School Development Plan 2018-19

This plan has been compiled through:

Discussions at Governor, Staff and Leadership Team meetings	Staff evaluations and reviews	Pupil evaluations and comments from School Council	Parental evaluation	Data analysis
Version: 1 September 2018	Results of individual subject audits	Results of work trawls Scrutiny of planning	Recommendations following observations	Ofsted Inspection report and feedback

It is linked to the relevant sections of the Ofsted Inspection Framework 2018 and links to the Asset Management Plan

- Effectiveness of leadership and management
- The quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and other learners
- Early years provision

Monitoring Key

🟥	Not yet started or limited progress.
🟧	Action started and on-going progress
🟩	In place clear progress in evidence

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Summary of Priorities 2018-19

Key School Priority	Ofsted Framework Section
1. Further develop EYFS provision and the learning environment by resourcing the outdoor area and continuing to develop adult interaction with children	Early years provision
2. To develop the teaching of phonics across the school so that children accelerate through the phonics programme and meet the phonics standard	Outcomes for pupils
3. To improve handwriting and presentation in KS1 including careful modelling of letter formation	Teaching learning and assessment
4. To accelerate progress across KS1 for all pupil groups so that a greater percentage of pupils achieve The National Standard, particularly focusing on raising reading attainment	Outcomes for pupils
5. To improve spelling across the school	Teaching learning and assessment
6. To adapt maths teaching and learning across the school to promote mathematical mastery and ensure pupils know their times tables	Teaching learning and assessment
7. To raise progress and attainment in science	Teaching learning and assessment
8. To review SEN identification and provision across the school and continue to improve attendance and punctuality	Personal development, behaviour and Welfare

Development points from Ofsted Inspection March 2017

Key priority 1

Further develop EYFS provision and the learning environment by resourcing the outdoor area and continuing to develop adult interaction with children

Objectives	Actions including CPD	Personnel Responsibility	Outcome/Success Criteria	Costs/ resources	Monitoring
To develop a language-rich environment	• Indoor and outside area to have clear and defined learning areas with every area to be labelled – words and photos. Labels and photos in area to be relevant and enhance children's language • Develop the book areas to ensure children can access a range of books – many books must be well known to encourage retelling and play • Literacy sessions to be active and use Pie Corbett style story mapping and retelling. Story mapping used to develop children's repetitive and familiar language before extending them • Weekly TA meeting to share planning and expectations • Adults to be role models of 'good' language and how to use this as a powerful tool in their play. Adults to use language that will enhance the children's vocabulary using a more detailed plan • Adults to plan for language and development of language within the sessions/ activity • ITMP to reflect the environment – Displays to have key and desired words	EYFS lead EYFS class teachers	Improve percentage of children who achieve age related expectation in PSE, Communication & Language. Pupils to achieve 7 steps of progress (see individual SEN targets). LWs/ observations show children are engaged and able to use the area.	Labels/photos Books £500	Half-termly learning walks (including monitoring ITMP) Lesson observations Regular meeting minutes Target Tracker data (termly)
To develop the outside area	• Develop sand area and extend mud kitchen (IA). Create a story and chalk board area outside (IA) • Increase opportunities for performance by developing a stage area and a singing and music area (IA) • Audit current resources and order more to enhance provision in all areas of learning. • Ensure planning reflects the children's interests. Adult focus to reflect data and needs of the children to ensure progression is made • Paint and decorate the outdoor areas.	Site supervisor EYFS lead	Improve the percentage of children who achieve expected for PD/ PSE/ CAL/UW All pupils to achieve 7 steps of progress. LWs/ observations show children are engaged and able to use the area and the area is more attractive	Cost of materials/ building supplies £3000 Site staff time to complete project £1200 for outdoor equipment –den making, mud kitchen ,sand and water equipment	Half-termly learning walks/observations Half-termly planning scrutiny Learning Journeys (termly)
To develop staff observation skills so they record the impact of good quality evidence	• Meet weekly with support staff to share planning, good practice and ways to move forward • Provide CPD on observation writing including for PPA cover • All staff to be involved in learning journeys so everyone monitors the individual progress. Monitor the learning journeys half termly to make sure that the evidence is of good quality and shows progression for that child • Adults must spend the first 5minutes of the school day reading the focus children's sheets and targets	EYFS lead	"Learning Journeys" show quality annotations that have impact on children's assessment	Cost of staff time CPD time	Learning Journeys (half-termly) Regular meeting minutes

To develop staff understanding of outdoor play/learning	• Inset time for phase to meet half termly. Deliver CPD session- 'go with the children's interest / differentiation' • All adults to be involved in the set- up of outdoors with CM or JD to help develop adults' understanding of appropriate activities and what resources are needed • Designated adult to set up outdoor area daily- from the ITMP and our long term objectives to ensure a range of child and adult led learning. Ensure the outdoor area is open and accessible • Adults to know 'focus' activity, learning objective and outcomes. Adults to encourage children to try new activities • Adults to meet weekly to discuss the area and how we need to develop it to suit our cohort. EYFS lead to share good practise and up to date research/ reading	EYFS lead	Lesson observations show adults are able to set up purposeful learning activities within the environment All adults contribute to the setting up of the outdoor area through ITMP Adults engage children in the setting up for the next day	CPD time Release time	Termly learning walks/observations Learning Journeys (termly)
To develop consistency across EYFS	• Free flow environment to be established across the EYFS. Meaningful, fun and purposeful learning to be planned for and set up in the indoor and outdoor areas • Teaching staff to follow the new LTP and MTP for Literacy – to embed Pie Corbett and Rhyme time in the teaching and environment • EYFS will introduce 'core' activities every week to help promote independent, key skills and enhance children's understanding and use of language. • Nursery and Reception will continue 'Talking Tots' sessions once a week- Parents of Nursery children will be invited to help promote parent engagement and expectations • Nursery to have 'key worker' group time twice a day • Nursery staff to meet with the 'Focus child 'parent/carer to feedback their child's successes and targets to help engage parents • Resources in the EYs to be sorted and distributed between the phase • Phase meetings to alternate so both Nursery teachers can attend	EYFS lead EYFS class teachers	Improve the percentage of children leaving Nursery and Reception at age expected levels LWs/ observations show children are engaged and able to use the area Learning walks will reflect a more consistent environment Continuous provision to be 'good' across the EYFS	Talking Tots £3720	Learning Journeys (termly) Termly planning monitoring Learning walks (half-termly) Meeting minutes Data analysis (termly)

Key priority 2

To develop the teaching of phonics across the school so that children accelerate through the phonics programme and meet the phonics standard

Objectives	Actions including CPD	Personnel Responsibility	Outcome/Success Criteria	Costs/ resources	Monitoring
To accelerate the progress of pupils through Reception and Year 1 to ensure a greater percentage of children enter Year 2 'off the programme'	• Develop phonics expectations in Nursery by introducing letters and sounds in autumn and introducing RWI set 1 sounds in the summer term • Stay and play sessions to include reading • Children who are identified as making slow progress to receive 10minutes of 1:1 tuition (daily) ensuring all disadvantaged pupils receive any necessary support • KS1 children who are identified as making slow progress/who may not pass or are disadvantaged will be invited to a 'phonics club' for 10minutes after school • Year 1 will continue to deliver an extra phonics session daily – lasting approx. 5-10minutes • Develop parental engagement by holding a parents RWI meeting for R and KS1 and sending a library books home • Promote homework by giving children new sound homework daily and sending home red words to be sent home to improve sight word recognition	Phonics lead	Increased percentage of pupils meeting the phonics standard in year 1 Increased percentage of disadvantaged pupils meeting the phonics standard in year 1	RWI resources £500 RWI development session £500	Half-termly RWI lesson monitoring Data monitoring to identify those in need of tuition Feedback from parents
To develop the teaching of phonics in KS2	• Meet with the lower ks2 team termly to discuss the children's needs • Plan with literacy set teacher for the children who need to make accelerated progress • Project X to be introduced with the lowest attaining children in yr3 • Phonics lead to work with the literacy lead to plan effectively for the needs of the children- e.g. appropriate texts which can be accessed • Phonics lead to work alongside the LKS2 teachers and invite them to observe higher RWI group sessions to help boost their phonics confidence and knowledge • LKS2 parents to be invited to reading workshops • Share data with the LKS2 teachers and share the gaps for each child who is identified as slow progress/ SEN.	Phonics lead	Pupils who did not pass the check at the end of year 2 receive appropriate support Reading progress improves for lower attainers	NPQSL course £1,225	Monitor planning half-termly Monitor reading progress data termly Learning walks

To ensure all disadvantaged pupils are provided with additional support in phonics where needed	• Analyse data to identify pupil premium children at risk of not passing phonics check in Year 1 and provide intervention and track progress carefully • Identify pupil premium children who did not pass check in year 1 and provide targeted support in year 2 • Ensure all KS2 PP children who need phonics support are identified and receive targeted support as detailed in objective above • Identify FSM children in EYFS and ensure that they are provided with additional support where necessary	DHT	Pupil premium children are identified (including new admissions) Progress is tracked Interventions are reviewed and adapted The percentage of disadvantaged pupils who pass the phonics check and retake increases	See Pupil Premium Strategy	Practice phonics check data Learning walks focused on identified pupils

Key priority 3 To improve handwriting and presentation in KS1 including careful modelling of letter formation					
Objectives	**Actions including CPD**	**Personnel Responsibility**	**Outcome/Success Criteria**	**Costs/ resources**	**Monitoring**
To improve the teaching of handwriting, specifically letter formation	• Review timetable (Phase Leader and DHT) to ensure adequate handwriting time across the week • Handwriting INSET for staff – W Hill • Audit children's letter formation and provide targeted support including for those pupils who are disadvantaged	KS1 literacy lead Class teachers	Lesson observations & learning walks show the teaching of handwriting is consistent and of high quality	Nelson Resources £200 Letter formation audit sheet	Termly planning monitoring Half-termly book scrutiny
To improve the monitoring of handwriting	• Learning walks to include timetabled handwriting lessons • Books scrutinies to reference handwriting specifically, including topic and science books • SLT joint monitoring in SLT meeting	KS1 literacy lead DHT	Half termly book scrutiny of handwriting across the curriculum is completed and reported	Release time	Learning walk write-ups Book scrutinies (at least termly)
To improve identified pupil's gross (and fine) motor skills	• Class teachers to assess handwriting needs at beginning of Autumn term • Identified children to be assessed using motor skills intervention • Children to complete relevant parts of the intervention –impact to be monitored • PE lessons to include core strength and balance activities • Occupational health training to be used with relevant pupils • Implement fine motor skills assessment and targeted intervention on identified targets.	Class teachers Phase leader SEN team PE lead	Identified pupils' gross (and fine) motor skills specifically assessed Impact of interventions is measured Monitoring shows improvement	Occupational Health Resources £200	Interventions audit Book scrutiny to assess impact
To raise the profile of handwriting across KS1	• Introduce 'Handwriting of the Week' award to be presented in KS1 assemblies. Include in newsletter. • Teachers to bring award winners' books to KS1 assembly to show to other children • Ensure that displays are updated regularly and feature good examples of handwriting and presentation (consider enlarging work –practice observed by HT during Pupil Premium visit to Dagenham school) • Scan examples of work to be put on the website	Phase leader IT Technician	KS1 children are aware of the importance of handwriting and presentation and feel proud of their efforts	Certificates	Newsletter/website Learning walk focused on display (termly)

Key priority 4

To accelerate progress across KS1 for all pupil groups so that a greater percentage of pupils achieve The National Standard, particularly focusing on raising reading attainment

Objectives	Actions including CPD	Personnel Responsibility	Outcome/Success Criteria	Costs/ resources	Monitoring
To ensure that enough teaching time is dedicated to all aspects of literacy	• Review Year 2 timetable to ensure there are enough lessons for reading, writing, handwriting, spelling, phonics (and mathematics) • Review RWI lessons and ensure that those children in need of phonics receive phonics but do not miss out on other aspects of literacy • Plan for pupils to pre-learn during assembly time in order for them to succeed in lessons	KS1/reading lead DHT Phonics lead	The Year 2 timetable is balanced and ensures that pupils have enough opportunity to learn and apply literacy skills.	Release time Support staff	Termly planning scrutiny Termly work scrutiny Regular RWI monitoring Learning walks
To improve progress and attainment in reading (particularly the boys group)	• Phase leader to ensure 'whole class reading' is embedded in KS1. Reading sessions to focus on developing children's comprehension and inference skills • Analyse data to pinpoint those boys who should reach ARE but may need additional support and target in class. Identify pupils who were exceeding in EYFS or who have potential to achieve Greater Depth. Discuss in Pupil Progress meetings and adapt provision. • Develop engagement with reading at home through reading diaries, points system and through using PTA volunteers to hear readers in school • Liaise with SENCO and Care Team to ensure that any additional needs are identified and met.	KS1/reading lead DHT	All pupils in year 2 to achieve at least 6 steps progress in reading All pupils in year 1 to achieve at least 5 steps progress in reading	Release time	Learning walks focused on reading Termly monitoring of reading data (including groups) Pupil Progress action plans
To ensure that pupils are better prepared for the KS1 tests	• Phase Leader and DHT to meet to arrange timetable for the year. Review which previous tests would be best to use and when (looking at reliability of data produced) • Develop better transition from year 1 to year 2 through Phase Leader moving with cohort into year 2 • Assess which pupils need access arrangements early in the year and ensure that these are used consistently • Provide parents with CGP paper at parents' evening to ensure they are familiar with expectations at the end of KS1	KS1 lead DHT	KS1 testing timetable to be adapted to prepare pupils for testing	Release time Copies of practice tests Support staff	Monitor practice tests Monitor data termly
To improve progress and attainment for disadvantaged pupils	• Identify all disadvantaged pupils in KS1 (including new pupils) on assessment system and ensure teachers are aware • Prioritise disadvantaged pupils in pupil progress meetings and ensure that actions are being taken to accelerate progress • Provide additional support and intervention for disadvantaged pupils – see Pupil Premium Strategy • Robustly monitor progress and attainment and adapt planning where any issues are identified	DHT KS1 lead	All disadvantaged pupils are making at least expected progress Attainment improves (higher percentage at expected at the end of the year)	Pupil Premium Grant - Intervention	Pupil progress action plans Termly planning/ work scrutiny monitoring – disadvantaged pupils

Key priority 5

To improve spelling across the school

Objectives	Actions including CPD	Personnel Responsibility	Outcome/Success Criteria	Costs/ resources	Monitoring
To improve the teaching of spelling	• Provide teachers and LSAs with a spelling diagnostic which allows them to target specific phonetic weaknesses (KS1 + 2) • Ensure spelling is taught regularly and evidenced at least weekly in literacy books • Invest in the Spelling Shed • Deliver staff meeting to implement ideas/diagnostic assessment tool • Develop teacher subject knowledge through feedback/learning walks	KS2 literacy lead	Pupils understand spelling patterns and apply them consistently in work Improvements in literacy books when spelling	Spelling Shed Cost- £100 per year NPQSL course £1,225	Half-termly monitoring of literacy books Half-termly learning walks focused on the teaching of spelling
To raise the profile of spelling across the school	• Classrooms to display current spelling patterns and words to encourage their use in writing • Create a whole-school mindset for identifying mistakes – dotted underline on spellings you need to check and refine • Introduce the use of 'editing stations' in each classroom. This will build on the existing learning partners system • Host 2nd spelling bee	KS2 literacy lead	An increase in the confidence of students when using spelling strategies	Release time	Termly learning walk focused on display and editing stations
To monitor and assess pupil progress in spelling	• Identify baseline and target for percentage of children achieving their spelling outcome – Baseline assessment from Autumn 1 test data • Ensure that identified children receive spelling intervention and that progress is monitored	KS2 literacy lead	Statistical improvements in spelling Y1-6	Release time Tests	Progress data from interventions (termly)
To support parents with helping their children learn to spell	• Guidance to support parents to be sent home each half term • Provide a parent workshop (as part of school package) on spelling strategies. Investigate functional skills provision for parents (C Thornton)	KS2 literacy lead	An increase in the confidence of parents when using spelling strategies	Parental Guidance	Parent feedback

Key priority 6

To adapt maths teaching and learning across the school to promote mathematical mastery and ensure pupils know their times tables

Objectives	Actions including CPD	Personnel Responsibility	Outcome/Success Criteria	Costs/ resources	Monitoring
To improve fluency in Times Tables	• Maths lead to ensure Times Tables Rock Stars is used regularly by all children • Monitor effectiveness of TTRS • Times Tables to be embedded in the weekly planning • Written mock test to be administered during Autumn 1 • Track the progress of Pupil Premium children	Maths lead Class teachers	Will be able to monitor progress against baseline and follow up any areas of concern Results of 2019 Times Tables Test will be close to national average.	TTRS -£160 per year Release time	Monthly reports to be run on usage/ accuracy /speed, with separate filter for PP children Monthly check of planning to ensure embedded in maths lesson routines
To adopt a new Maths SOW in years 1 – 4, which enables mastery and greater depth to be embedded	• Power Maths to be implemented • Staff trained to use Power Maths during Autumn 1 • Provide support for staff • Deliver parent workshop including principles of bar modelling • Monitor effectiveness of Power Maths • Monitor Pupil Premium gap in maths and ensure resources are used to support where needed	Maths lead KS1 lead	Staff confident in delivery of Power Maths Number of children at ARE and GD increases Pupil premium gap reduces	Power Maths-£5000	Learning walks to be carried out every half term to ensure consistent delivery of PM. Half-termly progress check of data and/or termly assessments, with separate focus on PP children.
To improve the teaching of greater depth in years 5 and 6	• White Rose Hub resources to be incorporated in the teaching of all maths topics • NCETM exemplars to be used to ensure all topics are covered at greater depth • Support with weekly planning to ensure problem solving and reasoning activities are embedded. Provide teaching support e.g. model lessons	Maths lead Phase lead	Termly test results and books to reflect greater depth Number of children at ARE and GD increases Lesson observations show that more able pupils are suitably challenged	Release time	Planning checked monthly Learning walk/observations/book looks half-termly
To develop a culture of immediate intervention	• CPD to promote 'keep up, not catch up' attitude • Support staff to be utilised for short, same day interventions • CPD for support staff to maximise impact of interventions • Pupil Premium children to be targeted	Maths lead Phase leaders Class teachers	Closing gaps Number of children at ARE increases Increase in progress	CPD for support staff	Half-termly learning walks and discussions with CTs to check that same day interventions are taking place Half-termly progress check of data and/or termly assessments, with separate focus on PP children.

Key priority 7

To raise progress and attainment in science

Objectives	Actions including CPD	Personnel Responsibility	Outcome/Success Criteria	Costs/ resources	Monitoring
To improve subject knowledge of types of scientific enquiry	• Deliver staff meeting to develop long term planning for scientific enquiry • Staff audit to identify strengths and weaknesses • Staff CPD based on outcome of staff audit • Monitoring of long, medium and short term planning • Use learning walks and observations to ensure all science teaching is at least good or better • To attend Primary Science Conference	Science lead SLT Phase leaders	Plans show all elements of scientific enquiry Follow up staff audit shows impact of CPD	Subject release time Primary Science Conference £50 NPQSL course £1,225	Termly monitoring of planning. Learning walks -termly
To embed the science assessment framework	• CPD - assessment and progression in primary science (twilight) • To ensure NQTs and new staff are familiar with school assessment framework • Monitor planning to ensure adaptation of SoW to provide opportunities to meet assessment criteria • Use phase meetings to moderate assessments against NC objectives • Devise moderation criteria	Science lead Phase leaders	CPD – disseminate key information to staff Plans will demonstrate adaptation of the SoW allowing opportunities for assessment Moderation sheets will show accurate assessments	CPD session – free Subject release time	Termly monitoring of planning Phase meeting minutes End of year data outcomes
To reduce variation in pupil attainment	• To analyse end of year data for 2017/2018 • Identify pupil groups that have variation in attainment including pupil premium • Disseminate to staff the key priority areas for reducing variation • Informal pupil progress meetings with staff to ensure provision for identified groups is effective • Support system for all pupils working below ARE	Science lead Class teachers	Data outcomes to be confirmed	Subject release time	Termly work scrutiny End of year data outcomes
To improve the quality of resources to deliver high quality scientific enquiry	• Resource audit • Purchase two additional copies of 'It's not fair – or is it?' • Purchase data logging equipment to support data collection for lower KS2	Science lead	Purchased resources are used to improve science provision Monitoring shows use of resources in lessons.	Books £30 per copy X 4 =£120 Be Safe books for staff £160 Set of 6 data loggers £600	Termly monitoring of planning –checking for resource use

Key priority 8

To review SEN identification and provision across the school and continue to improve attendance and punctuality

Objectives	Actions including CPD	Personnel Responsibility	Outcome/Success Criteria	Costs/ resources	Monitoring
To fully implement the graduated approach to SEN identification	• Deliver staff training (Sept18) on the stages of the graduated approach , how we will be identifying SEN moving forward, and how we will be implementing provision • Monitor high quality teaching for all children to ensure the Teaching and Learning Policy as well as future developments are applied to all • Improve class/SENCO links to promote discussion by holding informal meetings following SEN assessments to plan and agree the way forward • SEN team to regularly observe target children in class • Widen evidence base when identifying SEN – to include evidence-based assessments, child observations, and expanding the use of the Boxall profile to monitor SEMH progress	SENCO	Teachers and SLT understand graduated approach Classroom environments noted as engaging and stimulating for all children SEN register complete and accurate Teacher feedback to indicate good class support/feedback	SENCO award £1,845	Termly monitoring of Teaching and Learning Policy by conducting learning walks Weekly monitoring of child observations to ensure progress is being made
To review SEN target setting	• Hold termly SEN reviews • M Pax to ensure target setting relates to identified area of need • Care team to attend SEN reviews where appropriate for input into provision/support • M Pax to work alongside external specialists to review appropriateness of targets • SEN pupils without EHCPs to be included in Pupil Progress meetings and academic targets set. SENCO to attend and provide support	SENCO Class teachers DHT	Targets address area of need Children's progress towards targets is at least good Targets reviewed at least half termly SEN support pupils have challenging academic expectations and progress is monitored	SENCO award	SEN reviews monitored and altered termly
To improve monitoring of the impact of key interventions	• Introduce pre-teaching across the school • Introduce a system for monitoring interventions • Review interventions each term based on weekly reporting of impact. Each child's outcomes on interventions to be marked as 'met', 'not met' or 'exceeded' by the person delivering the intervention • Monitor groups of pupils with SEN including those who are disadvantaged	SENCO Phase leaders Class teachers	Monitoring system implemented Provision developed/altered based on success/development points	Release time for phase leaders to monitor interventions	Intervention monitoring system to be in place by end of Autumn term Once in place, interventions and their impact to be tracked weekly
To reduce persistent absence levels	• Bi-weekly late gates with the local authority • Increase parent awareness of the impact of persistent absence on learning and SEB development with weekly features in the newsletter including recognition of improved attendance and the on-going attendance cup award • Monitor the number of unauthorised absences over a 10 week period and provide analysis to SLT for review • Introduce parents to the new Attendance Policy in the newsletter and on the school website • HT to participate in attendance reviews if insufficient improvement has been made during the review period • Ensure that Level 3 cases are escalated to SBC in a timely way	Inclusion Manager Attendance Officer	Persistent absence figures reduce Parent engagement improves	Local authority attendance package £2,280 Attendance policy Newsletters	Weekly attendance data Attendance report to SEEAT

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| To improve punctuality | • Bi-weekly late gates with the local authority

• HT to take an active role in meeting with parents to discuss persistent lateness and to acknowledge improvement and effort

• Contact parents in writing to notify them of the schools concerns regarding lateness and to develop parent awareness of the impact poor punctuality has on a child's learning and SEB development. This will include an offer of support/ strategies to manage morning routine for parents and brief interventions, monitoring and rewards for the children

• Monitor the number of unauthorised absences caused by lateness (after the close of registration)over a 10 week period and provide analysis to SLT for review

• Increase parent awareness of the impact persistent lateness has on learning and SEBD with weekly features in the newsletter including recognition of improved lateness and a class award for good timekeeping

• Introduce parents to the new Attendance Policy in the newsletter and on the school website

• Produce a leaflet/ A5 hand out highlighting aspects from the attendance policy which relate to lateness, promote the benefits of breakfast club, top tips to improve attendance and visual statistics highlighting the amount of learning lost through minutes of lateness | Inclusion Manager
Attendance Officer | Punctuality improves | Attendance policy & leaflet

Newsletters | Weekly attendance data

Attendance report to SEEAT |

Estimated Costs	
External training and services	£12,070
Additional training contingency	£ 500
Staff release and cover costs	£15,000
Materials and resources	£11,140
Total Cost	£38,710