan .						

