School Development Plan 2018-2019

Introduction

This plan has been compiled with the aim of ensuring that the priorities identified will further improve learning outcomes for children and our wider school community.

The 2018/19 plan targets areas for improvement based on the following: ~

- The common inspection framework: education, skills and early years (Sep 2015)
- Views of staff, governors, parents and pupils
- Rigorous and regular internal tracking and monitoring of the progress and attainment of all groups
- Detailed analysis of internal, local and national data (Dorset data packs for EYFS/ KS1/ Phonics and ASP)
- Local and national evidenced-based research into best practice (eg collaboration within DASP, use of EEF Toolkit, good practice recommendations)
- DASP Development Plan 2018/2019 (highlighted in green within our plan)

This is a working document, which is regularly reviewed, updated and amended within the context of our School Self-Evaluation Cycle.

ACTION PLAN REVIEW – Green indicates objective met or action completed, yellow indicates majority of objective met or action completed but further development still needed, red indicates that objective hasn't been met or action hasn't been completed.

Outcomes for children

Priority 1: To develop high standards of attainment and achievement ensuring that standards at key assessment points are at least in line with national expectations.
Rationale: We want all children to achieve their true potential and for the school to be inline with National expectations.

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Success Criteria:

At key National assessment points, (EYFS, Year 1 phonics, End of KS1) cohorts will be at least in line with National attainment.

Cohorts to make at least 3 points progress in Reading, Writing and Maths.

26% of children to achieve #3/Exceeding for Reading, 16% for Writing and 22% for Maths in Years 1-4.

As a group Pupil Premium children will also make at least 3 points progress.

Increase the number of PP children achieving ARE to 50% in Reading, Writing and Maths and 10% to Greater Depth in Reading, Writing and Maths

Actions	Resp	Intended Outcomes	Timescale	Monitoring	CPD/ Resource	Milestones		
						Nov 18	**March 19**	**Jun 19**
To continue to improve the attainment and progress of Maths, with particular focus on girls. *(See Maths Action Plan)*	Maths CALT	The difference between progress between girls and boys is diminished. The progress in Maths is at least 3 for every class. Maths targets for ARE in maths for cohorts are met.	June 2019	Maths CALT ED/EB/NC	Meeting	Maths curriculum and timetables for maths sessions have been monitored	Planning scrutiny and book scrutiny are evidence that opportunities are planned for to ensure progress is being made.	Difference between girls and boys progress is diminished Maths class and cohort targets are met
To continue to improve the attainment and progress of Writing, with particular focus on boys. *(See English Action Plan)*	English CALT	The difference between progress between girls and boys is diminished. The progress in Writing is at least 3 for every class. Writing targets for ARE in writing for cohorts are met.	June 2019	English CALT ED/EB/NC	Meeting	Smart Writing targets are being implemented effectively and met smartly.	Planning scrutiny and book scrutiny are evidence that opportunities are planned for to ensure progress is being made.	Difference between girls and boys progress is diminished Writing class and cohort targets are met
To increase the number of children reaching Greater Depth in Reading from Y1 - Y4. *(See English Action Plan)*	English CALT	More children working at GD across Y1 - Y4	June 19	Outcomes AGO English CALT		Variety of GD activities shared with staff	Planning scrutinies clearly show opportunities for	26% of children are working at GD (Y1-4)

				ED/EB/NC		Guided reading questioning stems shared with staff	greater depth in reading\n\nLearning walk carried out with focus on challenge for GD	Planning scrutinies show appropriate levels of challenge
RWI is being used consistently and effectively in Reception and Year 1 Phonics	RWI Leaders	The number of Year 1 children achieving the Phonics Screening at least matches the National Expectations.	June 2019	RWI Leaders	Training	The standard of RWI teaching is at least good. Children not on track are identified and receiving pinny time.	Children are on track to meet targets. Children not on track are identified and receiving pinny time.	Y1 Children have met National expectations in phonics screening. 75% Rec children have achieved the expected level on the RWI phonics progress grid.
PP children with the potential to close the gap identified at start of year and target support put in place.\n\nPP children with potential to achieve Greater Depth identified and opportunities to show this out in place\n\nPP premium target to be identified for teachers as part of their annual performance management *(See PP Strategy Statement and Maths/English Action Plans)*	EB/JT/SB/JY/Progress Leaders	Progress of children in receipt of Pupil Premium is at least good (3 points progress) in Reading, Writing and Maths\n\nMinimum of 10% of PP children will achieve Greater Depth in Reading, Writing and Maths across the school\n\nA minimum of 50% of children in receipt of PP will make ARE or above in Reading, Writing and Maths\n\nYear One Phonic Screening Pass rate for children in receipt of PP to be at least in line with National Data	June 2019	EB/JT/SB/JY/Progress Leaders	Inclusion and progress meetings	Children not on track are identified.\n\nChildren who could close the gap are identified.\n\nBids are received by EB for any interventions.	Children not on track are identified.\n\nChildren who could close the gap are identified.\n\nBids are received by EB for any interventions.\n\nPP targets on PM are on track.	Intended outcomes are met
To instil a culture of high expectations for all children, regardless of ability or	EB/JT/SB/JY/Progress	*The average progress for children on the SEN Register to be above 2.5 in reading, writing and maths*	June 2019	EB/JT/CH/SB/JY/Progress Leaders	Inclusion and progress meetings	inclusion progress meetings held (	English CALT to attend SNAPS meeting	Inclusion meeting held\n\nSEND data

| background, is held by all staff members

(see Inclusion Action Plan and Maths/English Action Plans) | s Leaders | Children on SEN register who are not on track will be able to demonstrate progress through achievement of targets on SEN Support Plans

Parents of children with literacy difficulties (including dyslexia) will have a good understanding of how they can support their children at home. (workshop feedback) | | | | SEN PLans and provision maps completed

English/MAths CALT to attend SNAPS meeting

Dyslexia Awareness week held – including workshops | Inclusion meeting held

SEN Plans Monitored Children identified for SENSS assessments (following graduated response) | analysed

SEN plans reviewed |

Effectiveness of Leadership and Management

Priority 2: To further develop and strengthen the role of strategic leadership and governance in securing improvements in teaching, learning and outcomes for children

Rationale: The last four years have seen a significant shift in the focus of leadership within our school. Governors are beginning to play a more proactive role in robustly challenging (as well as supporting) the leadership team and middle leaders will play a significant role in raising standards through effective and rigorous Performance Management. Further work is now needed to ensure that these developments are continually improving and that both middle leaders and governors begin to play a more significant role in securing accountability within specific focus areas across the school.

Success Criteria: Governors and middle leaders make an effective contribution to the overall leadership and management of the school leading to improved quality of teaching and outcomes for pupils, demonstrating a detailed understanding of the school's strengths and areas for improvement based on a secure evidence base. Governors are further equipped to robustly challenge key leaders in driving achievement and both Governors and middle leaders are uncompromising in their ambition.

Actions	Resp	Intended Outcomes	Timescale	Monitoring	CPD/ Resource	Milestones		
						Nov 18	**March 19**	**Jun 19**
Work with the SSP (See DASP Development Plan)		A culture of partnership working through school self-evaluation, peer review and school-to-school support, which leads to school improvement.						

Further develop the work of AGOs AGOs to select focus pupils in order to monitor and evaluate progress linked with SDP Link governors to monitor the work of AGOs	MP/SST ED/EB MP/Govs	Middle Leaders and other senior staff play an increasingly effective and pro-active role in school improvement Middle leaders and senior staff recognise their clearly defined role in securing accountability across the school Middle leaders' actions are based on a deep and accurate understanding of the school's performance, a secure understanding of local and national data and of staff and pupils' skills and attributes AGO leaders provide governors with a regular evaluation of impact and opportunities to challenge	Termly March 2019 Sept 2018	SLT - SEC Teachers' meetings CPD evaluation and monitoring Book looks Lesson obs	Release time for AGO members Termly Maths/English CALT Leaders days Termly SST/SLT Leaders days	AGO link govs established with focus on specific areas of accountability and focus pupils Maths and English action plans underpinned by robust understanding of end of year data	CALT leaders can articulate their own level of accountability across the school All children are on track to be making at least 3 points progress	CALT leaders playing key role in securing improvement All children are making at least 3 points progress, with the majority making more than 3 points
Further develop the Performance Management process through coaching and mentoring Provide CPD for Middle Leaders to further enhance PDR process for support staff	LJ/MP EB	All reviewers are confident in their use of coaching and mentoring within the PM process to provide an effective balance of challenge and support Middle Leaders are confident in leading the PDR process, which is robust and rigorous.	Spring 2019 Autumn 2018	MP - PM Moderation Gov Pay cttee SEC Book looks Lesson obs	DASP Peer Review Training PM CPD x1 teachers' mtgs Middle Leaders NCT	CPD delivered to all teaching staff - PM / coaching Middle leaders have set challenging and appropriate targets for staff.	Coaching model used to support all lesson obs / PM Middle leaders will have completed mid year review and lesson observations successfully.	Middle leaders used effectively to increase % of teaching judged to be 'outstanding' The support staff have made progress in their T&L and met their objectives.
Further develop the role of CALT and Progress leaders in ….. ensuring that the school maintains a sustainable and	ED/LJ	Curriculum meets the needs of all children in the school, is strongly underpinned by agreed common values, remains relevant, innovative and creative and provides a breadth of opportunities for SMSC	AGO - Curriculum to review termly from Sep 18 Dec 18 Mar 19	Subject leader analyses - ED to monitor effectiveness of subject	English and Maths Leader NCT weekly 1 xpm Weekly for CALT leaders	All CALT and Progress leaders have an accurate picture of the coverage of their subjects.	CALT and Progress leaders have trained staff on providing a broad and rich curriculum.	Learning walks and planning show that there is a variation of lesson structure across the school

enhanced focus on its broad and rich curriculum developing parental engagement and supporting parents in how to help with home learning			Jun 19	leaders' analyses Planning scrutinies Governors' Learning Walks Book looks Lesson Obs	Teachers' mtgs - curriculum	CALT and Progress leaders have received CPD on achieving a broad and rich curriculum. Parental workshops have taken place. Parental workshops have taken place and evaluation forms have been completed, analysed and comments have been acted upon.	Parental workshops have taken place and evaluation forms have been completed, analysed and comments have been acted upon.	CALT and Progress leaders can confidently show evidence that there is a broad and rich curriculum in their areas. Leaders will be able to share how successful any parental involvement has been
Further develop staff, children, parent and governor understanding and evaluation of the school's core and British Values *(See SIAMS Action Plan)*	MW/MP	Whole school community maintains an enhanced focus on the school's current core vision, aims and values Vision, aims and values exemplified and evidenced on school website Children, staff and other stakeholders agree and are able to confidently articulate the school's core values and how they relate to their roles within the staff / community	Autumn Term 2018 Spring Term 2019 Spring Term 2019	Gov learning walks Assemblies Lesson obs School Council/Pupil Voice	Teacher meeting	Values are visible around the school. All members of the school community know what the school values are. The new mission statement has been written.	The wider community know what the school values are. There is evidence around the school that staff and children live the values.	There is further evidence that the values are being upheld across the school.

Quality of Teaching, Learning and Assessment

Priority 3: To create and implement an effective assessment system which enables governors and staff to monitor, evaluate, challenge and effectively communicate the progress and attainment of all pupils with parents.	

Rationale: Without losing the robust system of tracking provided by using SPTO, as a school we are wanting to establish a more refined progress tracking system based upon our BAD Learning Model curriculum that is accessible to all and is robust to challenge. This will help us to develop a greater understanding of the depth of learning across the curriculum.

Success Criteria:

New rigorous and effective Assessment system set up and ready to be used across the school from Sept (has been trialled in key classes with a range of children)

All planning (both at child and strategic level) is underpinned and informed by robust and accurate tracking data.

Differentiated planning, AfL, questioning, feedback and marking and extension tasks identify clearly targeted opportunities to extend and deepen children's learning.

TAs are effectively routinely using Assessments in class

Actions	Resp	Intended Outcomes	Timescale	Monitoring	CPD/ Resource	Milestones		
						Nov 18	**March 19**	**Jun 19**
Develop our assessment processes to include the tracking of 'deepening understanding' across the curriculum	ED/LJ/ SB/JY/ NC	All planning is underpinned by rigorous assessment and resulting differentiation facilitates high quality targeted and effective teaching and rapid and sustained progress Our assessment system supports and enhances a genuine 'mastery' curriculum	June 2019	AGO-Outcomes Pupil progress meetings PM Reviews Lesson Obs Book looks	ED/LJ/SB/JY/ NC NCT Teachers' Mtgs SB/LK - Teacher Research Group (TRG)	New assessment system researched and set up by Dec 2018	Training given to staff on assessment system Trials used on the new assessment system	Assessment system in place Assessment Policy updated
To audit the ways that Adults are deployed in the classroom	ED/SB /JY/LJ/ EB	TAs routinely involved in assessment with a good understanding of how to assess and how to move learning forward	Spring Term 2019	Learning Walks Lesson observations Planning	In school training from Leaders	Teachers are using a range of ways to deploy their TAs	In can be seen through Learning walks and TA lesson observations that TAs are using	Through PDR review TAs share that they feel empowered to use their own initiative and can

Actions	Resp	Intended Outcomes	Timescale	Monitoring			Milestones		
Use CPD for teachers on effective deployment of Support Staff Use CPD to support TAs in their role of assessment and moving learning forward *(See Maths and English Action Plan)*		Teachers are aware of a range of ways to deploy a TA effectively to maximise progress for children TAs feel empowered to use their own initiative throughout lessons in order for children to make progress	Autumn Term 2018 Summer Term 2019	Scrutiny				their initiative in sessions	talk about the impact they have had on the children's progress.
To use CPD to develop staff skills in the use of assessment techniques in Maths • AfL • Higher Order Questioning • Feedback and marking *(See Maths Action Plan)*	ED/LJ/ SB/JY	Staff have been upskilled in Assessment techniques and children are more challenged in Maths lessons.	June 2019	Learning Walk Book Scrutiny Lesson obs	Teacher meeting	Maths marking and feedback is as effective as marking in English Training has been completed on Higher Order questioning	HIgher order questioning has been observed in Lesson Obs Training has been completed for a range of AFL strategies	Challenge is provided in Maths through questioning, AFL strategies marking and feedback

Priority 4: To further develop our understanding of what constitutes outstanding teaching and learning in Maths (although skills are transferable to other subjects)

Rationale: We know that in order to increase the proportion of 'outstanding' teaching in our classrooms we need to continue to improve our whole-school 'BAD' Learning Model which promotes a consistent understanding of and focus on deepening children's learning and higher order thinking.

Success Criteria:

No teaching to be judged less than good with increased proportions of outstanding teaching (50%)

Differentiated planning, AfL, questioning, feedback and marking and extension tasks identify clearly targeted opportunities to extend and deepen children's learning.

Actions	Resp	Intended Outcomes	Timescale	Monitoring	CPD/ Resource	Milestones		
						Nov 18	**March 19**	**Jun 19**

Revisit non-negotiable elements of outstanding teaching and learning using revised Ofsted criteria and Teaching Standards Analyse what constitutes outstanding teaching and learning (research group by Middle Leader/CALT Leaders)???	LJ/MP/SST LJ	Teachers demonstrate a clear understanding of what constitutes outstanding teaching and learning - no teaching is judged to be less than 'good' Outcomes from book looks, children's progress and lesson observations reflect evidence of consistently good or outstanding teaching	June 2019	Governor Learning Walks Lesson obs TA Obs Book looks / planning scrutinies Pupil Progress Meetings PM Reviews	Teachers' meetings Research Group meetings	CPD - revisit key elements of 'outstanding' T and L	All teaching at least good.Proportion of outstanding teaching > ?%	All teaching at least good. Proportion of outstanding teaching > ?%
To improve teaching using strengths within the school	LJ/JY/SB	Teaching in a number of areas has been improved	June 2019	CALT Leaders Lesson obs PM process	Teacher meetings Questionnaires Learning Walks	Establish a baseline of current strengths and areas of development on teaching	Plan CPD and in school training to needs from baseline	CPD and in school training has happened and staff have made developments in their teaching
Further develop the whole-school 'BAD' Learning Model	LJ	Learning Model information shared with parents and clear on school website Teaching staff confident in the use of specific vocabulary and higher order thinking skills, incorporating these within their planning, provision and assessment processes Children able to articulate language of Learning Model and key skills for future success	June 2019	Governor Learning Walks Lesson obs TA Obs Book looks / planning scrutinies	Teacher meeting	Learning Model reviewed with whole staff Continued to be high profile in the planning	Children able to talk about BAD Learning Model Higher order thinking and greater resilience more evident in lesson obs Parent workshop has been completed and information is on the website	Children able to talk confidently about BAD Learning Model

Personal Development, Behaviour and Welfare

Priority 5: To design a whole school mental health and wellbeing strategy that is conducive to supporting all stakeholders and will contribute to the good and at times outstanding behaviour in our school.
Rationale: Following our revision of the Behaviour Policy further work now needs to be carried out to ensure its effective and consistent implementation. We recognise through feedback from our parents and pupils that we need to ensure that the consistently good and outstanding learning behaviour that is seen in the classrooms is replicated during less structured times of the day, such as the lunch break. We need to ensure that staff continue to look after their own health and well being in order to then support children and parents to develop their own well being.
Success Criteria: Pupils' impeccable behaviour consistently evident outside as well as inside lessons. Skilled and consistent behaviour management evident from all staff groups, and all stakeholders are able to articulate the key principles that are being undertaken to support positive mental health and wellbeing.

Actions	Resp	Intended Outcomes	Timescale	Monitoring	CPD/ Resource	Milestones		
						Nov 18	**March 19**	**Jun 19**
To design a whole school mental health and wellbeing strategy *(See PP Strategy Statement and Inclusion Action PLan) See DASP Development Plan*	EB/MP	Staff and children access a strategic approach to planning for current challenges relating to child and adult mental health	Andy Cope Oct 18 TIS Wh School Sep 18 Leader Sep 18 - Jan 19 Place2be Oct 18 - Jan 19	IEP / Lesson Obs PM reviews Book looks	Andy Cope £1,600 Place2be £1,000 Trauma informed Schools £1,000	Key objectives of the strategy agreed Training attended	Key objectives shared with all groups Bank of strategies and approaches identified	Strategy in place
Deliver further CPD in the effective use of My Concern to monitor behaviour	EB	Effective systems in place to record, analyse and monitor the behaviour of vulnerable pupils All staff confident in the use of ABC identification when reporting behaviour incidents and their role in the follow-up and review of impact		My Concern - DSL Dashboard	Teacher and Support Staff meeting time	CPD in use of My Concern delivered	Reporting procedures evaluated and updated	My Concern used more effectively to track and monitor impact of actions by all staff

Enhance lunchtime provision through further development of ELSA role, revised Behaviour / Anti-bullying Policy and playground resources/equipment *(See Sports Premium Action Plan)*	EB/TH/CB	Reduced number of lunchtime behaviour incidents Skilled and highly consistent behaviour management evident from all staff groups Targeted pupils able to access specialist ELSA provision during lunch break		PM of MDS/ELSA TAs Focus on pupil engagement in lesson obs	Large play equipment in KS1 area £10,000 (Funding) OLL funding £16,000	Site evaluated and optimum use of spaces established. Architect drawn up plans £300 2 days of work (Matthew Mildren) Plan has been set up of areas and equipment to be purchased. Provision of outdoor play equipment required has been analysed.	MDS supporting and actively promoting high quality play during midday provision Staff are supporting and actively promoting high quality play during playtime provision	Minimal disruption at less structured times of the day Site evaluated and optimum use of spaces established