



School Development Plan

19th November 2015 to July 2016

OFSTED Report 19th November 2015 states that we are not Outstanding because:

- Improve pupils' achievement in mathematics.
- Increase the number of opportunities that pupils have to develop estimation and calculation strategies and use these to solve number problems.

Key Objective: Improve pupils' achievement in mathematics by:–				
Support the newly appointed subject leader in the development of a clear plan to improve the quality of teaching				
INITIATIVE	IMPACT	Resources / Cost linked to which financial year (2015-16 / 2016-17)	Who will monitor?	Evaluation By:
Develop the role of the maths subject leader so to continue to have a better understanding of her role and how this involves in having a wider overview of whole school improvement.	Coaching from SLT for new Subject Leader in writing, reviewing, delivering, evaluating an action plan. Opportunities to implement monitoring, providing development points and seeing the entire process through so that the impact on Teaching and Learning can be measured.	Management time release. Internal cover	Curriculum Committee	SLT
Establish a network with other good/ outstanding schools http://www.mathshubs.org.uk/find-your-hub/central-maths-hub/	To develop LW's role / knowledge by networking by sourcing Teaching school. Maths Hub	Release for any attendance of visits (2016-17)	Curriculum Committee	SLT
Refine the monitoring of Maths so that the maths leader develops a key overview in the Teaching and Learning of Maths across school. Refine the book monitoring and feedback sheet, so that the quality of teaching maths continues to develop across school	fosters mathematical understanding of new concepts and methods, including teachers' explanations and the way they require pupils to think and reason mathematically for themselves	Time to allow for monitoring of books, writing of policy (2015-16 / 2016-17)	Curriculum Committee	SLT

Develop a maths policy which will be included as part of the teaching and learning policy.	Expectation on the teaching of mathematics across school so that standards continue to rise	Management time release. Internal cover		
Maths Leader to lead on the standardisation of Maths in line with the new national curriculum expectation	Establish standardisation documents for all year groups. Each year group has exemplification of what a child, who is high in that year group, will look like assisting in assessment of children.	Time to allow for preparation of standardisation material. (2015-16 / 2016-17)	HT	HT/DHT/Mat hs Lead
Maths Leader ensure the accuracy of assessment through internal and external standardisation and moderation	Arrange for internal moderation of maths to secure teacher judgements (each half term for internal). External judgements of maths validation through Services for education – Once per year.	Teacher assessments are accurate and reliable. Services for education. (2015-16 / 2016-17) cost – Liaise with DHT	DHT	HT
Maths leaders to involvement in Pupil Progress Meetings so that intervention can be targeted quickly and actions monitored.	Identifying and tackling inconsistency in the quality of mathematics teaching between different groups of pupils, Where pupils are not making the expected progress – appropriate intervention and support to be in place rapidly.	Management time release. Internal cover (2015-16 / 2016-17)	DHT	HT
Maths leaders to have a level of shared accountability to report standards in mathematics to Governors.	When evaluating the effectiveness of a school's work in mathematics, through the analysis of performance information/published data, observations in lessons and scrutiny of pupils' work support the SEF judgement.	Management time release. Internal cover (2015-16 / 2016-17)	Curriculum Committee	SLT
To ensure that the quality of teaching maths is 'Good' In mathematics lessons observed, through discussions with pupils and scrutiny of their work and by reviewing curriculum plans, how well teaching is judged, Strategic involvement in planning CPD	Evidence to show how well the school is identifying and tackling inconsistency in the quality of mathematics teaching between different groups of pupils, key stages, sets and classes (Ofs)	Release to carry out lesson monitoring.	DHT	SLT

Increase the number of opportunities that pupils have to develop estimation and calculation strategies and use these to solve number problems.				
<p>Review on a termly basis the revised Calculation policy.</p> <p>Evaluate the process ensuring that its impact is maximised.</p> <p>https://www.ncetm.org.uk/public/files/25120980/NCETM+Calculation+Guidance+October+2015.pdf</p>	<p>Develop a mental maths policy setting out the mental calculations to be taught each half term.</p> <p>Children will be secure with the methods used in each year group resulting in secure knowledge of written methods in year 6.</p>	<p>LW Inset September 2015 to share new policy.</p>	<p>DHT</p>	<p>SLT</p>
<p>Develop a mental mathematic/ arithmetic policy.</p>	<p>Develop a mental maths policy setting out the mental calculations to be taught each half term.</p>	<p>Staff will develop a file of mental maths homework sheets in line with the new national curriculum.</p> <p>Children have a comprehensive mental calculation policy to support development of their mental maths skills.</p>	<p>DHT</p>	<p>SLT</p>
<p>Create more opportunities for pupils to develop and apply their mathematical skills in a variety of subjects and real life situations.</p>	<p>Ensures that pupils acquire mathematical knowledge appropriate to their age and starting points and enables them to recall it rapidly and apply it fluently and accurately, including when calculating efficiently and in applying arithmetic algorithms (ofsted).</p> <p>Teachers to plan for mathematical skills to be consolidated and enhanced across the curriculum.</p> <p>Pupils to have opportunities to develop skills and apply mathematical skills appropriate to their age group across the curriculum.</p>	<p>Children will see the importance of maths as a skill and how it is embedded into our daily life.</p> <p>This will be evidenced on displays and through evidence in foundation books.</p> <p>LW to hold inset to support staff in how to plan for this and how to provide evidence of this disseminating Chris Quigley course attended in Spring</p>	<p>DHT</p> <p>Curriculum Committee</p>	<p>SLT</p>

		2015.		
<p>Teachers plan at an appropriate level and have clearly defined outcomes for pupils in particular the most able.</p> <p>Develop staff confidence at teaching and judging at a mastery level.</p>	<p>Teachers set high expectations for quantity and quality of work.</p> <p>What the children are learning and how they will achieve this to be shared with children at the start and throughout the lesson. Training to be given on how to challenge the more able and teach at a mastery level following training taken by JL and LW.</p> <p>Offer rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on'</p>	<p>Quality of teaching is good. Pupils are engaged with their work and appropriately challenged.</p> <p>Evidence seen from regular book scrutiny, lesson observations and learning walks.</p> <p>Mastery course attended by LW and JL (2015-16 - Training)</p>	<p>DHT</p> <p>Curriculum Committee</p>	
<p>Across almost all year groups and in mathematics, make consistently strong progress, developing secure knowledge and understanding, considering their different starting points.</p>	<p>Monitor progress of children through assessment. Moderation meetings. Intervention groups to support those identified as needing to make more progress. Rapid intervention.</p>	<p>Children make good progress within the curriculum developing their knowledge to a more mastery level.</p>	<p>Curriculum Committee</p>	<p>SLT/ governors</p>
<p>The progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.</p>	<p>Monitor progress of key groups.</p> <p>The progress gap for children who are pupil premium and those who are special educational needs will close.</p> <p>Identify children in key groups for intervention.</p>	<p>Cost for visual maths in EYFS / Key Stage One. Online mathematics software(Mathletics 2015/2016 from Pupil Premium). ICT hardware to access online software</p>	<p>Pupil Premium Governor</p>	<p>SLT Full GB</p>
<p>From different starting points, the proportions of pupils making and exceeding expected progress in mathematics are close to or above national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.</p>	<p>The proportion of children who are making accelerated progress to catch up with ARE increases. Monitor progress of children through assessment. Intervention groups to support those identified as needing to make more progress.</p>	<p>Release time for class teachers to target disadvantaged pupils through planned interventions groups.</p> <p>Cost of booster sessions for</p>	<p>Pupil Premium Governor</p>	<p>SLT Full GB</p>

		after school club in mathematics (Nov to Dec 2015).		
To develop staff knowledge on the teaching of mathematics.	Support staff to attend a series of courses by 'Catch up Maths' Feb 24 th - 26 th . All KS2 TAs to be trained on Catch Up programme. Impact will be accelerated progress in maths.	Cost of course from Pupil Premium (2015/16).	Curriculum Committee	SLT
Parent Engagement opportunities through workshops and visits to schools.	Raise parents confidence in having a greater understanding on the expectations of mathematics.	Cost of material for workshops. Maths Cost centre (2015-16 / 2016-17)	Curriculum Committee	SLT

Personal Development, Behaviour and Welfare

Targets	Actions	Monitoring	Evaluation
<p>Attendance: Pupils value their education and rarely miss a day at school.</p> <p>No groups of pupils are disadvantaged by low attendance.</p> <p>The attendance of pupils who previously had high absence is rising quickly towards the national average.</p>	<p>Big Community involvement to support families.</p> <p>Attendance Policy to be approved by GB (24th Feb 2016)</p> <p>Spotlight process to proceed for families where attendance is an issue.</p> <p>Rigorous monitoring- communication with parents so that attendance rapidly rises.</p> <p>Celebrating good attendance in school and recognition through newsletter.</p>	<p>Pupil Premium Governor</p>	<p>HT/DHT</p>
<p>Healthy Lifestyles:</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy.</p> <p>They make informed choices about healthy eating, fitness and emotional and mental well-being.</p>	<p>Big Community- EWB.</p> <p>Workshops about emotional and mental wellbeing/ self-esteem/ confidence</p> <p>Change for Life – employ a mentor to carry out this role.</p> <p>Further develop the curriculum so that it provides a cross-curricular and in-depth knowledge (Link this to P.E and PHSE themes).</p>	<p>Sport Premium Governor</p>	<p>HT/DHT</p>
<p>Safety:</p> <p>The school's open culture actively promotes all aspects of pupils' welfare.</p>	<p>Create a buddy system for newly arrived pupils so that they are familiar who to approach.</p> <p>New school Anti-Bullying council and resources to further promote the development of 'Playground Pals'.</p>	<p>Safeguarding Governor</p>	<p>HT/DHT</p>

<p>Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p>	<p>E-safety: pupils extend their knowledge by educating others within the community about safety, e.g. parents. Develop digital leaders in school who can then support others children in how to stay safe.</p>	nor	
<p>Anti-Bullying: Staff and Pupils deal effectively with the very rare instances of bullying and/or use of derogatory or aggressive language.</p>	<p>An effective trail of raising a concern and providing support in class to ensure that any behaviour issues are quickly addressed. Look into online software for staff to log concerns – CPOMS.</p> <p>To raise pupils awareness of LGB&T through assemblies. Staff inset on LGBT through Diversity Role Models.</p> <p>T Harrington to devise lessons to deliver to pupils in Year 6.</p> <p>Equality Council to be set up with pupils representing. Feb 2016.</p>	Safeguarding Governor	HT/DHT
<p>Behaviour Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p>	<p>All staff are committed and have high expectations. They provide a strong role model to children. Behaviour Steering Group to carry out an audit of what is working well and improvements needed.</p> <p>Summer term – Beacon School Support to carry out an audit of school process behaviour systems in school.</p> <p>Evidence: Monitoring, learning journals, pupil voice, parent voice, school ethos.</p>	J Hayles Safeguarding Governor	HT/DHT
<p>SMSC and British Values Pupils' spiritual, moral, social and cultural development and, within this, the promotion of</p>	<p>Global Learning Programme, Equalities Award and RRSA To promote the children's knowledge of and empathy for global issues through RRSA and Equalities Award.</p>	K Hyatt SMSC	

<p>fundamental British values, are at the heart of the school's work.</p>	<p>Develop links with Parkfield Primary School for Year 5 to be able to carry out workshops on Equality issues.</p> <p>To increase whole school awareness and profile of countries and cultures around the world, especially those represented within our community. These to be presented in displays in school.</p>	<p>Governor</p>	
<p>Curriculum: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.</p>	<p>Review the curriculum to ensure that it represents the cultures and traditions within the school. Make links to a global curriculum.</p> <p>Develop the use of science and ICT across school so that it enriches pupils thinking. Skills are taught and consolidated across the curriculum, in a range of different situations. Link to all subjects within curriculum</p>	<p>K Forbes Curriculum Chair</p>	
<p>Personal Development for Disadvantaged children</p>	<p>Mentoring from Leroy Richards, Big Community Emotional Wellbeing.</p> <p>Opportunity for a part time learning mentor to further develop children's health, diet and change4life in school (Grade 3 post)</p>		

Quality of Teaching, Learning and Assessment

	Targets	Actions	Monitoring	Evaluation
<p>To continue to improve the quality of teaching resulting</p>	<p>Teaching over Time To continue to improve the quality of teaching resulting in outstanding progress and achievement.</p> <p>Develop the schools systems for judging the quality of teaching over time so that it is linked to the Ofsted grade descriptors September 2015 and feeds directly into Performance Management.</p>	<p>Improve teachers understanding of what constitutes outstanding teaching over time.</p> <p>Learning walks, peer to peer, networking with other schools, leading on initiatives (involving other schools where possible)</p> <p>Coaching and mentoring using the features of outstanding teaching. Review monitoring sheets for Core Subjects linked to Ofsted 'Good'/'Outstanding judgement criteria.</p>	<p>HT/DHT</p> <p>English and Maths leaders</p>	<p>HT/DHT</p>

	Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content.	Maths Calculation/ Arithmetic Policy, Grammar and Reading knowledge- training from subject leaders. Questioning- sharing good practice across school Building Learning Power- tailored to meet the needs/ interests of our children. Review use of Blooms taxonomy and the current system (AFL steering group).		HT/ DHT
	Teachers embed reading, writing, communication and mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.	Pupils read widely and often through the positive promotion of Power of Reading impact. Reading profile/ opportunities. Skills in Phonics, SPaG and Maths are transferred and applied across the curriculum.		HT/ DHT
	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.	All staff have high expectations of the children and are determined to see them achieve the very best they can. They constantly drive each child's progress through positive feedback and ethos.		HT/ DHT
	Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.	Pupils use their targets to help them to improve in all subjects across the curriculum.		HT/ DHT
NQTs	Teaching over time to be good or better (at least 2 out of three terms).	Boldmere NQT training, Action plans, Mentors Internal CPD tailored to individual needs. Rigorous monitoring, Frequent NQT/ mentor 1:1 meetings. Pupil progress meetings, Visits to other schools/ networking. Learning walks in school and NQTs to carry out an action research project in school	FGB	HT/ DHT
Assessment	Moderation and Standardisation Making accurate Teacher judgements	Exemplification and Standardisation documents for each year group 1, 2, 3, 4, 6 to be complete so that teachers subject knowledge in the new assessment process is more secure. Internal and external moderation of teacher judgement	Curriculum	HT/ DHT

Leadership and Management			
Targets	Actions	Monitoring	Evaluation
Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition .	Pupil Premium Governor- regularly updated on Pupil Premium use and impact. Governors Governors to visit school and make regular checks on pupils.		
Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	Streamline the Headteachers report so that the Governors are clear about the school's effectiveness and are quickly able to hold leaders to account. Data reports include a summary and next steps so that Governors can be clear about the school's directions and accountability.		
Leaders use incisive performance management that leads to professional development which encourages, challenges and supports teachers' improvement to highly effective teaching across the school.	Linked to Ofsted Sep 2015 grade descriptors. Develop the schools systems for judging the quality of teaching over time so that it is linked to the Ofsted grade descriptors September 2015 and feeds directly into Performance Management.		
By supporting teachers, mentoring and coaching to reflect on the way they teach. Teachers feel deeply involved in their own professional development. Leaders to further create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.	Staff are committed to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. HT/DHT to work with SMT to further their skills in coaching staff.		
To further develop a broad and balanced curriculum which inspires pupils to learn and explore further. The curriculum acquires pupils' knowledge, understanding and skills in all aspects of their education which helps them to excel .	Global Learning Programme. Equalities award. RRSA award Level 2.		
To promote equality of opportunity and diversity exceptionally, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory in all areas.	Develop FPS to become a School of Sanctuary for newly arrived children from countries i.e. Syria and war affected. Develop staff confidence in dealing with newly arrived pupils (refugee/asylum).		
Leaders protect pupils from all forms of radicalisation and extremism. Staff are updated regularly and as a result are even more vigilant and have open discussions with pupils	Prevent- HT and DHT to be trained as prevent trainers in school to carry out training for new staff, parents and governors.		