



# **School Development Plan 2016 – 2019 Year 1(2016-2017)**



**Article 3:** The best interests of the child must be a top priority in all actions concerning children.

Article 28: Every child has the right to an education.

Article 29: Every child has the right to be the best they can be.

## **Vision Statement**

**At Stag Lane Junior School our vision is that our children will become confident, motivated, lifelong learners who will be able to communicate effectively in an ever-changing multicultural world. As adults they will be innovative, creative decision makers, who make positive contributions to society, apply and peacefully defend human rights and strive for integrity, well-being and global justice.**

## **Information for the Governing Body**

The work will be over a three year period, building on practices year on year (1<sup>st</sup> year now). Coordinators also have action plans that they will follow and these are monitored through the Appraisal Procedures.

# Our Values

**Developed over 2015-2016 by all stakeholders**

- Respect for other cultures and knowledge of differences
- Empathy
- Courtesy/Good manners
- Confidence to question and challenge stereotypes and to say “no” and not be influenced by negative behaviour.
- Knowing you can ask for help and support – Self knowledge
- Self-belief/Self esteem
- Equality
- Aspiration
- Openness
- Perseverance
- Friendship/teamwork
- Honesty
- Hope/Faith/Optimism/Positivity
- Valuing Achievement
- Compassion
- Kindness
- Integrity

## **Values particularly chosen by pupils:**

Love	Tolerance	Dignity	Happiness
Peace	Respect	Trust	Protection/Safety
Working together Collaboration Team Work	Responsibility	Integrity	Manners
Honesty	Kindness	Friendship	Help each other
Be democratic	Modesty	Sharing	Individual freedom
Voice to be heard	Being healthy	Perseverance	

**It is our responsibility to ensure that we are explicit in ensuring these values are respected throughout the school. We will also add the ones that UNICEF recommend:**

**Voice                  Equality                  Freedom to be a child                  Dignity                  Safety**

## Mission Statement

### We will ensure the rights of every child are upheld by:

- Building a secure, safe, stimulating environment where our children learn from an integrated, relevant curriculum, which is taught by enthusiastic, talented teachers
- Developing a culture where challenges are viewed as opportunities
- Helping children and staff feel valued and unique
- Helping them have a strong sense of responsibility for others and themselves
- Promoting honesty, integrity, respect and good behaviour
- Using data to closely monitor pupil progress
- Helping children have a concern for the school and the world community
- Having a welcoming, inclusive atmosphere, where children, staff, parents and governors work together as a team
- Developing pupils' confidence and competence with ICT so that they can make informed choices as to its uses
- Developing children's sense and responsibility of global citizenship.
- Developing happy and confident individuals with a sense of curiosity and wonderment and who see learning as a life-long experience, as they realise their dreams and aspirations.

### The School Development Plan was developed through:

- Reflecting on School Self Evaluation
- Carrying out a review of the last SDP with the staff
- Considering their views in relation to school improvement
- Benchmarking the school by using Raise Online
- Discussions, questionnaires, consultation meetings involving pupils, parents, LA staff and governors.
- Working specifically with the Parent Council.

## GOALS OVER THE NEXT THREE YEARS

- To continue to raise standards by Yr 6 in Reading and Writing
- To achieve more highly in sport and achieve the Kite Mark.
- To achieve the Healthy London Schools' Award (Silver)
- To be reaccredited with the RRSa Level 2
- To be reaccredited with the Arts Mark
- To achieve the Parent Award
- To be reaccredited with the ICT Mark

## OBJECTIVES FOR 2016-2017

### 1. To continue to raise standards in reading

#### Success Criteria

- All classes regularly use Accelerated Reader for quizzes.
- Guided Reading is well embedded in all classes and developing the objectives of the new curriculum.
- Accelerated Reader results show at least good progress from start of year in all year groups. (3.5 APS)
- 75% Pupils who receive 1-1 interventions for reading to make at least 1 year's progress.
- Reading standards in Y6 are above the national level in SATs

### 2. To achieve the RRSA

#### Success Criteria:

- RRSA Award L2 reaccredited.
- Surveys indicate that behaviour is at least 90% good+

### 3. To further enhance the achievement of children with SEND

#### Success Criteria:

- PPP books are regularly used and monitored for impact.
- Targets are met at least 70% of the time
- 75%+ of pupils receiving 1-1 interventions for reading make at least 1 year's progress by end of year.
- Lesson plans, observations and book scrutinies indicate that pupils with SEND have appropriately differentiated work, based on their PPP targets.

### 4. To achieve the Parent Award (Parent Council and EAL Consultant)

#### Success Criteria:

- Audit of the award undertaken
- Action Plan drawn up and acted upon, (reviewed with the Parent Council monthly).
- Parent Council feel their work is valued and making a difference to the school.
- Parent Award achieved (in 2017-2018)

**5. To develop the Coordinator Role further so that there is further distributive leadership.**

**Success Criteria:**

- All coordinator action plans prepared in September and reviewed 2x over the year.
- All coordinators to prepare a policy for their subject.
- All coordinators to monitor coverage of planning.
- All coordinators to write a subject report 2x a year with information on pupil conferences, book looks and observations.
- All coordinators to give a presentation to the Standards Committee over a 3 year rolling programme.

<b>Capability Building Measures</b>
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**Improve teaching so that there is outstanding progress through:**

- The Appraisal Procedures (teacher standards, reflection and CPD)
- CPD that meets the needs of the school and individuals
- Working collectively to develop planning, subject knowledge and differentiation
- Ensuring assessment for learning (marking, next steps) remains consistent and meeting the needs of pupils
- Helping pupils understand and take responsibility for their learning
- Developing Leadership across the school to raise standards across all subjects.  
(Coordinators, tracking and monitoring)

**We will develop pupil learning through:**

- Teaching children about learning habits and enabling them to apply them consistently
- Giving children regular opportunities to take responsibility for their learning, e.g. Fix It Time, Peer and Self-Assessment
- Having high expectations
- Developing parents' ability to support their children
- Further enhancing our tracking and monitoring of individual pupils

## **Notes for the Governing Body**

Why did we choose these objectives for development this year?

### **Reading**

Reading remains an area we want to develop. We achieved 78% this year in SATs, well above the national average, but this needs to be continued further. Our use of Accelerated Reader, a reading program has improved, but we'd like to make more use of it. Guided Reading and 1-1 interventions also need to have more impact.

### **RRSA**

We continue to believe that the rights are fundamental to our values and are rooted in everything to do. We are keen to gain reaccreditation.

We will focus on values, one per month and link this to the articles.

### **SEND**

Our new Inclusion Leader has already made great inroads with developing SEND provision at the school. She now needs to establish this further in particular with differentiation.

### **Parents**

In the last two years we have noticed less support from parents in relation to homework, attendance at workshops, coffee mornings etc. Our Somali parents continue to be very supportive, but we have less at the school. We would like to develop this partnership over the next three years.

### **Coordinators**

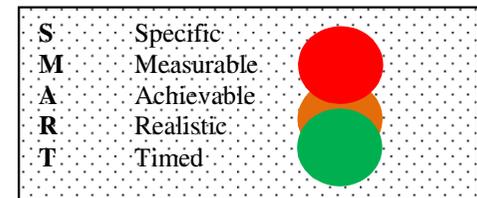
There have been many changes with coordinators over the last few years. We want to establish more distributive leadership across the school so that we can develop the curriculum further. We also want to ensure coverage of the whole curriculum.

# Key Objective 1

## 1. To continue to raise standards in reading

Key Performance Indicators by which we will measure our success:

- All classes regularly use Accelerated Reader for quizzes.
- Guided Reading is well embedded in all classes and developing the objectives of the new curriculum.
- Accelerated Reader results show at least good progress from start of year in all year groups. (3.5 APS)
- 75% Pupils who receive 1-1 interventions for reading to make at least 1 year's progress.
- Reading standards in Y6 are above the national level in SATs



ACTION REQUIRED	BY WHOM	TIMESCALE	MONITORING	STATUS
Revisit Guided Reading training with all staff. Ensure that all activities during GR help pupils move on with their reading.	Lit Cord	October 16	Guided Reading training takes place with all staff.	
Monitor Guided Reading across the school each half term. SLT to undertake drop ins of Guided reading. SMT half termly.	Lit Coord SLT	Each half term Weekly Half termly	Monitoring of GR takes place regularly. GR takes place as agreed. Observation of GR shows that pupils are involved in worthwhile learning.	
SLT and Literacy Coordinator to consider ways that Accelerated Reader can link up with Guided Reading and then consult with staff.	Lit Coord SLT	November 16	AR and GR work together.	
Monitoring Accelerated Reader to ensure that all classes are using it consistently and that pupils are making good progress. Focus on pupils who need to develop quizzes in Accelerated Reader.	KC/HT SLT and Lit Coord	Each half term	Accelerated Reader used in all classes. All pupils undertake at least 10 quizzes, depending on depth of book.90% of children to make good progress in AR tests.	
All pupils to undertake AR Test 4x a year.	Librarian	Termly		
Pupils who are not making progress by end of each term to receive an intervention i.e. pupils who are below 95 on the standardised score. Develop celebration of AR, e.g. millionaire club. Develop AR targets by training staff on how to use these.	HT Lit Coord Lit Coord	September then termly October 16 November 16	Close monitoring of reading results by Lit Coord and SLT to ensure good progress is being made. Targets established in all classes.	
Regularly monitor the progress of reading with a close scrutiny on disadvantaged, SEN and more able pupils and decide on ways forward.	SLT Lit Coord	Termly	Pupils make good progress with reading.	

<p>Children who are below the reading standard for their year group to be heard read at least 3x a week. Monitoring of reading folders on a weekly basis.</p> <p>Team teaching with TAs reading with pupils to develop expertise further.</p>	<p>TAs HT</p> <p>Lit Coord/ EAL staff</p>	<p>Weekly</p>	<p>TA reading records monitored weekly. 1-1 readers make at least 1 year's progress in reading.</p>	
<p>Further develop enjoyment in reading by reading to the children, running Book Days e.g. Roald Dahl.</p> <p>Develop Reading Displays around the school to encourage children to read.</p> <p>Develop Yr6 peer readers to work with the younger children.</p>	<p>Lit Coord CTS</p> <p>Librarian LMs Lit Coord</p>	<p>As appropriate</p> <p>December 2016 October 16</p>	<p>All teachers read to the children at least weekly. Book Week and Roald Dahl day take place. Lunchtime Library Club running. Peer Readers regularly reading with the younger children. There are reading displays around the school.</p>	
<p><b>Lead Staff:</b> Literacy Coordinator, Librarian and SLT <b>Reporting to:</b> Standards Committee, Headteacher's Report Standards Committee to speak to Literacy Coord and pupils about their experience with reading.</p>	<p><b>Costs:</b> Reading Books- £2000 Accelerated Reader £3300 Coordinator Time: Literacy Coordinator weekly 0.1 £6240 Cost Centre S140 <b>Training:</b> Twilight sessions, work with peers, team teaching sessions</p>			

## Key Objective 2

### 2. To achieve the RRSA

#### Key Performance Indicators by which we will measure our success:

- We are reaccredited with the RRSA.

	ACTION REQUIRED	BY WHOM	TIMESCALE	MONITORING	STATUS
<b>Standard A: Rights-respecting values underpin leadership and management</b>					
1	Rights-respecting values and an understanding of global citizenship and sustainability inform all practice. Impact on the wellbeing, achievement and progress of young people is high. Carry out RRS survey with all the school community and set action plan from findings.	SLT Staff SG	INSET Sept 2016  November 16	Staff explicitly refer to Rights-respecting values, global citizenship and sustainability in lessons. Action Plan in place. Areas of need identified and planned for.	
2	Developing as a Rights Respecting School is an integral part of the school's strategic planning and review arrangements. Regular inset for staff on RRSA.  Steering Group to give a presentation to the Governors. CFC to be updated termly about progress to RRSA.	SLT  DH DH	On going Termly  November 16 Termly	At least 3 insets on RRSA take place. All staff meet the RRS PM objective. Good quality charters are in place in every classroom (Steering Group to evaluate.) The Steering Group agrees the new playground and dining room charters. Governors understand their role with RRS. Governors monitor RRS with pupils at least 2x over the year.	
3	The school has an inclusive and participatory ethos based on the Convention. Develop links with other Harrow schools to work alongside them to support our re-accreditation and their assessment.	SG	Termly	Links developed with local schools.	
4	The Convention underpins the school's action to share good practice with other schools and communities. The school is an ambassador for the RRSA. This has a beneficial impact within its local community and beyond.  Continue with the litter campaign and involve local High School in this endeavour. Set up Litter Police group to work with a teacher to clear litter inside & outside school. Look at involving some of the children in the expansion process to ensure the children have a voice.	SLT/LC SG	July 2017  On going	The school visits other schools to show elements of RRS, e.g. article 24 re litter campaign. Children meet with Arcadis at least 3x.	

<b>Standard B: The whole school community learns about the Convention</b>					
6	<p>Nearly all young people and staff have a good understanding of the articles of the Convention. Young people and staff are ambassadors when talking to others.</p> <p>Continue to ensure the pupils can describe numerous examples of rights being denied – this will be supported by making articles explicit when teaching/ class discussions about current topics. These are linked to school agreed values. Teachers to agree at least 12 articles to cover over the year, different to the ones on the class charters.</p> <p>The children need to take their knowledge to other schools to carry out an ambassadorial role, promoting awareness of the Convention. Children from LC/SG do a promotional video on RRS.</p>	All staff	On going	<p>Assemblies are based around the articles and values.</p> <p>Children are able to discuss various articles and know at least 10 different articles. Children attend other schools in an ambassadorial role. You Tube video developed by pupils on RRS in school.</p>	
7	<p>Most parents/carers and governors know about the Convention, and the school provides opportunities to contribute to the school's development as a Rights Respecting School.</p> <p>The children on the steering group to reinstate the newsletter that goes home to families. The Parent Council has the RRS as part of their action plan over the year.</p>	SG PC	Termly Monthly	<p>Termly newsletter goes home to parents from SG. Action plan on RRS is in place</p>	
<b>Standard C: The school has a rights-respecting ethos</b>					
8	<p>Charters or agreements have created a whole-school ethos based on mutual respect for rights in which a traditional structure of rules is rarely required.</p> <p>Class charters to continue to be a key focus and charter competition and vote to take place.</p> <p>New playground charter designed to involve current cohort of children and to involve 'cartoons/images' to support EAL pupils.</p>	CTs SG	September 2016 April 2017	<p>All class charters completed. Pupil conferencing by GB shows that children do take note of the charters. Playground charter completed.</p>	
9	<p>Rights-respecting language and attitudes are established throughout the whole school.</p> <p>Continue to review and develop the behaviour policy and use of Time Out to ensure consistency across the school.</p>	SG	December 2016	<p>Behaviour Policy and Behaviour Principles agreed by CFC. Surveys indicate children feel the behaviour policy is working well. Less children in Time Out.</p>	

10	Young people and adults demonstrate respect for the right of others to learn. Young people's attitudes are thoughtful and create a positive learning ethos in nearly all lessons. Develop teaching pupils about how they learn and can develop – growth mind-set and philosophy of learning.	HA/ CTs	July 2017	Philosophy for children starts to be in bedded in school.	
11	Nearly all young people and adults attempt to resolve conflicts and seek consensus while accepting the rights of others to hold different opinions and beliefs.  Ensure new staff use the rights to resolve conflict. Regular inset to remind all staff of the rights. Retrain the SSMA's where necessary. Resource them with the rights cards.	SLT Pastoral Officer	On going December 2016	RRSA assessment recognises that the school staff use the RR language. SMSAs use RRS language.	
<b>Standard D: Children are empowered to become active citizens and learners</b>					
12	Nearly all children and young people have a strong voice in decisions affecting their lives in school.  Timetable a RRS take over day for 2016-2017 led by the SG. Run the elections for the Head Boy/Girl. Interview the new LC and SG.	SG SLT CTs GB  Pupils	May 2017 September 2016 September 2016.	RRS Takeover Day takes place. Children report that the RRS Day is successful.  New SG and LC in place.	
13	Young people's involvement in the school and their interaction in the community locally and globally are substantial, highly valued and effective.  Continue with the Send my Friend to school campaign and OUTRIGHT campaign. Continue with campaigns to raise funds for disadvantaged children. Continue with the Litter Campaign.	SG Pupils	June 2017  On going	The school runs the Send My Friend to School Campaign.  The school runs at least 4 charity campaigns. Children involved in the Litter Campaign.	
<b>Lead Staff:</b> Deputy Head <b>Reporting to:</b> CFC Committee, Headteacher's Report Governors to interview pupils and the Steering Group.		<b>Cost:</b> £2000 from Training Cost Code A601 <b>Training:</b> Twilight sessions 6 x a year, including training for SMSAs			

## Key Objective 3

### 3. To further enhance the achievement of children with SEND

#### Success Criteria:

- PPP books are regularly used and monitored for impact.
- Targets are met at least 70% of the time
- 75%+ of pupils receiving 1-1 interventions for reading make at least 1 year's progress by end of year.
- Lesson plans, observations and book scrutinies indicate that pupils with SEND have appropriately differentiated work, based on their PPP targets.

ACTION REQUIRED	BY WHOM	TIMESCALE	MONITORING	STATUS
SEND Policy updated and core offer identified and shared with governors. Information uploaded to the website. Provision Maps to be changed to the one used in Harrow, updated for each class which identifies which children need to have SEN support. SEN support identified for each child and PPP books prepared for those on 'K' status. Targets set for each child. SEND register updated with new pupils. Provision Maps updated each term. PPP books monitored half termly. Early morning interventions for SEND pupils identified for each TA. Provision monitored weekly through drop ins and registers.	AH  CTs and AH  AH/Pastoral leader AH AH/HT	October 16  October 16 Termly October 16 October 16  Half termly September 16 Weekly	SEND Core offer on website. AH to ensure all provision maps are prepared each term.  70% of targets are met each term. SEN register updated and on server. AH monitoring takes place half termly. SEN Report prepared termly. SEND pupils receive daily interventions from TAs and meet targets.	
Meetings for SEND pupils take place with parents, staff and pupils. Monitoring of targets and assessment for SEND pupils.	AH/CTs DH/AH	Termly Termly	70% of targets met. SEND pupils make good progress.	
Training organised for staff who need professional development for SEND pupils, including support staff. Individual TA training /team teaching to develop expertise, identified from Performance Management. Training for all staff on effective targets.	AH/HT	On going  October 2016	Training organised for staff on SEND. Observations of support for SEND pupils show good provision. Targets are SMART and monitoring shows that at least 70% are met.	
Training for staff on effective differentiation. Some individual support for teachers as well as whole staff training. Monitoring of differentiation to ensure it is effective. Assemblies on SEND topics to be organised by AH to raise the profile of children with SEND (at times low ability), once a term.	AH  AH and SMT	October 16 then on going Termly	Teachers' planning and monitoring of pupils' books show good differentiation. SEND pupils make good progress over the year.	

<b>Lead Staff:</b> Assistant Head for Inclusion <b>Reporting to:</b> Standards Committee, Headteacher's Report SEND Lead Governor to interview AH of report and to speak to pupils.	<b>Cost:</b> £1000 for SEND resources C160 <b>Training:</b> Twilight sessions 6 x a year for inclusion meetings with staff. 3 sessions a year on provision mapping (training days). Individual training for staff.
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## Key Objective 4

### 4. To achieve the Parent Award (Parent Council and EAL Consultant)

#### Success Criteria:

- **Audit of the award undertaken**
- **Action Plan drawn up and acted upon, (reviewed with the Parent Council monthly).**
- **Parent Council feel their work is valued and making a difference to the school.**
- **Parent Award achieved (in 2017-2018)**

ACTION REQUIRED	BY WHOM	TIMESCALE	MONITORING	STATUS
Select Parent Council for 2016-2017.	HT	September 2016	Parent Council set up.	
Consult about areas for improvement and set up action plan for the year.		November 2016	Action Plan set up.	
Implement plan and review monthly with the Parent Council.	HT	Monthly	Actions on plan	
Complete audit of the Parent Award to identify strengths and areas of development. Work alongside parents and staff to complete.	EAL Consultant	November 2016	Clear areas of strengths and development identified.	
Draw up action plan for the Parent Award and put into action.	EAL Consultant/HT	January 2017	Action plan drawn up and agreed by staff and Parent Council.	
Organise workshops for parents to support their children, e.g. Family Learning for parents and pupils for maths. Individual maths workshops on the new curriculum. Workshops on SEND or coffee mornings/afternoons. Individual grammar workshops for parents on the new curriculum. Reading sessions for parents to help their children.	HT  Maths Coordinator Literacy Coord	October 2016 January 2017 March 2017  March 2017	Parent workshops well attended. Parents report that sessions were useful.	
Ensure regular feedback to parents about the issues they have raised for improvement, e.g. on surveys.	HT	On going	Parent Council report that the feedback to parents is good.	

<b>Lead Staff:</b> Headteacher/EAL Consultant/Maths and Literacy Coordinators. <b>Reporting to:</b> Children, Families and Communities Committee, Headteacher's Report	<b>Cost:</b> £1050 for cost of the Parent Award. <b>Training:</b> By EAL Consultant for staff on Parent Award.
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## Key Objective 5

5.5. To develop the Coordinator Role further so that there is further distributive leadership.

### Success Criteria:

- All coordinator action plans prepared in September and reviewed 2x over the year.
- All coordinators to prepare a policy for their subject.
- All coordinators to monitor coverage of planning.
- All coordinators to write a subject report 2x a year with information on pupil conferences, book looks and observations.
- All coordinators to give a presentation to the Standards Committee over a 3 year rolling programme.

ACTION REQUIRED	BY WHOM	TIMESCALE	MONITORING	STATUS
Meetings with all coordinators on action plan for the year. Review twice over the year for progress. Link to Performance Management.	HT/DH  SLT	September 2016  October 2016	All meetings take place with action plans identified for each coordinator.  Actions implemented by coordinators.	
All coordinators to: <ul style="list-style-type: none"> <li>• Review their policy</li> <li>• Monitor coverage of plans</li> <li>• Carry out a book look</li> <li>• Conference with pupils</li> <li>• Complete a report on findings of the above x 2 over the year</li> <li>• Presentation to Governors on a rolling programme.</li> </ul> Teamwork with SLT to help newer coordinators on monitoring their subject.	Coordinators        SLT	Throughout the year Completion by July 2017       On going	Coordinators action their plans. 2 reports received from each coordinator over the year on their findings and ideas for ways forward.    Coordinators give presentation to governors.	
<b>Lead Staff:</b> HT/DH <b>Reporting to:</b> Standards Committee		<b>Cost:</b> £1000 for training needs from cost centre A601 <b>Training:</b> Individual training for coordinators.		