**Springvale Primary School**

**School Development Plan 2018-19**



(1)Leadership, Behaviour and Safety:

* 1. Ensure that **all subject leaders have an accurate picture of their curriculum area’s strengths, areas to develop and planned next steps.** They can evidence impact on standards in their curriculum area and provision throughout school is clear and evident.
  2. **Parents and the wider community are engaged with the School’s work, their child’s education and Springvale’s overarching ethos.** They make a positive contribution to the School’s work and have opportunities to visit regularly and/or have their voice heard.
  3. Pupils attend school very regularly, are not late and they are well equipped to learn well each day. **Attendance will be significantly above the national average.** Attendance of vulnerable groups will be positive against similar averages and they will be tracked carefully. **Behaviour will be outstanding** and any concerning behaviour, including perceived or confirmed bullying, will be managed effectively and safely through a robust and effective policy that will be applied consistently. **Pupils will tell us that they feel safe** and the school ethos and environment will ensure that they feel happy and comfortable in school at all times.
  4. **Ensure that the school is financially secure** and that all funds are used effectively and fairly.

(2)Curriculum, Learning and Assessment:

* 1. To evidence **accurate starting points** for all pupils who join the school including a profile of their skills and abilities across the curriculum. Ensure that all pupils and groups are tracked throughout their school career and plans/provision adapted regularly to meet need.
  2. Ensure that **provision across school is at least good so that the majority of children make at least expected progress**, and some make rapid progress. Regular assessments **inform teachers and their planning**. Planned activities **stretch and challenge** the children and ask them to improve by working independently and/or collaboratively. **Additional adults support teachers to provide children with the skills, tools and questions** that they require to make good progress.
  3. Ensure that children receive good provision in all year groups and across all subjects. **Teaching is judged to be consistently good or better** and staff work together to **develop excellent practice through shared CPD** around issues like questioning, marking/feedback, differentiation, developing independence, working memory and other SEND issues or strategies to support other groups, including the most able.
  4. Leaders can **evidence a broad, balanced and exciting curriculum** through pupils’ work, displays and social media feeds. **Clubs, visits and experiences across the curriculum** (including sports and the arts) enhance our curriculum and provide children with the confidence to excel.

(3)Outcomes:

3.1 Ensure that **children in lower school make at least expected progress achieve well by the end of KS1** (including all core subjects, combined achievement and phonics outcomes).

* 1. Ensure that **children make good progress across KS2 so that school outcomes are above national averages in all subjects and for combined achievement**.
  2. **Pupils who are deemed to be more able or disadvantaged, disabled or in receipt of additional funding for a particular educational need make at least expected progress and some make rapid progress**. Outcomes for all groups are measured using a wide range of evidence and at least match local or national averages for similar groups with some achieving above national averages.

Most Recent Ofsted areas to develop:

**Next steps for the school**

Leaders and those responsible for governance should ensure that:

* the work pupils encounter in reading, writing and mathematics is challenging for all, so that even more of them reach higher standards
* they use their detailed whole-school analysis of progress to ensure that the gap for disadvantaged pupils continues to narrow, and does so quickly in all classes
* school plans are more explicit about long-term goals and what success looks like, to help leaders check that their work is effective and gauge when new actions are required.

**What will it look like in 12 months?**

**Key Performance Indicators by July 2019**

* Provision across the school is consistently good or better and, in some cases, outstanding
* The curriculum is balanced and broad at all age levels and provides extended opportunities to learn including sport and the arts
* 80% of pupils make expected progress
* 20% of pupils make rapid progress
* Attainment will be broadly in line with national averages at EYFS and phonics
* Attainment will be above at KS1 and considerably above at KS2
* Children achieving greater depth will be broadly in line in with national averages all subjects and all age groups
* Attendance is at 97% and averages for SEND/Pupil Premium groups are within 1%. Punctuality is very high and well managed
* Leadership and management, including Governance, is judged to be good
* Behaviour and safety are judged to be outstanding
* Pupils speak positively about school, their lessons, their safety and their voice in school
* 80-90% approval rating on parental questionnaires
* The school ethos is embedding and some children, staff and parents can articulate the key message

**What will it look like in 3 years?**

**Key Performance Indicators by July 2021**

* A significant proportion of teaching is judged to be outstanding. No teaching is less than good in any year group, phase or subject area. 100% good or better and 50% outstanding.
* The curriculum is engaging and it excites and enthuses children of all ages with 90%+ approval on pupil and parent questionnaire. The broad and balanced curriculum is evidenced through learning walks, pupil books and displays.
* High quality outdoor provision is evident for all pupils and it is part of the continuous provision for F1-Y1 pupils
* 90% of pupils make expected progress including all vulnerable groups
* 30% of pupils make rapid progress including all vulnerable groups
* Attainment will be above national and local averages in all areas
* Children achieving greater depth will be above national averages in all subjects and all age groups
* Attendance is at 97.5% for all groups of children. Punctuality is 99.5% or better
* Leadership and management, including Governance, is judged to be outstanding due to improving outcomes and consistently high standards
* Behaviour and safety are judged to be outstanding because children can articulate their learning, how and why they feel safe and they can demonstrate their level of pupil voice. Several KS2 can evidence their voice and impact on day-to-day school life.
* Many children are young leaders who play a positive role in the day-to-day business of the school
* Pupils speak positively and passionately about school, their lessons, their safety and their voice in school
* 90-100% approval rating on parental questionnaires in all areas
* The school ethos is embedded and all children, staff and parents can articulate the key message and give examples of how this is seen in school

**Monitoring Calendar Springvale 2018-19**

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| Term | Teaching and Learning | Work samples and assessments | Other |
| Autumn 2018 | Formal observations  Maths Focus  Lesson Study 3 | Initial book scrutiny  New staff: curriculum inductions and paired planning  New staff: assessment systems and processes  Formal book scrutiny- maths and Literacy  Multiplication Skills Audit  Phonics Learning Walks | Policy Review  LM/MP  Teacher and TA PMR  SMSA monitoring  Parent Steering Group  School Council Feedback |
| Spring 2019 | Learning Walks  SEND  Maths  Literacy  EYFS  Lesson Study Evaluation and TA introduction | Formal book scrutiny- pitch and expectation. Guided reading update by Literacy lead- consistency of practice  Informal book scrutiny- presentation and productivity  Mid-year moderation  Phonics Learning Walks | Policy Review  LM/MP  Family Questionnaire  SMSA/Office PMR  Parent Steering Group  Pupil Interviews |
| Summer 2019 | Formal observations  Maths/SPAG/phonics  TA lesson study 1 | Formal book scrutiny- pitch and expectation, differentiation  End of year moderation  Phonics Learning Walks | Policy Review  LM/MP  SMSA monitoring  Mid-year Reviews  Parent Steering Group  Family Questionnaire  School Council Feedback |

**Section 1: Leadership, Behaviour and Safety**

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| Key Development Point 1.1  Ensure that **all subject leaders have an accurate picture of their curriculum area’s strengths, areas to develop and planned next steps.** They can evidence impact on standards in their curriculum area and provision throughout school is clear and evident. |
| Key issues (current position): Subject leaders are knowledgeable and skilled in their area of the curriculum and use their time to ensure that coverage is appropriate and resources are available to staff to teach effectively. Governor/leader links are now established and expectations for all leaders are clear. Key leaders work in pairs to develop the core areas of school. We now need to sharpen our evaluation of each subject, ensure that leaders have clear plans to improve standards in their subjects and that they have the time to work with colleagues to bring about said improvements. |
| Success Criteria:   * All subject leaders will have a clear picture of their subject * Leaders can articulate to external evaluators; subject position, strengths, issues, next steps and plans to bring about change * Leaders keep succinct and appropriate evidence of spending, training, provision and special events in their subject area * Staff work together with colleagues in our school and wider to bring engaging and exciting curriculum opportunities to our pupils * Staff begin to consider how best to assess and analyse the quality of learning across foundation subjects |
| Milestones  Autumn: Initial INSET to set out plans and expectations  Spring: INSET to create consistent files and annual subject leader plans  Summer: Collate all evidence, complete subject files, share with GB to evaluate |
| Actions:  Autumn 1- all staff clear on their subject and their role- staff INSET  Autumn 1- iPad and ICT twilight training  Autumn 1- initial work scrutiny in KS1/2 for Literacy and maths  Autumn 2- GB calendar established with links to subject leads  Autumn 2- all action plans are finalised  Autumn 2- PMR ensures that all subject leads have clear guidance on subject leader expectations  Spring 1- INSET on subject leaders- expectations are clear  Spring 2- Develop files for subjects, one teacher to attend Tykes CPD and feedback  Summer 1- develop final action plans and collate final schemes of work  Summer 2- begin to take samples of work across the whole school relating to your subject  Summer 2- ensure that all staff receive sufficient updates/CPD within each leader’s subject |
| Key Development Point 1.2  **Parents and the wider community are engaged with the School’s work, their child’s education and Springvale’s overarching ethos.** They make a positive contribution to the School’s work and have opportunities to visit regularly and/or have their voice heard. |
| Key issues (current position): Parents are very positive about school and support the ethos. Parent questionnaires demonstrate a very positive picture. We need to ensure that all parents are engaged and contribute to progress by keeping attendance high, standards of punctuality and readiness to learn high, read and complete homework regularly. Create further opportunities for parents to come into school to support their child or the wider community. Our Parent Council is well established and working well but it could grow further. |
| Success Criteria:   * Regular communication through newsletters, learning journals, website updates and social media rolling news * Regular opportunities of parent voice (Parent Council, steering groups, links to GB, Twitter polls and questionnaires) are provided and these area evaluated to ensure that parents know they have a say and can influence the school’s improvement work * Develop a ‘reading army’ to ensure that a greater percentage of pupils read regularly to an adult and interact about the book. This may be developed into other areas like spelling and multiplication tables * Regular scrutiny of reading records show that a greater percentage of pupils read regularly at home, etc, and key pupils are targeted to read more through initiatives like family reading. |
| Milestones  Autumn: Family reading with pastoral lead begins, Reading Army training and implementation (target 5 parents), guided reading training for support staff to improve consistency of practice, books for breakfast event, new library development in place, parent council meetings and extend membership  Spring: guided reading scrutiny and additional training for all staff, library systems reviewed, parent questionnaire and reading record checks and letters home, parent council meetings  Summer: reading reward scheme and summer reading initiatives, evaluate the reading army, parent council meetings and evaluation report to GB |
| Actions:  Autumn 1: Establish reading army- 10 members so far  Training for reading army  Family reading with pastoral lead begins  New reading record format (main changes around holiday activity weeks and weekend expectations) based on pupil and parent feedback  Guided reading training for support staff  Autumn 2: Evaluate regularity of reading record at home and ensure parents are engaged  Summer Reading challenge outcomes  Follow up on support staff training, quality of provision and further need  Spring 1- Guided Reading scrutiny to check consistency of planning, delivery and impact (linked to most recent data analysis)  Spring 1- Library and Book Club fully established  Spring 2- questionnaires to all families at Parents’ Evening 9questionnaire planned in consultation between SLT/GB/Parent Council/via social media  Spring 2 - what impact is the Reading Army having on the quality/quantity of support as seen in reading logs and on pupil progress  Summer 1- as above for our most vulnerable pupils  Summer 1- consider next steps for CPD of Reading Army group- canvas their views on necessary support  Summer 2- Develop a document to demonstrate the school’s approach to reading from F1-Y6 and plan workshops to support parents in 2019/20 |
| Key Development Point 1.3  Pupils attend school very regularly, are not late and they are well equipped to learn well each day. **Attendance will be significantly above the national average.** Attendance of vulnerable groups will be positive against similar averages and they will be tracked carefully. **Behaviour will be outstanding** and any concerning behaviour, including perceived or confirmed bullying, will be managed effectively and safely through a robust and effective policy that will be applied consistently. **Pupils will tell us that they feel safe** and the school ethos and environment will ensure that they feel happy and comfortable in school at all times. |
| Key issues (current position): Very positive 97.3% attendance last year and vast reduction in lateness. Would like to hit target of 97.5% this year and eliminate any punctuality issues. Target key pupils who are around 90% in previous years, work with GB to address the holiday situation (2% of absence is due to holidays) and promote good attendance in the school nursery. |
| Success Criteria:   * Continue to create a culture of high attendance and good punctuality * Attendance at 97.5% is well above the national average * Less than 1 incident of lateness per week * Behaviour is well managed and addressed consistently by all staff * Pastoral systems ensure that pupils feel safe and receive support if they are worried/anxious * PP and SEND attendance is similar to the school average (less than 1.5% gap) * Any potentially bullying issues are addressed through a thorough and tenacious approach which keeps pupils feeling safe and parents feeling informed regularly * 100% of pupils tell us that they feel safe and what they would do if they ever didn’t feel safe * Behaviour and safety, safeguarding and wellbeing are judged to be outstanding |
| Milestones  Autumn: Annual safeguarding report demonstrates high-quality standards and a commitment to improvement further, behaviour and safety report compiled with visiting Heads demonstrates that we meet the outstanding Ofsted criteria and have plans to improve further, attendance is monitored and letters sent out half-termly to address any concerns, friendship week  Spring: Pupil and parent questionnaires evaluate views on safeguarding, behaviour and welfare, review attendance and punctuality policy with key GB members  Summer: Evaluate safety and bullying statistics, evaluate pastoral work, external review of attendance and punctuality, develop attendance reward systems |
| Actions:  Autumn 1- compiled behaviour and safety report  Updated annual safeguarding report  Supported other settings with attendance improvement work  Monitoring and team meetings with SMSAs to ensure lunchtime safety is secure  Fire safety officer visit to ensure the new building work is compliant and check fire plans  Autumn 2- Initial attendance review and letters sent out for attendance and punctuality concerns  Review attendance and punctuality policy  Spring 1- devise a questionnaire for stakeholders through consultation including all relevant groups  Spring 1- Attendance and Punctuality Policy online and implemented  Spring 2- Safeguarding reviews with S/F GB member  Spring 2- Anti-Bullying steering group established and initial meeting held  Spring 2- Questionnaires compiled, taken and analysed- share outcomes and next steps with all  Summer 1- Review all attendance data and next steps, safeguarding review and SCR check  Summer 2- Meetings with families of concern and targets set for 2019/20 |
| Key Development Point 1.4  **Ensure that the school is financially secure** and that all funds are used effectively and fairly. |
| Key issues (current position): |
| Success Criteria:   * School budget stays balanced and we do not have a deficit at the end of the financial year * The budget allows leaders to deliver good standards of provision across the curriculum * The school can produce reports to evidence clear use of SEND, PP and PE funding * Key funds link to training to ensure quality provision and that all staff are trained to appropriate levels in their roles and areas like first aid, safer recruitment, etc * Work with other settings and as an SLT to ensure that we get value for money when spending public funds |
| Milestones:  Autumn: Meet with 10 local settings to consider procurement and savings, review the budget and each individual pot of funding, explore additional income streams, ensure that grant funding is well spent and evidence reports submitted, review SLAs, Pupil Premium and PE spending reports  Spring: Review staffing structure and projected funding, review resources with GB, evaluate 2018/19 budget and set 2019/20 budget  Summer: New PE and PP spending plans in place, GB review of spend and impact, implement ICT refresh plan over 3/5 year time scale |
| Actions:  Autumn 1- adjust budget for 2018/19 increments  Meet with local settings and work together on procurement  EYFS building work complete  Head/GB/FO review of budget and plans to reduce spending where possible  Appoint new finance support and review current position of all accounts  Autumn 2- GB meeting (resources committee) meets to assess financial position  All GB meet afterwards to explore sponsorship and future policy on staffing structure  Meeting with LA about 3 year budget position and staffing structure  Spring 1- implement the changes as agreed by LA/GB ta the end of the Autumn Term  Spring 1- monthly monitoring of the budget  Spring 1- LM/EC/GB members to monitor and approve ALL spending  Spring 2- review time of class for all teachers and leaders  Spring 2- recruit to Y3 maternity post in the most cost-effective way possible whilst maintaining high standards of teaching in Y3  Spring 2- plan 2019/20 budget with GB/SLT  Spring 2- cut hours to match set budgets and restructure staffing to meet need of pupils  Summer 1- Plan September 2019 structure, PPA and leadership time  Summer 1- New Pupil Premium spend, review of 2018/19 and Sports Funding review online |
| Leader(s): L McClure, R Fearn, E Chapman |
| Financial references:   * Welfare training and statutory updates (£500) * Communication systems for parents (£1000) |
| Key Evaluation Questions:   * Can subject leaders articulate the strengths of their subjects and their plans to improve further? * Is the school’s budget balanced and does it ensure that standards of teaching and learning can remain high? * Do all pupils feel safe and can they articulate what they would do if they needed support? * Does the school communicate regularly with families and are they working with the school to develop our school ethos? * Do our school attendance figures compare favourably to national, local and similar school averages? * Are key improvements targeted and prioritised using the school’s budget and additional funds received? |
| Governor Link: R Fletcher, C Throssell, D Cliffe, L Waring  Evaluated by: L McClure/GB/L Singleton |
| Evaluation Notes:  Spring 2018  All four aspects above have seen the necessary actions completed in a timely fashion although more work needs to be done to link key action plans to the over-arching SDP and foundation subjects will be developing their action plans across the term ahead. A set of sensible actions have been created to work towards our end of year goals. The school’s financial position is the only concern in this section of the plan. The school has now taken action to reduce staffing and related costs due to the rising cost of staff contracts (recent rises have seen us fall into deficit). A three-tiered plan for continued financial probity has been well received by Governors and the LA. This plan will be implemented, as necessary, over the coming 12-18 month period. We must now ensure that staffing cuts do not have a detrimental effect on standards in school. |

**Section 2: Curriculum, Learning and Assessment**

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| Key Development Point 2.1  To evidence **accurate starting points** for all pupils who join the school including a profile of their skills and abilities across the curriculum. Ensure that all pupils and groups are tracked throughout their school career and plans/provision adapted regularly to meet need. |
| Key issues (current position): Target tracker now in place for all pupils from F1 to Y6. Baseline activities take place across the school for all new pupils with a particular focus on EYFS. A wide range of evidence including teacher observations and notes from family and previous settings incorporated into the baseline judgement. Targets are then set for progress and achievement and any early vulnerability or concerns noted and reported to SLT/SENDCo. After significant work last year teachers are held to account more rigorously for assessment judgements and our assessment cycle has been adapted to match end of term age-related expectations. |
| Success Criteria:   * EYFS pupils are effectively baselined using a wide range of information from various activities and sources * All new pupils are baselined and accurately placed on the internal tracking system * Targets set for all pupils based on expected/rapid progress in all curriculum areas * Vulnerability or particular needs are identified early and reported to appropriate leaders * Strong relationships are forged between school and home |
| Milestones:  Autumn- all new pupils baselined. EYFS parents sign up to interactive Target Tracker tool. Class context established and concerns reported ASAP. Targets set for all pupils and groups. Assessment cycle one completed. Data analysed with and without ‘joiners’ after F1.  Spring- Revisit class context, moderate assessment judgements, ensure that vulnerability registers reflect latest judgements and meetings held with parents, external advisors, etc. Assessment cycle two completed.  Summer- Revisit class context, moderate assessment judgements, ensure that vulnerability registers reflect latest judgements and meetings held with parents, external advisors, etc. Assessment cycle three completed. |
| Actions:  Autumn 1- all new pupils baselined in all year groups.  EYFS parents sign up to interactive Target Tracker tool.  Class context established and shared with teachers, cover staff, SENDCo and Head.  Autumn 2- Targets set for all pupils and groups.  Class based curriculum targets for all pupils, SEND pupils have personalised Literacy, maths and IEP targets.  Review of Pupil Premium alongside data systems.  Spring 1: Use new reading assessments to standardised and moderate performance data  Identify and continue to monitor additional interventions for PP children  Spring 2: Data analysis and pupil progress meetings for Spring Term  Summer 1: Ensure that EYFS lead is supported and ready for new standards in EYFS next year  Summer 1: TA Lesson study devised and in progress  Summer 2: Subject leaders analyse targets set for their subject and develop CPD for the term ahead  Summer 2: Final assessment cycle, link to class context- review SDP |
| Key Development Point 2.2  Ensure that **provision across school is at least good so that the majority of children make at least expected progress**, and some make rapid progress. Regular assessments **inform teachers and their planning**. Planned activities **stretch and challenge** the children and ask them to improve by working independently and/or collaboratively. **Additional adults support teachers to provide children with the skills, tools and questions** that they require to make good progress. |
| Key issues (current position): Provision is good with some outstanding practice. This needs to be shared so that a greater percentage of teaching of outstanding. More pupils achieve greater depth by the end of Y6 than the national average but children could be identified earlier and stretched and challenged more regularly and effectively. |
| Success Criteria:   * Standards of teaching and learning are at least good * Standards of pupil work, across the curriculum are at least good * Best practice is highlighted and shared by senior leaders * Underachievement is quickly addressed through CPD or partnership work |
| Milestones:  Autumn- PMR, Evaluation of teaching profile, Support staff PMR, Class context work  Spring- Learning walks and monitoring activities across subjects and phases  Summer- Support staff lesson study, data analysis of all subjects and cohorts and CPD records show improving quality of teaching and impact |
| Actions:  Autumn 1- evaluate the curriculum and behaviour/safety, review quality of provision and marking/feedback  Autumn 2- Set targets for all pupil cohorts, groups and individuals, PMR for teachers and leaders, formal observations and pupil progress  Spring 1- evaluate the curriculum coverage, review quality of provision and marking/feedback through a range of monitoring activities  Spring 2- Review and amend (where necessary) targets for all pupil cohorts, groups and individuals, PMR for teachers and leaders, formal observations and pupil progress  Summer 1- Mid-year PMR reviews and meetings/briefings  Summer 1- evaluate the curriculum coverage, review quality of provision and marking/feedback through a range of monitoring activities  Summer 1: TA Lesson study devised and in progress  Summer 2- Review and amend (where necessary) targets for all pupil cohorts, groups and individuals, PMR for teachers and leaders, formal observations and pupil progress  Summer 2: Subject leaders analyse targets set for their subject and develop CPD for the term ahead  Summer 2: Final assessment cycle, link to class context- review SDP |
| Key Development Point 2.3  Ensure that children receive good provision in all year groups and across all subjects. **Teaching is judged to be consistently good or better** and staff work together to **develop excellent practice through shared CPD** around issues like questioning, marking/feedback, differentiation, developing independence, working memory and other or strategies to support groups, including the most able. |
| Key issues (current position): Provision is good with some outstanding practice. This needs to be shared so that a greater percentage of teaching of outstanding. SEND pupils receive good quality care, guidance and support and the school works effectively with parents. SEND children make good progress against ECHP targets but don’t attain as well as their peers in most cases due to their complex needs. The school creates case studies of their progress across all areas of learning to showcase their development. |
| Success Criteria:   * Standards of teaching and learning are at least good * Standards of pupil work, across the curriculum are at least good * Best practice in SEND is highlighted and shared by senior leaders and staff * Underachievement is quickly addressed through CPD or partnership work |
| Milestones:  Autumn- PMR, Evaluation of teaching profile, Support staff PMR, Class context work, IEP cycle each term and SEND/PP scrutiny  Spring- Learning walks and monitoring activities across subjects and phases  Summer- Support staff lesson study, data analysis of all subjects and cohorts and CPD records show improving quality of teaching and impact |
| Actions: Autumn 1- evaluate the curriculum and behaviour/safety, review quality of provision and marking/feedback  Autumn 2- Set target for all pupil cohorts, groups and individuals, PMR for teachers and leaders, formal observations and pupil progress, new IEP targets  Spring 1- evaluate the curriculum coverage, review quality of provision and marking/feedback through a range of monitoring activities  Spring 2- Review and amend (where necessary) targets for all pupil cohorts, groups and individuals, PMR for teachers and leaders, formal observations and pupil progress  Summer 1- Mid-year PMR reviews and meetings/briefings  Summer 1- evaluate the curriculum coverage, review quality of provision and marking/feedback through a range of monitoring activities  Summer 1: TA Lesson study devised and in progress  Summer 2- Review and amend (where necessary) targets for all pupil cohorts, groups and individuals, PMR for teachers and leaders, formal observations and pupil progress  Summer 2: Subject leaders analyse targets set for their subject and develop CPD for the term ahead  Summer 2: Final assessment cycle, link to class context- review SDP |
| Key Development Point 2.4  Leaders can **evidence a broad, balanced and exciting curriculum** through pupils’ work, displays and social media feeds. **Clubs, visits and experiences across the curriculum** (including sports and the arts) enhance our curriculum and provide children with the confidence to excel. |
| Key issues (current position): The curriculum is in a very positive position as evidenced by the recent Ofsted inspection. The timetable is tweaked every year to ensure that our key development work features at the most productive times of the day. Maths and Literacy take the focus of the timetable but phonics, reading strategies, spelling, reasoning, problem solving and multiplication tables feature heavily amongst the standard Literacy and maths work. Our next steps are to develop further links between subject leaders and high quality assessment across the curriculum whilst we continue to offer the wide range of clubs, experiences and enrichment days to our pupils. Some foundation subjects require more attention to provide high quality opportunities to learn rather than simply address the basic curriculum coverage requirements. |
| Success Criteria:   * Timetable is well balanced and allows pupils access to all curriculum areas * A wide range of clubs, visits and enrichment experiences are accessed and enjoyed by pupils * These experiences ensure that children enjoy the curriculum and attend school regularly * Homework and family reading support pupil progress and engagement across the school * Special themed weeks and visitors enrich the curriculum further |
| Milestones:  Autumn- Review of curriculum and class timetables created. Clubs and visits planned for the year. Parent calendar shared with all stakeholders. Staff meetings to create science week, enterprise week, friendship week, stay safe week, etc. Ongoing stakeholder feedback.  Spring Term- book scrutiny to review cross curricular standards, curriculum maps and significant subject leadership development work and training. Parent questionnaires. Pupil questionnaires.  Summer Term- GB review of the curriculum and book scrutiny by subject leads, subject leader files and evaluations in place. Pupil interviews. |
| Actions:  Autumn 1- Curriculum review and new timetables in place  KS1 class timetables approved with guided reading and phonics at key times  EYFS leader reviews EYFS timetable and curriculum  Parent calendar and key dates to all stakeholders  Clubs and visits planned  Autumn 2- School Council feedback on curriculum, Parent Council feedback on all areas of school  Spanish KS2 sessions begin  Special themed weeks all established and planned including foci on music, arts, drama, Spanish, science and STEM subjects with a focus on inspirational female guest speakers  Spring 1- work samples and book scrutinies support a curriculum review of coverage and expectations in all subjects  Spring 2- questionnaires allow pupils and parents to analyse curriculum strengths and areas to develop  Summer 1- all subject leaders begin to collate a comprehensive folder for their area to include work samples and LTP/MTP across the whole school  Summer 1- CPD for all subject leads including some external support  Summer 2- Pupil questionnaires and related feedback, next steps  Summer 2: Review SDP and begin to plan subject/phase actions 2019/20 |
| Leader(s): L McClure, R Fearn, N Evans, D Royston, R Mayston, all subject leads |
| Financial references:   * Target tracker subscription- £1500 * Lesson study cover and CPD- £500 * New to EYFS leadership course- free through grant * Grant for phonics resources and SLE support- £2000 |
| Key Evaluation Questions: What is the profile of teaching; is all teaching good or better? What percentage of teaching is outstanding and how is this shared? Are support staff well deployed and do they support pupils to become confident and independent learners? Do SEND/PP/greater depth pupils make good progress? How is this measured and evaluated? Do these groups exceed national averages at F2/Y2/Y6? |
| Governor Link: N Exley/R Puncheon/K Thorogood/T Beaumont  Evaluated by: L McClure/GB/L Singleton |
| Evaluation Notes:  Spring 2019  40% of teaching is outstanding in at least one curriculum area. These outstanding teachers now lead their strongest subjects across the school. Less study allows staff to observe good practice in our school across a range of classes/strengths. 1:1 support for some staff is built in alongside general CPD plans for all staff. All CPD is reviewed and evaluated for impact. Support staff also have bespoke training and support, especially with SPAG/maths subject knowledge and phonics (F1-Y2). This could now develop into a CPD model of lesson study. Assessment weeks now feed in to key data points on Target Tracker. Staff use a wider range of evidence to ensure a best fit approach to assessment to ensure accuracy. End of KS2 data is very positive, including GD. GD pupils need to be identified and challenged lower down the school- highest ability often are but can we move on the mid-uppers more quickly? KS1 data is positive and EYFS/Y1 phonics will rise due to recent improvements. Pupil Premium provision and documentation improving but progress and outcomes inconsistent- low PP numbers and some SEND/PP pupils affect general figures in most classes- see new tracker. |

**Section 3: Outcomes**

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| Key Development Point 3.1  Ensure that **children in lower school make at least expected progress achieve well by the end of KS1** (including all core subjects, combined achievement and phonics outcomes). |
| Key issues (current position): The new Headteacher (Sept 2017) meet with all staff to ensure that data/outcomes where accurate at all ages so that the school can sufficiently demonstrate progress. EYFS environment, staffing and leadership all changed recently. Also, we have revamped how we teach phonics to ensure greater rates of progress and to create a whole school system for developing and tracking pupils’ phonics knowledge. KS1 now working very closely together to ensure that more pupils make rapid progress across KS1. |
| Success Criteria:   * By July 2019, EYFS outcomes slightly above national averages in all areas * By July 2019, KS1 outcomes slightly above national averages in all areas, writing in-line * By July 2020, Y1 phonics slightly above national average * Whole school phonics system now evaluated as ‘good’ |
| Milestones:  Autumn- establish new EYFS environment, new EYFS leader and action plan. Phonics systems and training in place and running across the whole year. Regularly monitor the provision and adapt/provide extra training where required. Set key targets for all pupils, groups and cohorts. Initial pupil progress discussions. Parental consultations.  Spring- ongoing monitoring, evaluation and review of teaching and learning. Mid-term pupil progress meetings, focus on vulnerable groups and progress done separately (SEND/PP). Parent consultations. Additional phonics training, model effective practice for support staff and continue to monitor ongoing sessions and reshape the plan as necessary.  Summer- review provision and analyse the impact of 2018/19 provision, analyse data and outcomes versus targets and national averages. Create/devise 2019/20 action plans for further development.  Create case studies where appropriate. Annual reports to parents and next teacher. |
| Actions:  Autumn 1- establish new EYFS environment and timetables  EYFS locality meeting (hosted here)  Initial EYFS maths mastery sup=port and training  Initial work scrutiny and feedback  Initial phonics plan in place- baseline, groupings, early training  Action plans in place and signed off by SLT/GB  Autumn 2- bid for phonics and EYFS support from Barnsley Alliance/LA  Initial target setting- cohorts, groups, individuals  BEFT application sent to LA for additional team CPD- writing theme ideally  Review early phonics work and create training programmes for individual staff  Initial SLE visit and action plan approved  Spring 1- Source model sessions for staff to observe/refer to (phonics)  Final lesson study session to allow completion of evaluation, begin to plan support staff lesson study  Further SLE review of phonics  Develop support materials and plan additional training for TAs  F2/Y2/Y6 pupil progress and next steps/action plan to impact key outcomes  Spring 2- BEFT next steps and feedback to all staff  Whole school pupil progress  Further develop evidence for Pupil Premium children provision and evaluate their progress  Review Pupil Premium and PE provision spending against quality/impact of teaching and outcomes  Summer 1- key assessment cycles  Summer 2- key assessment cycles and final academic reports  Summer 2- analyse data of cohorts and groups  Summer 2- evaluate plans and actions and begin to devise 2019/20 plans |
| Key Development Point 3.2  Ensure that **children make good progress across KS2 so that school outcomes are above national averages in all subjects and for combined achievement**. |
| Key issues (current position): KS2 pupils making positive progress. Outcomes for the last 3 years have been positive and are currently above national averages in all areas. Likely to be above national for the next 2 years at least. Focus on every cohort to continue to achieve well against national averages by the end of Y6. Focus on PP and SEND pupils to ensure that they make expected progress at least. |
| Success Criteria:   * Y3, Y4, Y5 pupils on track to achieve at or above the national averages * Y6 outcomes 2019 are above national averages * Pupil Premium children make at least expected progress across KS2 and 50% achieve ARE in combined subjects * Case studies created for PP/SEND to demonstrate provision and progress * Progress is upward of 1.0+ in all core subjects |
| Milestones:  Autumn- Craft for Writing trial in Y5 and Maths Mastery systems and training in place and running across the whole year. Regularly monitor the provision and adapt/provide extra training where required. Set key targets for all pupils, groups and cohorts. Initial pupil progress discussions. Parental consultations. Focus on multiplication skills across KS2 an move expectations lower down the school.  Spring- ongoing monitoring, evaluation and review of teaching and learning. Mid-term pupil progress meetings, focus on vulnerable groups and progress done separately (SEND/PP). Parent consultations.  Summer- review provision and analyse the impact of 2018/19 provision, analyse data and outcomes versus targets and national averages. Create/devise 2019/20 action plans for further development.  Create case studies where appropriate. Annual reports to parents and next teacher. |
| Actions:  Autumn 1- establish new subject leadership model and Head/DHT boosting  Develop marking and feedback policy for writing  Initial work scrutiny and feedback  Initial maths mastery plan in place- Y3/Y6 support established  Action plans in place and signed off by SLT/GB  Multiplication mentors and extra maths boosters in place  Autumn 2- Multiplication plans- TT rockstars, home learning competition  Initial target setting- cohorts, groups, individuals  Greater depth and PP training for all staff- opportunity to share best practice  Spring 1- Source model sessions for staff to observe/refer to (phonics)  Final lesson study session to allow completion of evaluation, begin to plan support staff lesson study  Further SLE review of phonics  Develop support materials and plan additional training for TAs  F2/Y2/Y6 pupil progress and next steps/action plan to impact key outcomes  Spring 2- Leadership team to develop a range of free resources for parents/pupils to use at home  Whole school pupil progress and follow  Further develop evidence for Pupil Premium children provision and evaluate their progress  Review Pupil Premium and PE provision spending against quality/impact of teaching and outcomes  Summer 1- key assessment cycles  Summer 2- key assessment cycles and final academic reports  Summer 2- analyse data of cohorts and groups  Summer 2- evaluate plans and actions and begin to devise 2019/20 plans |
| Key Development Point 3.3  **Pupils who are deemed to be more able or disadvantaged, disabled or in receipt of additional funding for a particular educational need make at least expected progress and some make rapid progress**. Outcomes for all groups are measured using a wide range of evidence and at least match local or national averages for similar groups with some achieving above national averages. |
| Key issues (current position): The number of pupils in school who receive additional funding is well below the national average. We do have some new pupils who we have added to the programme and we have recently started to improve the way that we track evidence of additional provision for these pupils. Additional support/awareness has been shared with families and higher expectations for behaviour, attendance and punctuality are having a good impact so far. Many of our pupil premium children also have significant SEND issues and this is affecting achievement. Leaders are keen to build case studies of our positive support and impact for these pupils ***if*** they do not meet national standards. Previously generous assessment judgements for these pupils, when in F2 or Y2 distort progress data, it would appear. |
| Success Criteria:   * SEND pupils make expected progress from starting points (75%) * SEND pupils meet EHCP targets (80%) * PP children make expected progress (75%) * PP children achieve expected standard by the end of Y2/Y6 (60%) * PP children achieve greater depth in one curriculum area (10-20%) * GD outcomes at EYFS and KS1 are in line with national averages * GD outcomes at KS2 are above the national averages |
| Milestones:  Autumn- Data analysis, pupil progress meetings and target setting. Workshops for PP/GD work and key class documents established for class context and pupil premium provision tracking. SEND development work and intervention schedules ongoing. SEND pupil reviews and IEP cycle. Parent consultations.  Spring- Data analysis, pupil progress meetings and target setting. Workshops for PP/GD work and key class documents established for class context and pupil premium provision tracking. SEND development work and intervention schedules ongoing. SEND pupil reviews and IEP cycle. INSET on strategies for GD/PP/SEND pupils. Parent consultations. Publish spending review for 2018/19 for PP pupils.  Summer- Analyse and review practice for all groups. Observations and feedback to all staff. Review pupil premium class plans. Transition to new classes and context of pupils shared. Formal reports to parents. 2019/20 spending plans in place and agreed by GB. |
| Actions:  Autumn 1- Initial target setting  Class context meetings, documents and briefings  Analysis of historic data for key groups of pupils  Autumn 2- twilight training for GD and PP, sharing best practice  Analyse performance of PP and GD on key assessments  SEND intervention programmes begin  Pupil Premium review and new evidence base  IEP review cycle 1, SENDCo to review input and progress to date  Spring 1- data development meeting with SLT/GB (formats of sharing data)  Attendance review and next steps/letters home  Class context updates  F2/Y2/Y6 updates on key pupils and key actions planned  Spring 2- SEND learning walks  Pupil Progress meetings and next steps  SEND intervention programmes reorganised based on latest data and IEP reviews  IEP review cycle 2, SENDCo to review input and progress to date  Summer 2- SEND learning walks  Pupil Progress meetings and next steps  SEND intervention programmes reorganised based on latest data and IEP reviews  Pupil Premium review and extend evidence base- use new tracker for analysis and share with GB  IEP review cycle 3, SENDCo to review input and progress to date  Write new action plan for 2019/20 cycle |
| Leader(s): L McClure, R Fearn, N Evans, D Royston, R Mayston |
| Financial references:   * Rockstars TT and Purple Mash- £1500 subscriptions and rewards * Maths mastery training across the school- £1000 cover costs * Phonics and EYFS developments (bids for £1500 and £400 respectively) |
| Key Evaluation Questions: Do 90% of pupils in all cohorts and phases make expected progress?  Do at least 30% of pupils in all cohorts and phases make rapid progress?  Do EYFS pupils achieve as well as national averages?  Are pupils making progress in phonics from starting points, do Y1 pupils meet national averages?  Are KS1 outcomes slightly above national averages?  Are KS2 outcomes above national averages?  Do all pupils, including SEND, PP and those with high prior attainment make at least expected progress? Do leaders create case studies to demonstrate effective provision for pupils where this is not the case?  Are greater depth outcomes across the school rising and do they meet or exceed national averages? |
| Governor Link: N Perry, I France, M Parker  Evaluated by: L McClure/GB/L Singleton |
| Evaluation Notes:  Spring 2019  Clear targets are set for all cohorts and key pupil groups. EYFS likely to track national, phonics set to improve and exceed national within 2 years. This year’s phonics likely to be around national- 2 key pupils will make a big difference to the final outcome- these pupils have received tailored provision and support. KS1 will track national averages and KS2 will be above national averages and slightly above at greater depth based on tracking and predictions. 3 key pupils need extra provision to make the expected grades. Pupil Premium progress and achievement will remain inconsistent and we must continue to work towards a larger percentage of children reaching expected standards in the combined subjects, and that some pupils reach greater depth in some subject areas. Regular meetings and consistent systems, led by key leaders and evaluated by the Head or GB/SEO, mean that every pupil and their needs are discussed regularly to ensure high expectations for all children in the school. We must continue to drive improvements in the stage that we identify greater depth pupils, or those with potential to be greater depth, and ask that staff identify pupils within sessions who are ready to move further on, more quickly. |