

School Development Plan 2016-17



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

Priority	Proposed Outcomes	
<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"> ❖ Closing of the gender gap by raising boys achievement will bring our data in line with national data ❖ All teaching is judged to be good or better with much outstanding. ❖ Pupil conversations demonstrate that the level of engagement and enjoyment is high. ❖ Greater use of pupil conferencing informs assessment and impacts on teaching & progress of all ❖ Further develop tracking for PPG children, particularly develop service families data collection & analysis ❖ Ensure planning is shared with all TAs at the beginning of every week. ❖ A focus on developing spelling and grammar across the school impacts progress for all. <p>In addition;</p> <ul style="list-style-type: none"> • Data will be effectively used to identify, track and affect pupil progress in reading, writing and maths. • Successful use of assessment to assess progress of all pupils and report to parents • 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. • Teachers are confident making judgements on pupil attainment when assessing progress. • Children making little or no progress across the school will be identified and focussed intervention put in place. • Termly Moderation of writing across the school impacts progress for all 	<p>TS project well under way with VO, visiting Author, bus as HUB,</p> <p>Monitoring planned to include pupil voice, newsletter now includes section of children's comments when interviewed by BD & JB</p> <p>Headteacher from Cairo completing NPQH with us her project is to develop a spelling scheme for PE</p> <p>Data meetings with KB & RG will address these points with individual year groups</p> <p>Half term key stage meetings Trust developments in writing moderation Trust training for Y2 & Y6 teachers</p>

<p>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.</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>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>Continue to develop strategies of improvement in order to develop a bespoke curriculum for Parc Eglos</p> <p>Key Outcomes</p> <ul style="list-style-type: none"> ❖ Co-ordinate curriculum through organised curriculum areas instead of individual subject leaders ❖ Staff are more confident at leading subjects/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. <p>In addition;</p> <ul style="list-style-type: none"> • Maintain consistency and progression across the school through broad, balanced and creative curriculum following the TLPs • Greater levels of confidence in pupils • All Leaders have a clear understanding of their role and their contribution and impact in their area/subject based on pupils outcomes. • 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 presentation and creativity • Grammar will be more secure across the school • Booster groups in Y2 and Y6 will continue 	<p>Plan to carry out Creativity SEF with KD</p> <p>CPD – maths subject knowledge certification started JAN. Will run for 3 more session until the end of the year</p> <p>SLT presentation from Shona on Virtues Project. Staff meeting planned for the summer term to introduce to staff and governors</p> <p>Learning Walk Autumn – All TLP's monitored</p> <p>Assessment Co-ordinators work weekly to plan, prepare and implement whole school developments.</p> <p>Curriculum Drivers set for the rest of the year.</p> <p>SIP visit highlighted improvements in presentation</p> <p>Parent Survey in Dec. Pupil Surveys throughout Spring Term</p>
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<p>3. Reflection & Progress. Review assessment strategies and continue to develop assessment systems, incl. Assessment for Learning, fuzzy groups, marking & feedback</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"> ❖ Assessment for learning strategies are used to benefit accurate self-assessment by pupils in KS1 and KS2 ❖ Wider use of 'fuzzy groups' approach ❖ Develop pupil conferencing to inform assessment and tracking of pupil's progress. ❖ TAs are informed about pupil targets and data in a manner that further enhances their practice. <p>In addition;</p> <ul style="list-style-type: none"> • Marking and feedback policy adhered to by teachers and support staff, it focusses children's next steps • Children respond to marking • 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 	<p>Learning Walk & Book Looks evidence this.</p> <p>Staff growing in confidence</p> <p>Regular reviews ensure rigorous assessment of pupil progress through interventions across the school. Funfit, IEP's, BSP's, data meetings with staff and assessment co-ordinators,</p> <p>TA's included in BSP reviews</p>
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<p>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</p> <p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p>	<p>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ A rigorous system of performance management is in place to Identify needs of all staff through appraisal ❖ Further developments to Counselling and coaching programme increases emotional resilience of more pupils across the school ❖ Further develop Mentoring & Support for all. Review and fine tune intervention strategies to target and address learning needs of all groups and all individuals ❖ Develop a peer mentoring scheme where 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. <p>In addition;</p> <ul style="list-style-type: none"> • Address needs identified through TA and LTS appraisal. Organised training in Autumn, Spring and Summer terms through The Learning Institute. • New Building project – research grants and funding to focus on support and nurture of the school and its community. 	<p>All ongoing;</p> <p>Teaching staff PM in Nov – review and evidencing staff meeting in Jan. TA PM in Spring Term</p> <p>MT, VO and Chalk continue to support children across the school where identified TM and KT support HMS heroes and families in KS1 & 2 Peer mentoring to be developed Spring 2 and Summer term</p>
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<p>5. Behaviour & Safety. Enable pupils to behave impeccably at all times, especially at unstructured times.</p> <p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p> <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>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ All staff have a clear knowledge and understanding of policies and practice in place when dealing with challenging behaviour. ❖ Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs. <p>In addition;</p> <ol style="list-style-type: none"> a) The impact of a comprehensive 'Positive Behaviour Policy' and a whole school behaviour system ensures consistent approaches to rewards and sanctions. b) Behaviour for learning in lessons is good if not outstanding. c) An atmosphere of calmness, responsibility, understanding and tolerance permeates the school. d) 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. e) All adults are growing confident when using 'Restorative Practice' to help resolve any conflicts. f) Outdoor areas & playgrounds are continually improved to support pupils in making correct choices whilst outside. g) Provide training for lunchtime staff to deal more effectively with pupils behaviour h) Parents, staff and pupils are positive about both behaviour and safety. i) Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work. j) Pupils' behaviour outside lessons is almost always impeccable their pride in the school is shown by their excellent conduct and manners. k) 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>Continue to monitor and follow-up according to policy and practices now in place</p> <p>Consistency is key.</p> <p>Monitoring of Behaviour TLP</p> <p>Research & development of values and the Virtues Project with impact further on pupil's SMSC and our strong values driven approach</p> <p>SG making significant steps to improve lunchtimes through clear co-ordinating in Autumn term</p> <p>Some negative feedback regarding behaviour and safety at lunchtimes.</p>
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