



School Development Plan

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3 YEAR IMPROVEMENT PRIORITIES

	2016/17	2017/18	2018/19
Priorities	Reading (£3000 + Training Days) Y6 attainment (Non-class based teachers) Building renovations / Preparation for new build / Health and Safety (LEA support) Balance in year budget External celebration – Gov Mark, Sports Mark, Health for Life £2000 External moderation Longbridge Consortium NQT induction (Weekly mentor meetings guaranteed 10% NQT time) Middle Leader training (£2000) Staff conference; evaluation/vision (£3,000)	New Build Preparation (£30,000) Curriculum Development (£10,000) Reading scheme (£15,000) Maths scheme (£15,000) ICT development (£10,000) End of key stage attainment (Non- class based teachers/ CPD) External moderation Longbridge Consortium Balance in Year budget OFSTED Preparation (£5,000) Staff conference; evaluation/vision (£3,000)	OFSTED Preparation (£5,000) Balance in Year budget New build (£30,000) Classroom organization (£10,000) Curriculum Development (£12,000) ICT infrastructure (£20,000)

RATIONALE

Our school mission statement is **'Be a Star...Shine Bright!'** this demonstrates our commitment to the wider curriculum. We believe that all children have a right to an education which offers varied and exciting learning opportunities that which enable them to excel in a variety of areas. It is our belief that by offering a broad and balanced learning journey, children will excel in the core subjects because they will be given opportunity to use and apply skills learned across the curriculum.

The new OFSTED framework (August 2016) has a raised focus on current progress and attainment. Although analysis of historical results is important for strategic direction, rigorous monitoring of current attainment of pupils in each year group is imperative. Y6 results were below national expectations and local expectations in 2016. The focus for moderation will be Y1, Y2, and Y6. The updated OFSTED framework will be evaluated in line with whole school priorities.

In 2016 EYFS Good Level of Development results showed an upward trend and results were in line with the local average. KS1 results showed figures in line with the local average and broadly in line with national average.

At KS2, results in Reading were significantly below those of the local, and national figures. This is the main priority for 2016/17. Writing and Maths results were broadly in line with local average but the combined result places the school at amber risk of inspection from the local authority.

Raise on Line shows that there is a significant difference between disadvantaged pupils and their peers. This is also the case for higher ability pupils and their peers!

OFSTED Priorities

Areas for improvement: **Not all subject leaders play a full part in driving improvements in the quality of teaching and the achievement of pupils in their area of responsibility**

Areas for improvement: **Pupils do not have enough opportunities to solve problems and develop their reasoning skills to deepen their mathematical thinking**

Areas for improvement: **Teachers do not consistently check pupils learning throughout the lessons or provide precise enough guidance on how to improve their work**

With the imminent development of the new school building, there is concern that the Leadership team will be distracted from their primary role of teaching and learning. Appraisal therefore is linked to meeting school progress targets for all Teachers and TAs. Senior leaders will be responsible for rigorously monitoring standards and this is imperative due to the time demands of the Head teacher who will be distracted, at times, with focusing on safeguarding and budget management.

PERFORMANCE INDICATORS**Attainment**

EYFS	2016	2017
GLD	66	64

YEAR 1	2016	Target
Phonics	75	85

2016 YEAR 2	School			LEA			National			School TARGET 2017		
	AE	GD	NAE	AE	GD	NAE	AE	GD	NAE	AE	GD	NAE
Reading	35	27	38	56	14	30	50	24	26	53	22	25
Writing	53	10	38	55	6	39	53	13	34	48	18	34
Maths	33	28	38	56	11	33	55	18	27	43	32	
Phonics retake	42			64			67			62		

YEAR 6	School			LEA			National			School TARGET 2017		
	AE	NAE		AE	NAE		AE	NAE		AE+	GD	
Reading	38	62		58	42		66	44		75	48	
Writing	58	42		68	32		74	26		68	35	
Maths	56	44		65	35		70	30		75	35	
SPAG	51	49		70	30		73	27		70	35	

Progress

It is expected that all children who have been at WHPS throughout the key stage, (EYFS –Y2 and Y3 – Y6) will make at least expected progress.

CURRICULUM and STANDARDS

The EFFECTIVENESS of the QUALITY and STANDARD of EDUCATION

OFSTED 2015- Areas for improvement: Teachers do not consistently check pupils learning throughout the lessons or provide precise enough guidance on how to improve their work.

OFSTED 2015 - Areas for improvement: Pupils do not have enough opportunities to solve problems and develop their reasoning skills to deepen their mathematical thinking.

OFSTED 2015- Areas for improvement: Not all subject leaders play a full part in driving improvements in the quality of teaching and the achievement of pupils in their area of responsibility.

SCHOOL 2016/17 - Areas for Improvement: Reading results at KS2 are significantly below national expectation and must improve in 2017.

SCHOOL 2016/17 -Areas for Improvement: The gap between disadvantaged pupils and their peers is significant in English and Maths.

Teaching and Learning -MARKING

OFSTED 2015- Areas for improvement:

Teachers do not consistently check pupils learning throughout the lessons or provide precise enough guidance on how to improve their work.

Head teacher and Deputy Head

Lead twilight training for teachers...

- Learning outcomes and success criteria
- Marking

Head teacher

1. Present a policy booklet for staff combining the following policies Marking Policy, Planning Policy, Teaching and Learning Policy, English Policy, Maths Policy, EYFS Policy, Curriculum Policy.
2. Monitor use of the policies during termly reviews and half termly book monitoring.
3. Implement support plans for teachers who are not consistently applying the policies.

Head teacher to lead termly year group reviews. Deputy Head to collate the information from these reviews, track teacher progress and initiate teacher support plans as appropriate. Head teacher to include the results of the year group reviews in the termly Head teacher written report to governors.

EXPECTED OUTCOMES

100% teachers judged as consistently 'good' in all aspects of the teacher standards.

Teaching and Learning -ENGLISH

OFSTED 2015- Areas for improvement: Not all subject leaders play a full part in driving improvements in the quality of teaching and the achievement of pupils in their area of responsibility.

SCHOOL 2016/17 - Areas for Improvement:

Reading results at KS2 are significantly below national expectation and must improve in 2017.

All children in Y6 must achieve at least expected attainment.

All children in Y6 must achieve at least good progress based upon prior attainment.

SCHOOL 2016/17 –Areas for Improvement:

The gap between disadvantaged pupils and their peers is significant in English and Maths.

All children in Y6 must achieve at least expected attainment.

All children in Y6 must achieve at least good progress based upon prior attainment.

Deputy Head to ensure that the following actions take place...

English Coordinator (CH)

Rigorously evaluate the English curriculum across the school, identifying best practice, signposting training, supporting NQTs and facilitating internal and external moderation.

- RWI
- Language and Literacy
- Guided reading
- Home reading

Link appraisal targets to rigorous assessment analysis of implementation of the Literacy scheme.

Y1, Y2 and Y6 reading and writing to be moderated termly with the schools in the Longbridge consortium.

Assistant Head (MC)

Rigorously monitor RWI and test all EYFS and Y1 children half termly. Children to move groups as and when necessary.

Assistant Head (LG)

Evaluate all progress and attainment results half termly and present a thorough assessment report EYFS-Y6 to Head teacher every term.

Governors to stringently evaluate assessment reports each term.

Monthly English report to be given to HT. Last day of each month. (CH))

Half termly RWI progress report to be given to the HT on the last day of each half term.(MC)

Class teachers to moderate their own and colleagues work every half term.

AHT (LG) to present an attainment and progress report to the CSTL committee termly.

English Coordinator (CH) to present an English update to CSTL committee termly.

EXPECTED OUTCOMES

Y6/Y2/Y1 meet the expected standards for progress and attainment in SATs and phonics 2017.

NQTs successfully pass their induction year.

	<p><u>Assistant Head (LO)</u> Identify all disadvantaged children who are not achieving expected progress and facilitate intensive /timely intervention so that they meet the expected standard.</p> <p><u>Class teachers</u> Use Depth of Learning, book monitoring, half termly Language and Literacy progress data to create an assessment profile of each child. Report profile to be given to parents during parents evening in November and February. End of year attainment report to be sent to parents in July.</p>	All teachers achieve their performance management pupil progress target.
<p>Teaching and Learning -MATHS</p> <p><i>OFSTED 2015 - Areas for improvement:</i> Pupils do not have enough opportunities to solve problems and develop their reasoning skills to deepen their mathematical thinking.</p> <p><i>OFSTED 2015- Areas for improvement:</i> Not all subject leaders play a full part in driving improvements in the quality of teaching and the achievement of pupils in their area of responsibility.</p> <p><i>SCHOOL 2016/17 –Areas for Improvement:</i> The gap between disadvantaged pupils and their peers is significant in English and Maths.</p>	<p><u>Deputy Head (LF)</u></p> <ol style="list-style-type: none"> 1. Monitor weekly English and maths planning to ensure that learning outcomes and success criteria are explicit. 2. Scrutinize the maths curriculum to ensure that the OFSTED area for improvement has been actioned. 3. Implement strategies to ensure that children are given opportunities to solve mathematical problems, 4. Collate evidence to support the fact that maths is no longer an area for development. 5. Rigorously evaluate the curriculum to identify opportunities for children to use their mathematical skills in other subjects. 6. Identify best practice, signposting training, supporting NQTs and facilitating internal and external moderation. <p><u>Deputy Head (LF)</u> Support plans put in place outlining individual expectations for teachers who need support to meet the expected standard.</p>	<p>Governors to stringently evaluate assessment reports each term.</p> <p>Monthly maths report to be given to HT. Last day of each month. (LF)</p> <p>Class teachers to moderate their own and colleagues work half termly.</p> <p>AHT (LG) to present an attainment and progress report to the CSTL committee termly.</p> <p>Maths Coordinator (LF) to present a maths update to CSTL committee termly.</p>

<p><i>All children in Y6 must achieve at least expected attainment.</i></p> <p><i>All children in Y6 must achieve at least good progress based upon prior attainment.</i></p>	<p>Link appraisal targets to rigorous assessment analysis of implementation of the maths curriculum.</p> <p><u>Assistant Head (LA)</u> Lead weekly NQT support meetings to enable NQTs to be explicit in identifying intended outcomes, success criteria and appropriate resources.</p> <p><u>Assistant Head (LG)</u> Evaluate all progress and attainment results half termly and a thorough assessment report EYFS-Y6 be presented to Head teacher every term.</p> <p><u>Assistant Head (LO)</u> Identify all disadvantaged children who are not achieving expected progress and facilitate intensive /timely intervention so that they meet the expected standard.</p> <p><u>Class teachers</u> Use Depth of Learning, book monitoring, to build a profile of each child. Report profile to be given to parents during parents evening in November and February. End of year attainment report to be sent to parents in July.</p>	<p>EXPECTED OUTCOMES</p> <p>Y6/Y2/Y1 meet the expected standards for progress and attainment in SATs and phonics 2017.</p> <p>NQTs successfully pass their induction year.</p> <p>All teachers achieve their performance management pupil progress target.</p> <p>A portfolio of maths investigations is in place including evidence of children's ability to solve maths problems in a range of curriculum subjects.</p>
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<p>Teaching and Learning – CURRICULUM</p> <p><i>OFSTED 2015- Areas for improvement:</i> Not all subject leaders play a full part in driving improvements in the quality of teaching and the achievement of pupils in their area of responsibility.</p>	<p>Deputy Head teacher to ensure that the following actions take place...</p> <p><u>Assistant Head (LA)</u> Produce a curriculum plan showing how the aspects of PE quality mark and Health 4 Life will be embedded in cross curricular practice.</p> <p>Provide training for subject coordinators in demonstrating impact of their action plan by:</p> <ol style="list-style-type: none"> 1. Analyzing strengths and weaknesses, 2. Reporting attainment and progress in their subject termly, 3. Monitoring of learning environments, 4. Evidencing work produced through class/year group journals. 5. Ensuring that trips and visits are a planned part of the subject; including ensuring that children have opportunities to visit places of worship. 6. Ensuring that parents are invited to share in their children's learning experiences, through assemblies and shared celebrations. 	<p>AHT (LA) to present a curriculum overview to CSTL at Spring term meeting.</p> <p>Half termly Curriculum progress report to be given to the HT on the last day of each half term.(LA) Report to outline best practice, areas for development and support plans in place.</p> <hr/> <p>EXPECTED OUTCOMES</p> <p>School Improvement Partner scrutiny report (summer 2017) states that the practice of subject leaders is good and impact is evident.</p> <p>All subject leaders achieve their performance management targets.</p> <p>Govs conclude that curriculum leaders offer value for money.</p>
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Teaching and Learning – EARLY YEARS

SCHOOL 2016/17 –Areas for Improvement:

The gap between disadvantaged pupils and their peers is significant in English and Maths.

OFSTED 2015 - Areas for improvement:

Pupils do not have enough opportunities to solve problems and develop their reasoning skills to deepen their mathematical thinking.

Deputy Head teacher to ensure that the following actions take place...

EYFS Lead (SD)

1. Maximize the progress of pupils in English and maths by evaluating the EYFS timetable to make sure that there are more opportunities for formal teaching.
2. Evaluate continuous provision and its impact on standards.
3. Implement an EYFS timetable which explicitly shows what Teaching Assistants must be doing at all times of the school day.
4. Rigorously monitor the PSED progress of all identified children across the phase.

Assistant Head – Inclusion Lead (LO)

Ensure through early identification, that...

1. Emotional support plans are in place for all children scoring low at baseline.
2. Speech and Language interventions are in place for all pupils who have been identified as having an S and L need. Behaviour support plans are in place for all children scoring low at baseline.
3. Emotional support plans are in place for all children scoring low at baseline.

Deputy Head Teacher – (LF)

Rigorously monitor the reading procedures in EYFS/Y1 ensuring that all children take home stage specific reading books x2 each week.

Half termly report given to the HT outlining best practice, areas for development and support plans in place.

EYFS Lead to present an EYFS strategy to CSTL committee at Spring term CSTL meeting.

EXPECTED OUTCOMES

All areas of EYFS are judged to be at least good in an external EYFS review Summer term 2017.

The gap between disadvantaged pupils and their peers is in line with similar schools nationally.

Govs evaluate that the adult: child ratio in EYFS is good value for money.

Outcomes for pupils from significant groups

SCHOOL 2016/17 –Areas for Improvement:

The gap between disadvantaged pupils and their peers is significant in English and Maths.

All children in Y6 must achieve at least expected attainment.

All children in Y6 must achieve at least good progress based upon prior attainment.

Assistant Head (LO)

Identify, through a robust system of monitoring, any pupils who are underachieving.

1. Monitor books every month, tracking the progress of disadvantaged children (Y6, Y2, Y1, EYFS) identified as not on target to achieve expected attainment/progress
2. Observe all Teaching Assistants delivering interventions. Implement 1:1 support plans if necessary.
3. Implement speech and language interventions for all pupils identified as having S and L need.
4. Implement EAL scheme of work for children who have been identified as needing EAL support.
5. Engage with external providers to ensure that timely support plans are implemented and evaluated for those children who most need a plan.
6. Work with the NHS to ensure that Health Care Plans are in place for all children with medical conditions.
7. Ensure that staff receive training in catering for individual medical conditions

Deputy Head (LF)

Lead monthly meetings with the AHT, SENCO, EYFS Leader, LM and FSW to discuss progress concerns. Support plans implemented for children/families in need of support.

Governors to stringently evaluate assessment reports each term.

Half termly report given to the HT outlining best practice, areas for development and support plans in place.

Inclusion Lead to present an Inclusion strategy to CSTL committee at Autumn term CSTL meeting.

EXPECTED OUTCOMES

The gap between disadvantaged pupils and their peers is in line with similar schools nationally in EYFS/Y1/Y2/Y6.

EFFECTIVENESS of LEADERSHIP and MANAGEMENT on the QUALITY of TEACHING and LEARNING

<p>Leadership and Management – BUDGET</p> <p><i>SCHOOL 2016/17 –Areas for Improvement:</i> The gap between disadvantaged pupils and their peers is significant in English and maths.</p>	<p><u>Business Manager (KB)</u> Ensure that the 2016/17 budget balances in year.</p> <p><u>Head teacher</u> Evaluate the use of the staffing budget especially value for money of non- class based teachers and their impact on accelerated attainment and progress for all pupils.</p>	<p>Governors to stringently evaluate assessment reports each half term. Finance report presented to FFP committee at each meeting. Half termly meetings with Business Manager and Schools Financial Services reported to HT and FFP Committee.</p> <hr/> <p>EXPECTED OUTCOMES The school budget balances in year.</p> <p>The gap between disadvantaged pupils and their peers is in line with similar schools nationally in EYFS/Y1/Y2/Y6.</p> <p>The new school building is ready to be started in September 2017.</p>
<p>Leadership and Management- SAFEGUARDING and BUILDINGS/SITE</p>	<p><u>All staff (whole school appraisal target)</u> Ensure that pupils are emotionally ready to learn by creating a safe learning environment.</p> <p><u>Head teacher</u> Evaluate work life balance of the leadership team so that they are able to concentrate on teaching and learning. Staff attendance to be reported to FFP committee at each meeting.</p>	<p>Safeguarding review shows excellent practice in all areas of safeguarding.</p> <p>NQTs and new staff meet with FFP Govs to discuss their induction.</p> <p>Governors evaluate leadership reports on value for money of non-class based staff and their impact on accelerated attainment.</p>

	<p><u>Business Manager (KB)</u></p> <ol style="list-style-type: none"> 1. Health and Safety report to be shared with FFP committee at each meeting. 2. Update about progress of the new build to be discussed with FFP at each committee meeting. <p><u>Business Manager (KB)</u></p> <p>Health and Safety risk assessments to be completed daily and any issues identified to be actioned.</p>	<hr/> <p>EXPECTED OUTCOMES</p> <p>Safeguarding review by LEA (summer 2017) states that safeguarding at WHPS is outstanding.</p> <p>All staff achieve their performance management targets 2016/17.</p>
<p>Quality of Teaching and Learning PERSONNEL</p> <p><i>SCHOOL 2016/17 –Areas for Improvement:</i></p> <p>The gap between disadvantaged pupils and their peers is significant in English and Maths.</p>	<p>School based mentor to implement individual plans for all NQTs identifying strengths and areas to develop.</p> <p>DHT to meet with school based mentor (LA) every month to discuss the progress of NQTs.</p> <p>Personnel updates to be shared with FFP at each committee meeting.</p> <p>New staff to meet with SBM to complete the induction process.</p>	<p>Appraisal report to be given to governors twice yearly. Value for money report to be given to governors for scrutiny at the end of the academic year.</p> <hr/> <p>EXPECTED OUTCOMES</p> <p>The gap between disadvantaged pupils and their peers is in line with similar schools nationally in EYFS/Y1/Y2/Y6.</p>
<p>Leadership and Management- GOVERNORS</p>	<p>Governors</p> <p>Rigorously bench mark the schools finances: particularly in relation to staffing costs to ensure that there is significant impact on pupil progress with the current adult: child ratio across the school.</p> <p>Stringently monitor the standards across the school and cross reference data reports with concrete examples of school practice in particular in Reading and maths.</p>	<p>EXPECTED OUTCOMES</p> <p>Safeguarding review by LEA (summer 2017) states that safeguarding at WHPS is outstanding.</p> <p>All staff achieve their performance management targets 2016/17.</p> <p>The school budget balances in year.</p>

	<p>Governor minutes accurately document the school's work. Governor files are consistently ready for scrutiny and information which might be requested during and inspection or external audit.</p>	<p>The gap between disadvantaged pupils and their peers is in line with similar schools nationally in EYFS/Y1/Y2/Y6.</p> <p>The new school building is ready to be started in September 2017.</p> <p>The Governing Body are ready to submit an application for Governor Mark by September 2017.</p>
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