

School Development Plan 2017-18



| 5 key areas to development planning | Strategic Goals 2015- 2018 |
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| Care, Support & Safety | Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives. |
| Teaching & Learning | Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum. |
| Standards & Leadership | Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas. |
| School environment | Children’s learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment. |
| Community & Co-operation | Children demonstrate an outstanding understanding of their place in the local, national and international community and make a positive contribution to these. |

| Key area | Strategic goal | Success criteria | 2017-18 Objectives | 2018-19 |
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| Care, Support and Safety | <p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p> | <p>Opportunities to stay healthy and keep safe are consistently embedded into the curriculum.</p> <p>Children are able to actively assess risk so that they are able to work and play independently and safely.</p> <p>Children develop life skills through a wide range of enrichment opportunities.</p> <p>The children attend extra-curricular clubs or activities which cover a wide range of areas.</p> <p>The school's attendance % remains high.</p> <p>SEND pupils are well supported and make good progress as a result.</p> <p>Children access outdoor learning opportunities for at least 10% of teaching time.</p> <p>Year 5/6 pupils receive first aid training annually.</p> <p>Parents and carers are positive about the support and guidance the school offers and are actively involved in the life of the school.</p> <p>Parents, staff and pupils are positive about both behaviour and safety. Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work.</p> <p>Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct and manners.</p> <p>Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.</p> <p>Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs</p> | <p>Focus on healthy eating and healthy lunchboxes throughout the school. Address Action Plan for Food for life project.</p> <p>Child protection update training to be completed by all teaching staff.</p> <p>Review of PSHE curriculum. Further develop Life skills Curriculum - Gardening becomes embedded as part of healthy eating curriculum First Aid Training</p> <p>Review of Boomerang Club and extra-curricular clubs or activity provision</p> <p>Attendance: Implement new attendance policy Continue to reward high attendance with class of the week, individual certificates termly (Bronze/Silver/Gold) Review success of Parent links through attendance officer. Children feel safe when they come to school despite what may be happening at home</p> <p>Review system for IEP's</p> <p>To develop parent workshops in the core curriculum areas.</p> <p>Parents invited to termly "well done" assemblies at the end of every term.</p> <p>CHALK Therapist to support children's emotional well-being. Include interventions that focus on developing children's self-esteem and aspirations through our own staff</p> <p>As part of life skills curriculum develop first aid training program with Martin Continue focus on road safety with JRSO scheme, investigate PSO involvement, parents and local council</p> <p>Continue to encourage a mistakes driven ethos – we value mistakes and place a high profile on the drafting process</p> <p>Supervision and welfare meetings for all staff (as used with nursery staff) introduce Pastoral Care role for AHT responsibility</p> <p>Behaviour is managed consistently well following behaviour policy. Promote awareness and understanding of all types of bullying to pupils, staff and parents.</p> | <p>Complete new review Spring 2018</p> <p>Focus on healthy eating and healthy lunchboxes throughout the school. Address Action Plan for Food for life project.</p> <p>Forest school provision continues. Level 3 training if budget allows.</p> <p>Develop outdoor areas to support pupils in making correct choices whilst outside.</p> <p>Behaviour is managed consistently well</p> <p>Pupils behave impeccably at all times, especially at unstructured time.</p> <p>Forest school provision continues</p> <p>Year 5/6 pupils receive first aid training annually.</p> |

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| Teaching & Learning | <p>Children develop a love and passion for learning as a result of a broad, balanced and creative curriculum.</p> | <p>The school curriculum provides clear cross curricular opportunities.</p> <p>Skill based learning is embedded into creative curriculum planning.</p> <p>Themed weeks are planned termly to excite and inspire learners.</p> <p>The school curriculum provides flexibility to allow children’s interests to be pursued.</p> <p>Opportunities for enterprise are actively encouraged.</p> <p>New developments and initiatives imposed on the school curriculum are developed creatively. Memorable and enjoyable experiences e.g. School trips, visitors, enrichments are provided for the children.</p> <p>Teachers systematically and effectively check pupils’ understanding throughout lessons and through constructive feedback and high quality ‘in class intervention’ they may intervene providing notable impact on the quality of learning as evidenced in observations.</p> <p>All teaching is judged to be good or better.</p> <p>Pupil conversations demonstrate that the level of engagement and enjoyment is high.</p> | <p>To plan themed weeks to inspire learning at the start of a new topic.</p> <p>To develop opportunities for pupil enterprise and teamwork.</p> <p>Review teaching and learning in maths. Incorporate competitive maths projects, opportunities for maths in context ‘real’ Maths. Creative maths projects to impact on high achievers progress, maths mastery training for all staff</p> <p>Continue our focus on developing opportunities for writing throughout the school. (Whole school enrichments, inspirational Wow moments).</p> <p>Greater focus on spelling Continue to include Grammar focus of previous year</p> <p>Wider opportunities: careers day, enterprise opportunities, forest schools</p> <p>Whole school Marking and Feedback policy adhered to by all staff including support staff.</p> <p>Ensure Performance Management for all staff is effective in providing suitable support and challenge and linked to pay policy.</p> <p>Ensure effective interventions are in place to support all pupils in making outstanding progress.</p> | <p>Review music provision and look at all children learning an instrument</p> <p>Themed weeks continue to inspire and excite pupils through the year.</p> <p>Whole school Marking and Feedback policy adhered to by all staff including support staff.</p> <p>Ensure Performance Management for all staff is effective in providing suitable support and challenge and linked to pay policy.</p> <p>Ensure effective interventions are in place to support all pupils in making outstanding progress.</p> <p>Research implementing life skills /skills for life curriculum – to include survival, first aid etc. To look at the provision and teaching of DT throughout the school – especially Food element, cookery. Make links with HCC to develop creative opportunities e.g. photography, engineering, DT,</p> <p>Build on success so far in PE, incorporate higher provision for girls sport, more varied sports</p> |
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| Standards and Leadership | <p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p> | <p>All staff are confident in their coordinators roles throughout the school, actively monitoring and evaluating pupil progress, standards, teaching and resources.</p> <p>All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified, at an early stage of their careers and new to post.</p> <p>APP is used effectively by teachers in Maths, Reading and Writing to ensure good and outstanding progress in these areas.</p> <p>Progress at KS2 remains good and outstanding.</p> | <p>Head, Deputy and Business manager meet regularly for strategic planning. Look at middle management training- Development of Middle Leaders to support, challenge and hold to account as appropriate within their job descriptions.</p> <p>Review subject leadership; curriculum teams to have a clear understanding of their role and their contribution and impact in their curriculum area based on pupils outcomes.</p> <p>Senior Leadership support and challenge to ensure quality of teaching is never less than good.</p> <p>To improve standards in writing, reading and maths in line with new curriculum Moderation of HA maths in Y2 –Y6 To improve standards in writing and reading at KS1 To improve standards in writing throughout the school. Improve quantity of good quality writing – independent writing books/journals Encourage literacy projects for trust schools.</p> <p>Continue to develop TA training to enhance and support the development of children academically, socially and emotionally –continue with social & emotional interventions (nurture, lego club, counselling and coaching)</p> <p>SEN focus: Ensure that interventions are directed and have an impact upon the children. To continue detailed plan showing the school’s use of pupil premium money.</p> <p>Review and monitor guided reading sessions throughout the school.</p> <p>Writing moderation to be carried out termly within school and yearly with cluster schools in joint staff meetings</p> | <p>Continue detailed programme that shows the school’s use of the pupil premium linked to pupil progress and provision.</p> <p>Research assessment of foundation subjects in line with new assessment package for maths and English.</p> |
| School Environment | <p>Children’s learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.</p> | <p>The outdoor environment enriches the curriculum for all pupils, especially those in the foundation stage.</p> <p>The school building is well maintained and resources are provided appropriate to the pupils’ needs and interests.</p> <p>Children have access to the resources that will enable them to develop the skills essential for using and applying ICT across the curriculum.</p> <p>Staffing remains a priority with a high teacher/pupil ratio maintained.</p> <p>Governors take an active role in developing and improving the school environment, detailed plans and budget commitments respond to the needs of the school and its stakeholders.</p> | <p>Establish Centre of Excellence in the Early Years for Outdoor Education. Improvements to outdoor areas so children are proud of their outdoor learning areas</p> <p>Develop outdoor equipment to include climbing frame/monkey bars/trim trail through 2nd part of woodland area</p> <p>Further develop sensory/chill out room</p> <p>Maintain resources and equipment for playtimes – huff & puff, scrapstore play programme, equipment to develop upper body strength e.g. monkey bars, climbing wall</p> <p>Review of safeguarding procedures.</p> <p>Maintenance of swimming pool to include decoration</p> | <p>Centre of excellence in the Early Years for Outdoor Education. Outdoor learning starts to roll out to other schools.</p> <p>Refurbishment of children’s toilets.</p> <p>Review of safeguarding procedures.</p> |

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| School Community & Co-operation | <p>Children demonstrate an outstanding understanding of their place in the local, national and international community and make a positive contribution to these.</p> | <p>Children demonstrate a good understanding of environmental issues and the school achieves Eco award status.</p> <p>School develops links with other schools in both the local and wider area, including nationally and internationally.</p> <p>Children demonstrate a good understanding of how charity helps the lives of others.</p> | <p>To further develop the community page on the schools website.</p> <p>Maintain excellent provision for service children across the Trust</p> <p>To support the work of local charities and to continue fund raising e.g. Shelterbox, local cancer charities. Support national fund raising events like Children in Need, Comic Relief etc</p> <p>Global Learning develops through well led projects</p> <p>Continue with Y6 mentoring project</p> <p>Traffic issues around school decrease, neighbours and parents satisfaction levels increase</p> <p>Work on another CAST project</p> | <p>Create a community choir</p> <p>Global Learning embedded in the curriculum</p> <p>Maintain excellent provision for service children across the Trust</p> |
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School Development Plan Priorities 2017-18

The following table summarises the priorities for this academic year and the outcomes we propose to achieve.

| Priority | Proposed Outcomes |
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| <p>1. Ensuring at least good progress for all pupils. Analyse assessments to identify and address specific gaps</p> <p>Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.</p> <p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p> | <p>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ Maths mastery ensures clear consolidation before children progress across the curriculum ❖ Termly moderation of writing identifies strengths and weaknesses ❖ Book looks identify maths mastery ❖ Teachers are confident making judgements on pupil attainment when assessing progress of all pupils and reporting to parents. ❖ Audit for PPG and tracking of PPG children identifies and highlights best practice and areas to improve ❖ Spelling improves across the school after implementing SPELLZOO in KS2, impacts progress for all. ❖ Effective use of Learning Journals in EYFS evidence progress for all ❖ Progress Passports and Strategy Passports successfully replace IEP format for children on RON <p>In addition;</p> <ul style="list-style-type: none"> • All teaching is judged to be good or better with much outstanding. • Pupil conversations demonstrate that the level of engagement and enjoyment is high. • Data will be effectively used to identify, track and affect pupil progress in reading, writing and maths. • Pupil conferencing informs assessment and impacts on teaching & progress of all • Teachers systematically and effectively check pupils' understanding throughout lessons and through constructive feedback and high quality 'in class intervention' they may intervene providing notable impact on the quality of learning as evidenced in observations. • Children making little or no progress across the school will be identified and focussed intervention put in place. • Service families data collection & analysis is further developed • Highly focused Guided Reading and writing impacts attainment • Ensure planning is shared with all TAs at the beginning of every week. |

2. Creative Curriculum adaptation influences progress.

Maximise opportunities to advance learning of all groups of children through focussed teaching and learning in all curriculum areas.

Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.

Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.

Children's learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.

Key Outcomes

- ❖ **Co-ordinate curriculum through organised curriculum areas instead of individual subject leaders**
- ❖ **All curriculum leaders have a clear understanding of their role, their contribution and impact in their curriculum area based on pupil outcomes.**
- ❖ **Staff are more confident at leading areas of the curriculum, evaluating and embedding areas for development across the school.**
- ❖ **All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified, at an early stage of their careers and new to post.**
- ❖ **Re-visit the Building Learning Power approach to re-invigorate the shared language for learning.**
- ❖ **Review Homework Policy**

In addition;

- Maintain consistency and progression across the school through broad, balanced and creative curriculum following the TLPs
- Development of Middle Leaders to support, challenge and hold to account as appropriate within their job descriptions.
- The curriculum promotes the Curriculum Drivers laid out at the beginning of each term.
- Pupil and parent satisfaction levels will rise as a result of having focussed programmes of work
- Moderation to focus on improvements in handwriting, presentation and creativity
- Booster groups in Y2 and Y6 will continue
- Assessment, homework and feedback improve learning

3. Reflection & Progress.

Continual review of assessment strategies systems, (incl. Assessment for Learning, fuzzy groups, marking & feedback) ensures that assessment supports accurate identification of need and informs classroom practice effectively

Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.

Key Outcomes;

- ❖ **Moderation focus on how Independent Writing Books are used improves writing attainment**
- ❖ **Writing process seen as a cycle and ensures progress and quality outcomes**
- ❖ **A concept of live marking is developed together and encourages progress**
- ❖ **Use of work conferencing encourages progress and quality outcomes**
- ❖ **Assessment for learning strategies are used to benefit accurate reflection by pupils in KS1 and KS2**
- ❖ **Assessment supports accurate identification of need and informs classroom practice of all abilities**

In addition;

- Marking and feedback policy adhered to by teachers and support staff, it focusses children's next steps and impacts positively on staff workload
- Pupil conferencing informs assessment and tracking of pupil's progress.
- Children respond to marking and feedback
- TAs are informed about pupil targets and data in a manner that further enhances their practice.
- Monitor use of 'fuzzy groups' approach
- Rigorous interventions are in place to ensure that high expectations result in higher levels of achievement (e.g. level 6 booster groups)
- Teachers and TA's systematically and effectively check pupils' understanding throughout lessons and through constructive feedback and high quality 'in class intervention' they may intervene providing notable impact on the quality of learning as evidenced in observations.
- Tracker system is developed to include Grammar assessment

4. **Pupil and staff well-being.** Enhance and support the development of children academically and emotionally through well trained staff with good level of well-being

Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.

Key Outcomes;

- ❖ Introduction of the Virtues Project impacts positively on pupil and staff well-being across the school
- ❖ Introduction of a health, Well-being and Safeguarding questionnaire enhances support available
- ❖ Introduction of Pastoral Care co-ordinator ensures systems of support are robust
- ❖ Development of a peer mentoring scheme supports pastoral care of all staff. Experienced staff are paired with less experienced staff. TAs to undertake peer observation and de-brief session to compare practice and evaluate questioning frameworks. Possibly book additional training session to prepare staff for the role of peer mentor and to practice relevant skills.
- ❖ Roles and responsibilities are clear, staff know and accept responsibility for the progress of all children
- ❖ Wellbeing is embedded into school culture

In addition;

- A rigorous system of performance management is in place to Identify needs of all staff through appraisal
- Counselling and coaching programme increases emotional resilience of even more pupils across the school
- Strategies address the digital well-being of all, Digital Leaders are in place
- The needs of individuals are identified and addressed through TA and LTS appraisal.
- Activities run across the school to improve emotional well-being day to day
- Monitoring of 'live' marking systems shows a positive impact on staff workload
- New Building project – research grants and funding to focus on support and nurture of the school and its community.

5. **Behaviour & Safety.** Enable pupils to behave impeccably at all times, especially at unstructured times.

Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.

Children's learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.

Key Outcomes;

- ❖ **Behaviour Support Plans (BSPs) are used and understood by all staff consistently and effectively**
- ❖ **All BSP's are managed centrally**
- ❖ **Behaviour is managed effectively at unstructured times and supported through the Virtues Project**
- ❖ **Safeguarding Audit action points are addressed and reported to governors in March**
- ❖ **Single Central Record has become more of a working document and includes a record of all CPD and training relating to the safeguarding of children**
- ❖ **INCo meets termly to update all class teachers and to discuss concerns**
- ❖ **Review radicalisation element of Safeguarding Policy**
- ❖ **Parental Engagement improves through clarity and communication**
- ❖ **Review school uniform policy**

In addition;

- a) All staff have a clear knowledge and understanding of policies and practice in place when dealing with SEND.
- b) CPD includes supporting trans-gender children in school
- c) Introduce PSHE lessons in UKS2 on sexual exploitation (Safeguarding Audit action point)
- d) Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.
- e) The impact of a comprehensive 'Positive Behaviour Policy' and a whole school behaviour system ensures consistent approaches to rewards and sanctions and reflects our work on virtues.
- f) Behaviour for learning in lessons is good if not outstanding.
- g) An atmosphere of calmness, responsibility, understanding and tolerance permeates the school.
- h) The impact of the school's strongly held values of tolerance, respect and personal integrity is readily apparent in pupil's good spiritual, moral, social and cultural development.
- i) Outdoor areas & playgrounds are continually improved to support pupils in making correct choices whilst outside.
- j) Provide training for lunchtime staff to deal more effectively with pupils behaviour
- k) Parents, staff and pupils are positive about both behaviour and safety.
- l) Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work.
- m) Pupils' behaviour outside lessons is almost always impeccable their pride in the school is shown by their excellent conduct and manners.
- n) Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.

| Priority | | Monitoring Teaching & learning Principles (TLPs) Self-Evaluation Form (SEF) | SLT |
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| 1 | Ensuring at least good progress for all pupils. Analyse assessments to identify and address specific gaps | TLP for Teaching & Learning TLP for Marking & Feedback SEF: Quality of teaching, Provision for Early Years, Leadership & management | All |
| 2 | Creative Curriculum adaptation influences progress. Maximise opportunities to advance learning of all groups of children through focussed teaching and learning in core subjects | TLP for Teaching & Learning TLP for Learning Environment SEF: Achievement of pupils, Quality of teaching, Provision for Early Years | KD, JB |
| 3 | Reflection & Progress. Review assessment strategies and develop new assessment system without levels, incl. | TLP for Marking & Feedback TLP for Learning Environment | KB - Maths RG - English BM - EYFS |

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| | Assessment for Learning, fuzzy groups, marking & feedback | SEF: Achievement of pupils, Leadership & management, Quality of teaching | |
| 4 | Coaching, mentoring and TA Training. Enhance and support the development of children academically and emotionally | TLP for Learner Behaviour SEF: Achievement of pupils, Leadership & management, Behaviour & Safety of pupils | BD, JB, KB |
| 5 | Behaviour & Safety. Enable pupils to behave impeccably at all times, especially at unstructured time. | TLP for Learner Behaviour SEF: Behaviour & Safety of pupils, Provision for Early Years, | JB SG – Lunchtimes & playtimes CP – INCo/SEND |