

Manaccan Primary – School Development Plan

YEAR: 2018/2019

	Key Priorities	Action(s) required	Lead Person/ Resources	Success criteria	Monitoring
Outcomes for Children	<p>To increase pupil attainment in writing at the end of KS2 so that it is at least in line with national average.</p> <p>To increase the number of pupils working at greater depth.</p>	<ul style="list-style-type: none"> Organise school improvement support from Trust teaching school to improve teaching and learning in writing so that pupils of all ages and abilities make greater progress. Identify those pupils capable of writing at greater. Track and target their progress appropriately. Identify those pupils in danger of not achieving ARE. Track and target their progress appropriately Agree teaching of writing policy Agree assessment for writing. Introduce use of writing journals to encourage a love of writing and independent writing as a matter of course. 	<p>EHT</p> <p>Literacy Lead</p> <p>Supply costs to cover teacher training days to be provided via MDIF funding [BD]</p>	<ul style="list-style-type: none"> Teachers have a secure knowledge and understanding to teach writing. Teaching is judged to be good or better Teaching of writing policy agreed and evidenced in teacher planning. Interim assessments, work scrutinies and lesson observations show all pupils making good progress. End of year assessments evidence pupils having reached their targets. Pupils are confident and enthusiastic to write and their conversations demonstrate this. 	<p>Curriculum Committee</p> <p>LGB</p>
	<p>To increase the number of pupils achieving expected progress from KS1 level of achievement</p> <p>To increase the number of pupils achieving greater depth in maths at KS1 & KS2</p>	<ul style="list-style-type: none"> All teaching staff attend maths INSET training Develop the use of manipulatives, pictorial recording, further examples and non-examples etc. Pupils can explain their mathematical thinking/reasoning. Staff meeting to disseminate new resources and deepen teachers' understanding of Mastery. Attend MAT Maths subject leaders group – identify opportunities for joint working with other schools to enhance provision for small co-horts. Higher achieving maths pupil group identified and appropriately challenged LGB monitor impact of training on pupil outcomes. 	<p>Maths Lead</p> <p>£500 Numicon resources</p> <p>Supply costs to cover teacher training days to be provided via MDIF funding [BD]</p>	<ul style="list-style-type: none"> Teachers are secure in their understanding of Mastery. Teaching is judged to be good or better. Resources in place to challenge higher achievers. Resources in place to support less able pupils Increase in number of pupils achieving greater depth. Pupils are able to use manipulatives, multiple ways of recording pictorially and give further examples and non-examples to explain their understanding. Pupils conversations demonstrate their reasoning skills 	<p>Curriculum Committee</p> <p>LGB</p>
	<p>To monitor the progress of vulnerable groups to include:</p> <p>Pupil premium pupils CIC SEN More able EAL</p>	<ul style="list-style-type: none"> Literacy and Maths Leads review whole school data termly for identified groups following each data drop. SENCO monitors progress of SEN pupils after each data drop. Vulnerable pupils identified, planned and precise intervention delivered and reviewed for impact. Summary reports to EHT and LGB 	<p>Literacy Lead Maths Lead SENCo</p>	<ul style="list-style-type: none"> Pupils from vulnerable groups make at least expected progress in line with their peers and national average 	<p>Curriculum Committee</p> <p>LGB</p>
Pupil Behaviour and Welfare	<p>To improve attendance and lateness monitoring to ensure the school's attendance % improves for all pupil groups</p>	<ul style="list-style-type: none"> Review of attendance policy in line with SPCMAT guidelines. Publise approach to parents/carers Re-introduce regular attendance awards/letters Introduce 'late-slips' Identify persistent low attenders and invite parents to meetings Sign up to EWO SLA to ensure robust approach to monitoring and following up poor attendance. 	<p>EHT LGB</p>	<ul style="list-style-type: none"> New attendance policy in place Attendance data shows improving % for all pupil groups 	<p>SEN/Vulnerable Pupils Governor</p> <p>Safeguarding Governor</p>

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	<p>To develop strategies to support individual pupil wellbeing.</p>	<ul style="list-style-type: none"> Teacher to use THRIVE at a whole class level to assess pupils' needs and use this to inform PHSE planning Investigate TIS as a more cost effective replacement for THRIVE Individual assessment for pupils who present concern. Individual programme delivered to support their need. 	<p>EHT/SENCo</p>	<ul style="list-style-type: none"> Individual pupils are supported have developed strategies to self-regulate their behaviour. Greater pupil resilience and confidence demonstrated by pupil conversations Adults have greater awareness and are more effective in dealing with challenging behaviour. 	<p>SEN/Vulnerable Pupils Governor</p>
EYFS	<p>To improve the number of pupils achieving a GLD to at least in line with the local average.</p> <p>To improve pupil outcomes in early writing and early maths.</p> <p>Attend EYFS Network Group to achieve greater consistency of provision and share good practice across the schools.</p>	<ul style="list-style-type: none"> To engage with school improvement to review 2018 EYFS data to ensure that a greater number of pupils achieve a GLD at the end of EYFS in 2019 Seek school improvement advice for development of EYFS/Y1 learning environment. Attend SPCMAT EYFS Network group. Visits to exemplary settings. EYFS team to agree review and agree expectations for outdoors, learning journeys, moving from good to outstanding etc. EYFS action plan in place. Outcomes reported to LGB 	<p>EHT/EYFS Lead</p> <p>Funding to develop classroom eg. Lottery Bid, Annual School Condition Allocation Grant bid.</p>	<ul style="list-style-type: none"> A greater number of children achieve a GLD at the end of EYFS The learning environment supports learning Improved pupil outcomes in early writing and early maths 	<p>Curriculum Committee</p> <p>LGB</p>
	<p>To provide greater challenge and opportunities for more able pupils to apply their learning.</p>	<ul style="list-style-type: none"> EYFS Network focuses on challenge opportunities within the areas of learning. Challenge opportunities planned and monitored within each area of learning. Visits to exemplary settings Outcomes monitored by EHT 	<p>EHT/EYFS Lead</p>	<ul style="list-style-type: none"> Pupils challenged and given opportunity to apply their learning EYFS profile 2018 shows increase in pupils achieving greater depth in reading and writing. 	<p>Curriculum Committee</p>