The vision statement for Windermere Primary School is:
‘Learn Together – Grow Together’

CONTEXT
Ofsted, staff, governors, parents and children have been involved in the process of evaluating the school’s performance in order to identify the priorities for the coming years. The school’s vision statement lies at the heart of this development plan. All stakeholders are fully committed to improving teaching and learning in order to improve the outcomes for pupils.

Information has been included from:

- The recommendations from the Ofsted reports of January 2012 and 2014
- The analysis of performance data such as RaiseOnline, Assessment Manager 7, Fischer Family Trust data and the school profile from the Management Information Unit.
- Pupil views from the weekly mixed age circle meetings/School Council
- Feedback from governing body, staff and parents – questionnaires, Meet the Headteacher session, parents’ forum
AREAS FOR IMPROVEMENT

The areas for improvement identified are:

Key Issue 1: To develop the leadership and management of the school

1. To develop the quality of leadership and management across the school
2. To embed rigorous systems that are used to inform the school’s self-evaluation and identification of future areas of development
3. To involve all stakeholders in implementing the new SEND Code of Practice
4. To develop distributed leadership to ensure high expectations, high quality leadership and high standards
5. To continue to develop high levels of governance to provide appropriate support and challenge

Key Issue 2: To improve the quality of teaching, learning and assessment

1. To ensure all teaching is at least good and a significant proportion is outstanding
2. To improve the quality and effectiveness of questioning, marking and feedback to ensure that it has a direct impact upon outcomes for children
3. To improve the teaching of and provision for vulnerable groups, particularly pupils eligible for Pupil Premium Grant
4. To improve the teaching of and provision for the more able children across the school
5. To improve the teaching, learning and assessment of Science throughout the school

Key Issue 3: To improve the personal development, behaviour and welfare of pupils

1. To promote self-responsibility, respect and tolerance for others as part of pupils’ spiritual, moral, social and cultural development
2. To improve whole school attendance
3. To develop pupils’ attitudes and resilience to learning
4. To offer a broad and balanced curriculum which promotes the personal development of pupils, developing creativity and a healthy lifestyle
5. To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies
Key issue 4: To improve pupil outcomes by raising standards and improving progress

1. To improve pupils speaking and listening skills
2. To improve the teaching of phonics
3. To improve levels of attainment and progress in reading
4. To improve levels of attainment and progress in writing
5. To improve levels of attainment and progress in maths

Key issue 5: To improve and develop the early years foundation stage provision

1. To engage parents and carers in their children’s learning in school and at home
2. To provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences
3. To ensure that children are highly motivated and eager to join in, demonstrating curiosity, imagination and concentration
4. To ensure assessment is accurate and that provision across all areas of learning is planned meticulously so that every child undertakes highly challenging activities.
5. To improve outcomes so that pupils are well placed to achieve well in KS1.
CONTENTS

KEY ISSUES

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GLOSSARY OF TERMS AND ABBREVIATIONS

Appendix 1

SUMMARY OF RESOURCE COSTS IN ACTION PLAN

Appendix 2

Cycle of Monitoring and Evaluation

Autumn Term

Spring Term

Summer Term
SUMMARY OF KEY ISSUES

Key Issue 1: To develop the leadership and management of the school

i. To develop the quality of leadership and management across the school
ii. To embed rigorous systems that are used to inform the school’s self-evaluation and identification of future areas of development
iii. To involve all stakeholders in implementing the new SEND Code of Practice
iv. To develop distributed leadership to ensure high expectations, high quality leadership and high standards
v. To continue to develop high levels of governance to provide appropriate support and challenge

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v. To improve the teaching, learning and assessment of Science throughout the school

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i. To promote self-responsibility, respect and tolerance for others as part of pupils’ spiritual, moral, social and cultural development
ii. To improve whole school attendance
iii. To develop pupils’ attitudes and resilience to learning
iv. To offer a broad and balanced curriculum which promotes the personal development of pupils, developing creativity and a healthy lifestyle
v. To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies

Key issue 4: To improve pupil outcomes by raising standards and improving progress

i. To improve pupils speaking and listening skills
ii. To improve the teaching of phonics
iii. To improve levels of attainment and progress in reading
iv. To improve levels of attainment and progress in writing
v. To improve levels of attainment and progress in maths

Key issue 5: To improve and develop the early years foundation stage provision

i. To engage parents and carers in their children’s learning in school and at home
ii. To provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences
iii. To ensure that children are highly motivated and eager to join in, demonstrating curiosity, imagination and concentration
iv. To ensure assessment is accurate and that provision across all areas of learning is planned meticulously so that every child undertakes highly challenging activities.
v. To improve outcomes so that pupils are well placed to achieve well in KS1.
KEY ISSUE 1: TO DEVELOP THE LEADERSHIP AND MANAGEMENT OF THE SCHOOL

Outcome Targets

<table>
<thead>
<tr>
<th>By July 2016 middle leaders will have demonstrated clear leadership of their subjects and other responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>By July 2017 there will be a climate of innovation and challenge in teaching and learning</td>
</tr>
<tr>
<td>By July 2018 leadership, management and governance will be judged as ‘outstanding’.</td>
</tr>
</tbody>
</table>

In order to achieve this we will:

- Develop a strong and effective leadership team;
- Create opportunities to support governors in their understanding of the school;
- Create an ethos of innovation and risk-taking;
- Subject leaders will have a good knowledge and understanding of the teaching and learning in their subject responsibilities.
- Improve the role of the subject leader so that they have good knowledge and understanding of their subject(s) within the school;
- Ensure that performance management arrangements are fulfilled according to legislation and development targets contribute to the targets identified in the School Improvement Plan;
- Ensure that all staff are trained to recognise children at risk of harm or radicalisation;
- Use rigorous monitoring of school activities to inform the school’s self-evaluation;
- Use the Hertfordshire Framework for School Self-evaluation to help raise standards;

This means that:

1.1 There will be high quality leadership and management across the school;
1.2 There will be rigorous systems that are used to inform the school’s self-evaluation and identify future areas of development;
1.3 All stakeholders will be involved in implementing the new SEND Code of Practice;
1.4 There will be a distributed leadership to ensure high expectations, high quality leadership and high standards;
1.5 There will be high levels of governance which provide appropriate support and challenge.
<table>
<thead>
<tr>
<th>Ref.</th>
<th>Target(s)</th>
<th>Action</th>
<th>Lead Person</th>
<th>Start/Rev./End</th>
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<th>Success Criteria</th>
<th>Monitoring</th>
<th>Evaluation (Impact)</th>
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<tbody>
<tr>
<td>1.1</td>
<td>To develop the quality of leadership and management across the school</td>
<td>Use pupil, parent and staff questionnaires to understand the effectiveness of the school</td>
<td>HT/CoG</td>
<td>Ongoing</td>
<td>Time to analyse responses</td>
<td>● Leaders and governors will understand the school's effectiveness and recognise areas for development.</td>
<td>● Summaries of pupil, parent and staff questionnaires</td>
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<td></td>
<td></td>
<td>Use performance management to lead to professional development that encourages, challenges and supports teachers' improvement.</td>
<td>SLT</td>
<td>Annual cycle of PM</td>
<td>Release time for professional development Courses for staff</td>
<td>● Teachers feel supported in developing their professional skills.</td>
<td>● Lesson observations • Learning walks • Staff questionnaires • Performance management records</td>
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<td></td>
<td></td>
<td>Create a climate in which teachers are motivated to take risks and innovate to improve learning for their pupils.</td>
<td>SLT</td>
<td>Ongoing</td>
<td>None</td>
<td>● Teaching will be more innovative. • Teachers will feel able to try out new ideas with pupils • Pupils’ learning will improve</td>
<td>● Lesson observations • Learning walks • Staff questionnaires</td>
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<td></td>
<td></td>
<td>Fundamental British values underpin the work of the school and are shared in assemblies, circle time and PSHE lessons.</td>
<td>SLT</td>
<td>Ongoing</td>
<td>None</td>
<td>● Pupils will recognise the importance of democracy, following rules, respect and tolerance • The school will be a harmonious and safe community</td>
<td>● Pupil voice interviews • Behaviour records • Pupil questionnaires • Displays • Parent questionnaires</td>
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<td></td>
<td></td>
<td>Safeguarding is effective.</td>
<td>SLT</td>
<td>Ongoing</td>
<td>Annual safeguarding Training £250 Deputy DSP release time £1000</td>
<td>● Pupils will be safe • Staff will understand how to keep pupils safe and how to recognise pupils who are at risk</td>
<td>● Annual safeguarding report to governors • Termly safeguarding audits • Training records</td>
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</table>
| 1.1  | Cont.     | To develop the quality of leadership and management across the school Cont./- | Pupils are protected from radicalisation and extremism | SLT | Sept 2015 - Ongoing | None | • Staff will understand how to recognise pupils who are at risk and how to help them  
• All pupils will feel part of a diverse and inclusive community | • Behaviour records  
• Training records  
• Circle time records |
|      |           | Diversity is welcomed and equality ensured | PSHE, whole school assemblies and circle time sessions promote cohesive community |  |  |  |  |  |
| 1.2  |           | To embed rigorous systems that are used to inform the school’s self-evaluation and identification of future areas of development | Rigorous monitoring of plans, teaching, and data | HT/DH and Subject leaders | Weekly | None | • School’s self-evaluation and future development plan will be based on sound observations and data | • Monitoring records  
• Performance data |
|      |           | Rigorous monitoring of provision through observation of interventions and data analysis | HT/SENCo | Termly | None |  |  |  |
|      |           | Analysis of pupil progress data | HT/SLT | Termly | Annual | None |  |  |
| 1.3  |           | To involve all stakeholders in implementing the new SEND Code of Practice | Carry out pupil questionnaires/pupil voice interviews to find out what helps them learn Pupil progress meetings with SENCos Provision maps Link TA performance management to SEND provision | SENCos | Annual  
  Termly  
  Termly  
  Annual | None | • Provision for SEND pupils will be effective resulting in improved progress  
• Teachers will be aware of the SEND needs of their pupils  
• Teaching Assistants will be aware of the SEND needs of pupils they work with | • SEND pupil data records  
• Inclusive lesson plans  
• Provision maps |
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</table>
| 1.4  | To develop distributed leadership to ensure high expectations, high quality leadership and high standards | Mentor middle leaders Give opportunities for monitoring, lesson observations etc. Middle leaders to audit their subject and lead developments to achieve quality marks where appropriate | HT CS AB LW ST JC | Ongoing    | Release time for leadership role Cost of quality marks for subjects | - Middle leaders will know the standards of their subject in school  
- Some subjects/curriculum areas will be recognised as meeting national quality standards | - Subject leader records  
- Staff questionnaires  
- Subject audits and action plans | |
KEY ISSUE 2: TO IMPROVE THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Outcome Targets

By July 2016 all teaching will be at least good or better.

By July 2017 the progress of vulnerable groups will be at least good or better.

By July 2018 all teaching will be at least good and at least 20% will be outstanding

In order to achieve this we will:

- Undertake a rigorous programme of monitoring, with next steps for teachers clearly outlined;
- Provide training, including opportunities for peer observations and lesson studies, for all staff including those for whom weaknesses are identified through the Cycle of Monitoring and Self-evaluation (see Appendix 2);
- Monitor the use of ICT so that best use is made of it in all areas of the curriculum;
- In conjunction with the SpLD Base and other professionals, review the provision for vulnerable groups and implement intervention strategies to improve the achievement of these groups;
- Use the outcomes of research projects and other professional expertise to improve the provision for all pupils;
- Encourage teachers to be innovative in their practice;
- Provide resources and training to support the effective teaching of science.

This means that:

2.1 Unsatisfactory or RI teaching will be eliminated;
2.2 A climate of mutual support will be created;
2.3 Basic skills will be taught well and pupils will be given enough opportunities to practise and consolidate the things they have learnt in English, mathematics, and science in other subjects (x-ref. Key Issue 1);
2.4 Teachers will make the best use of the ICT around the school to improve learning;
2.5 The provision for vulnerable groups will be enhanced so as to improve their achievement;
2.6 Resources will be kept up to date in order to enhance learning;
2.7 There will be an ethos of innovation and risk-taking for teachers;
2.8 The teaching of science will engage pupils fully and be more accurately matched to their learning needs.
### Target detail

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<tr>
<td>2.1</td>
<td>To ensure all teaching is at least good and a significant proportion is outstanding</td>
<td>Monitoring of planning, teaching and marking.</td>
<td>HT/DH</td>
<td>Weekly</td>
<td>DH release cover</td>
<td>• All teaching will be at least good.</td>
<td>• monitoring reports</td>
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<td></td>
<td></td>
<td>Provide training for staff development</td>
<td>HT</td>
<td>Ongoing</td>
<td>Training and supply costs</td>
<td>• All teaching will be at least good</td>
<td>• monitoring reports</td>
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</table>
|      |                                                                           | Provide opportunities for peer observation and lesson studies          | HT/DH       | Ongoing    | Cover costs      | • There will be a school ethos of collaboration and support  
   • All teaching will be at least good | • monitoring reports | • Staff survey |
|      |                                                                           | Use ICT to enhance teaching and to motivate and challenge pupils further | SL          | Ongoing    | Naace ICT mark costs SL cover costs | • The use of ICT will improve the quality of teaching  
   • Pupils will be more engaged in their learning | • Lesson observations  
   • Learning walks  
   • Naace ICT mark  
   • Planning scrutiny  
   • Pupil voice interviews |                     |
| 2.2  | To improve the quality and effectiveness of questioning, marking and feedback to ensure that it has a direct impact upon outcomes for children | Provide opportunities for peer observation and lesson studies          | HT/DH       | Ongoing    | Supply cover     | • Teaching will be at least good | • Lesson observations  
   • Learning walks  
   • Monitoring reports  
   • Termly data tracking |                     |
|      |                                                                           | Moderation of work at inset/staff meeting Consortium moderation meetings | SLT         | Termly     | Moderation clusters - cover | • Feedback is effective in improving pupils’ outcomes | • Monitoring reports  
   • Termly data tracking |                     |
|      |                                                                           | Feedback from monitoring cycle                                         | HT          | Half-termly| None             | • Teachers will understand how to improve pupils attainment | • Monitoring reports  
   • Termly data tracking |                     |
<p>|      |                                                                           | Target setting process and pupil progress meetings with SLT            | SLT         | Termly     | PPM supply cover  | • Teachers will be more confident in setting and meeting challenging targets for their pupils | • Termly data tracking |                     |</p>
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</table>
| 2.3  | To improve the teaching of and provision for vulnerable groups, particularly pupils eligible for Pupil Premium Grant | Identify barriers to learning for vulnerable pupils and implement provisions to overcome them    | HT/DH       | Ongoing       | Curriculum resources               | • Pupils in vulnerable groups will make increased progress, narrowing the gap in their attainment  
• More able pupils in vulnerable groups will achieve the expected standard at greater depth | • Data analysis  
• End of KS results                                            |                      |
|      |                                                                           | Provide additional support for more able vulnerable pupils e.g. booster groups.                   |             |               | TA support Additional teacher support Homework club DH release time |                                                                               |                                        |
| 2.4  | To improve the teaching of and provision for the more able children across the school | To ensure that differentiation (including questioning) provides challenge for more able pupils | SL          | Ongoing       | None                              | • More able pupils will achieve beyond expected at the end of KS1 and KS2          | • Data analysis  
• End of KS results  
• Lesson observations  
• Planning scrutiny  
• Work scrutiny                                          |                      |
<p>|      |                                                                           | To run booster groups for the more able pupils especially more able disadvantaged pupils         | DH/SLT      | Sept 2015 Review July 2016        | DH release time                    | • More able disadvantaged pupils will achieve beyond expected at the end of KS2 |                                                                      |                      |</p>
<table>
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<tbody>
<tr>
<td>2.5</td>
<td>To improve the teaching, learning and assessment of Science throughout the school</td>
<td>Purchase resources to support investigative science and run science focused workshops</td>
<td>HT/SL</td>
<td>Sept 2014 Review April 2016</td>
<td>£1K</td>
<td>• Science lessons will include more investigative science</td>
<td>• Lesson observations &lt;br&gt; • Learning walk &lt;br&gt; • Planning scrutiny &lt;br&gt; • Work scrutiny &lt;br&gt; • Pupil voice interviews</td>
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<td></td>
<td>Purchase scheme to support teachers in planning interactive science lessons</td>
<td>HT/SL</td>
<td>Sept 2014 Review July 2017</td>
<td>£3K</td>
<td>• Teachers will be more confident in meeting the requirements of the new curriculum &lt;br&gt; • Teachers will be able to teach more interactive lessons</td>
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<td></td>
<td>Run CPD to support teachers in delivering interactive science lessons</td>
<td>SLT/SL</td>
<td>March 2016</td>
<td>None</td>
<td>• Teachers will be more accurate in summative and formative science assessments</td>
<td>• Termly science assessments &lt;br&gt; • Moderated assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer moderate science assessments</td>
<td>SL</td>
<td>June 2016 then termly</td>
<td>SL training and cover £500</td>
<td>• Teachers will be more confident in meeting the requirements of the new curriculum &lt;br&gt; • Teachers will be able to teach more interactive lessons</td>
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<tr>
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<td></td>
<td>Achieve the Primary Science Quality Mark</td>
<td>SL</td>
<td>Sept 2015 End: July 2017</td>
<td>£750 for 3 years’ accreditation</td>
<td>• Science will have a higher profile in the school</td>
<td>• SL action plan &lt;br&gt; • PQSM assessment</td>
<td></td>
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</tbody>
</table>
KEY ISSUE 3: TO IMPROVE THE PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF PUPILS

Outcome Targets

By July 2016 whole school attendance will be >96%

By July 2017 the school will continue to hold Healthy Schools Plus status demonstrating the school’s achievements in pupils’ personal development

By July 2018 pupils will demonstrate outstanding attitudes to learning

In order to achieve this we will:

- Provide PSHE lessons that ensure pupils understand the social and emotional aspects of learning
- Implement P4C to help pupils learn respect and tolerance for others
- Promote a sense of community and recognition of British values through our school assemblies
- Rigorously monitor attendance and follow up absences
- Reward good attendance

This means that:

3.1 Pupils will show self-responsibility, respect and tolerance for others as part of their spiritual, moral, social and cultural development
3.2 Whole school attendance will improve so that it is >96%
3.3 Pupils will demonstrate a positive attitude to learning and show resilience in their learning
3.4 Pupils will be offered a broad and balanced curriculum which promotes the personal development of pupils, developing creativity and a healthy lifestyle
3.5 The personal development and well-being of pupils will be met through work in school with individuals, families and outside agencies
### Target Detail

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</thead>
<tbody>
<tr>
<td>3.1</td>
<td>To promote self-responsibility, respect and tolerance for others as part of pupils’ spiritual, moral, social and cultural development</td>
<td>PSHE lessons will ensure pupils understand the social and emotional aspects of learning</td>
<td>HT/AB</td>
<td>Ongoing - weekly</td>
<td>None</td>
<td>• Pupils will demonstrate self-responsibility and respect for others</td>
<td>• Pupil questionnaires • Pupil voice interviews • Lesson plans • Lesson observations • Learning walks</td>
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<td></td>
<td></td>
<td>Through the teaching of P4C pupils will learn respect and tolerance for others</td>
<td>HT/SLT</td>
<td>Ongoing - half termly</td>
<td>Training refresher - £500</td>
<td>• Pupils will be able to articulate their feelings and discuss the feelings of others • Pupils will be able to discuss and debate philosophical issues</td>
<td>• Pupil questionnaires • Pupil voice interviews • Lesson plans • Lesson observations • Learning walks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School assemblies will promote a sense of community and recognition of British values</td>
<td>HT</td>
<td>Ongoing – daily</td>
<td>None</td>
<td>• Pupils will recognise their role as part of the school and wider community</td>
<td>• Pupil questionnaires • Pupil voice interviews • Assembly rota • Learning walks</td>
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</tr>
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<td></td>
<td></td>
<td>Pupils will be encouraged to undertake responsibilities e.g. break time buddies, circle times, admin assistant, classroom monitor roles</td>
<td>DH</td>
<td>Ongoing</td>
<td>Buddy training Pupil rewards – badges etc.</td>
<td>• Pupils will be active in taking responsibility for the organisation of the school and their classroom</td>
<td>• Pupil voice interviews • Pupil questionnaires</td>
<td></td>
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## Windermere Primary School – School Development Plan

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</table>
| 3.2  | To improve whole school attendance | Attendance will be followed up from the first day of absence | Office | Ongoing | None | • Attendance will be greater than 96%  
• No pupils will be persistent absentees | | Attendance data  
AIO visit reports  
Record of letters sent regarding attendance |
|      |           | Rigorous monitoring and follow up of attendance data | HT/AIO | Ongoing - termly | None | | |
|      |           | A policy of no term time absences will be made explicit with regular newsletter reminders | HT | Ongoing | None | | |
|      |           | Good attendance will be rewarded every week (class), termly and annually (individuals) | HT | Ongoing | Stickers and end of year 100% vouchers - £300 | • Attendance will be greater than 96%  
• No pupils will be persistent absentees | | Attendance data  
AIO visit reports  
Record of letters sent regarding attendance |
| 3.3  | To develop pupils’ attitudes and resilience to learning | Create a climate where risk-taking in learning is promoted | All | Ongoing | None | • Pupils will ‘have a go’ at answering questions etc.  
• Pupils undertake tasks with greater challenge  
• Problem solving skills will be improved | Lesson observations  
Learning walks  
Pupil voice interviews  
Pupil questionnaires |
|      |           | Feedback to pupils will recognise the positives and give clear guidance on improvement | All | Ongoing | None | • Pupils will feel positive about their achievements  
• Pupils will understand how to improve their work in order to achieve the required standard | Work scrutiny  
Pupil voice interview  
Pupil questionnaire |
## Windermere Primary School – School Development Plan

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| 3.4  | To offer a rich, broad and balanced curriculum which promotes the personal development of pupils, developing creativity and a healthy lifestyle | Maintain the school’s Healthy School status to ensure the pupils’ physical health and mental well-being                              | AB          | End: July 17| Healthy schools subscription     | • Healthy Schools Status  
 • Pupils will understand what constitutes a healthy lifestyle  
 • Pupils will develop some simple mindfulness techniques to help their mental well-being | • Healthy Schools’ accreditation  
 • Pupil voice interviews  
 • Pupil questionnaires                                                                 |                     |
|      |                                                                           | Develop mindfulness practice throughout the school to support pupils’ mental well-being                                              | HT/AB       | Start: Apr 2016 | Mindfulness training £          |                                                                                |                                                                                               |                     |
|      |                                                                           | Through a range of PE activities e.g. duathlon, inspire pupils to adopt a more physically active lifestyle                            | DH          | Ongoing      | Sports premium funding         | • Pupils will participate in more sport  
 • Pupils will feel positive about participating in sport                        | • Pupil voice interviews  
 • PE monitoring  
 • PE event/match reports  
 • Records of participants                                                        |                     |
|      |                                                                           | Offer extended school opportunities that include sports clubs                                                                        | HT/Game On  | Ongoing      | Sports premium                | • A greater number of pupils will participate in extra curricular sports       | • Records of participants  
 • Pupil voice interviews                                                                 |                     |
|      |                                                                           | Participate in the Good Food Club initiative which promotes healthy lifestyles by encouraging pupils to grow food, cook and exercise | HT/BG       | January 2016 - ongoing | Curriculum resources             | • Pupils will have a better understanding of healthy eating and how to prepare healthy food | • Pupil voice interviews  
 • Participation in the GF Club                                                                 |                     |
|      |                                                                           | Use ICT to enhance the curriculum and prepare pupils for life in the 21st Century                                                    | SL          | Ongoing      | ICT mark computers, iPads, etc | • Pupils will be able to use ICT to support their own learning  
 • They will have at least age appropriate IT skills                            | • Pupil voice interviews  
 • Planning scrutiny  
 • IT assessments  
 • Learning walks  
 • Lesson observations                                                                 |                     |
## 3.4 Cont.

### To offer a rich, broad and balanced curriculum which promotes the personal development of pupils, developing creativity and a healthy lifestyle

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Target(s)</th>
<th>Action</th>
<th>Lead Person</th>
<th>Start/Rev</th>
<th>Resource/Costs</th>
<th>Success Criteria</th>
<th>Monitoring</th>
<th>Evaluation (Impact)</th>
</tr>
</thead>
</table>
| 3.4  |           | Develop the use of the outside space i.e. the kitchen garden and wildlife garden to provide rich and inspiring learning opportunities
Achieve LotC award | HT | Sept 2014 Review July 2016 End July 2017 | Improvements to garden £8000 LotC award costs | • Children will actively use the outdoor space such as the garden and wildlife area
• The school will achieve the Bronze LotC award to recognise the impact on the curriculum | • Planning scrutiny
• Learning walks
• Lesson observations
• Pupil voice interviews |
|      |           | Create opportunities for art and cultural development that motivate pupils and offer them life experiences - achieving the Artsmark | HT/AB | Artsmark award cost Visiting artists/work shops | • Pupils will enjoy the experience of the arts and their own cultural history
• Pupils’ learning will be enhanced by museum visits
• The school will achieve recognition for the broad curriculum it offers pupils | • Museum visit reports
• Singing performances
• Drama performances
• Artsmark Award |

### Create opportunities for art and cultural development that motivate pupils and offer them life experiences - achieving the Artsmark

- Visiting artists/workshops

### 3.5

### To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies

<table>
<thead>
<tr>
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</thead>
</table>
| 3.5  |           | Work with professional colleagues to identify pupils and families at risk | HT/SENCo | Ongoing | FSW ££ | • Pupils will demonstrate good self-esteem and mental well-being | • CP and CAF records show support for pupils and their families
• Pupils and parent questionnaires |
|      |           | Support individuals and families through mentoring, counselling and Family Support Worker services | HT/SENCo | Ongoing | FSW Mentoring Counselling ££ | • Pupils will demonstrate good self-esteem and mental well-being | • CP and CAF records show support for pupils and their families
• Pupils and parent questionnaires |
## KEY ISSUE 4: TO IMPROVE PUPIL OUTCOMES BY RAISING STANDARDS AND IMPROVING PROGRESS

### Outcome Targets:

<table>
<thead>
<tr>
<th>Year</th>
<th>EYFS GLD</th>
<th>Year 1 Phonics Screening</th>
<th>Key Stage 1</th>
<th>Expected Standard</th>
<th>Above Expected Standard</th>
<th>Key Stage 2</th>
<th>Expected Standard</th>
<th>Above Expected Standard</th>
<th>Sufficient progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>70%</td>
<td>85%</td>
<td>Reading</td>
<td>92%</td>
<td>40%</td>
<td>Reading</td>
<td>85%</td>
<td>40%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing</td>
<td>92%</td>
<td>25%</td>
<td>Writing</td>
<td>85%</td>
<td>40%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maths</td>
<td>92%</td>
<td>35%</td>
<td>Maths</td>
<td>85%</td>
<td>50%</td>
<td>95%</td>
</tr>
<tr>
<td>2017</td>
<td>75%</td>
<td>90%</td>
<td>Reading</td>
<td>94%</td>
<td>40%</td>
<td>Reading</td>
<td>90%</td>
<td>45%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing</td>
<td>94%</td>
<td>30%</td>
<td>Writing</td>
<td>90%</td>
<td>45%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maths</td>
<td>94%</td>
<td>40%</td>
<td>Maths</td>
<td>90%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>2018</td>
<td>80%</td>
<td>93%</td>
<td>Reading</td>
<td>95%</td>
<td>45%</td>
<td>Reading</td>
<td>95%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing</td>
<td>95%</td>
<td>35%</td>
<td>Writing</td>
<td>95%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maths</td>
<td>95%</td>
<td>45%</td>
<td>Maths</td>
<td>95%</td>
<td>55%</td>
<td>100%</td>
</tr>
</tbody>
</table>
In order to achieve this we will:
- Improve pupils’ speaking and listening skills
- Improve teaching of phonics in Key Stage 1
- Ensure all pupils have access to quality literature
- Improve pupils’ vocabulary
- Provide opportunities for sustained writing
- Use *Talk for Writing* to help pupils develop writing structures
- Improve the provision and outcomes in maths
- Improve the quality of teaching
- Ensure a clear tracking system is in place to monitor progress and provide early intervention as soon as underachievement is noted (x-ref. Key Issue 3);
- Develop cross-curricular links so that skills are developed and applied in various contexts.

This means that:
1. Pupils will be able to use grammatically correct English to express themselves;
2. Pupils will develop a love of reading that will support their other studies and provide them with an essential life skill;
3. Pupils will be able to express themselves accurately and eloquently in written English;
4. Pupils will be achieve a fluency and understanding in maths that supports their other studies and that will enable them to use maths effectively in their future lives;
5. Teachers and senior leaders will be able to quickly identify pupils who are underperforming and take corrective action;
6. Pupils will be able to apply their learning to other subjects and areas of interest.
<table>
<thead>
<tr>
<th>Ref.</th>
<th>Target(s)</th>
<th>Action</th>
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<th>Start/Rev. /End</th>
<th>Resource s/Costs</th>
<th>Success Criteria</th>
<th>Monitoring</th>
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</tr>
</thead>
</table>
| 4.1  | To improve pupils speaking and listening skills | Provide speaking frames across the curriculum | SLT/ Literacy SL | Ongoing | None | • Children will use grammatically correct English to discuss and explain.  
• Pupils’ written work will reflect grammatically correct spoken English. | Lesson observations | |
|      |           | Promote speaking in front of groups of pupils through speaking competition. | DH | Annual – whole school; Termly – year groups | Trophy | • Pupils will be able to speak to large groups of pupils and adults with confidence and appropriate formality | Sharing assemblies  
• Speaking competition | |
| 4.2  | To improve the teaching of phonics | Use AfL in phonics to identify gaps in knowledge | Yr1 CT | Sept 2015 with half termly review | None | • Most pupils (>80%) will achieve the required standard | SLT monitoring cycle  
• End of Year assessment | |
|      |           | Use interventions such as FFT to support pupils at risk of falling behind | SENCo | Sept 2015 with termly review | TA training and support | • Most pupils (>80%) will achieve the required standard including some pupils who did not achieve 2 or 3 in reading at the end of EYFS | SLT monitoring cycle  
• End of Year assessment | |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4.3</td>
<td>To improve levels of attainment and progress in reading</td>
<td>The Literacy curriculum will be based on quality texts.</td>
<td>SL</td>
<td>Sept 2014 Review annually</td>
<td>£2000 subscription</td>
<td>• Most pupils (&gt;85%) will achieve the expected standard in reading in both KS1 and KS2</td>
<td>• End of KS assessments • Lesson observations • Planning • Pupil voice interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use accurate AfL to identify gaps</td>
<td>All CTs</td>
<td>Review half termly</td>
<td>None</td>
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<td></td>
<td></td>
<td>Each class will have a <em>Reading Spine</em> of quality texts to encourage enjoyment and broaden experience</td>
<td>SL – all CTs</td>
<td>January 2016 ongoing Review annually</td>
<td>Reading books</td>
<td>• Most pupils (&gt;85%) will achieve the expected standard in reading in both KS1 and KS2 • Pupils will read a wider range of literature</td>
<td>• End of KS assessments • Learning walks • Pupil voice interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a library area that promotes the enjoyment of reading</td>
<td>HT/GB</td>
<td>July 2016</td>
<td>£200K</td>
<td>• Pupils will have an area designated for the enjoyment of reading and a greater reading resource</td>
<td>• Pupil questionnaire • Pupil voice interviews • End of KS assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement the Talk for Reading ethos across the school - Vocabulary development - Comprehension - Sharing texts</td>
<td>HT</td>
<td>Nov 2015</td>
<td>£300</td>
<td>• Most pupils (&gt;85%) will achieve the expected standard in reading in both KS1 and KS2 • Pupils will enjoy reading • Pupils will develop a wider working vocabulary</td>
<td>• End of KS assessments • Lesson observations • Planning • Pupil voice interviews</td>
<td></td>
</tr>
<tr>
<td>Ref.</td>
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</tbody>
</table>
| 4.4  | To improve levels of attainment and progress in writing | Use Talk for Writing to provide children with a structure for writing | HT/SL | Sept 2015 termly review | Talk for Writing conference March/June 2016 and resources | - Children’s writing structured for genre  
- Children will be able to write extended pieces for a sustained period of time  
- Improved Teacher Assessment writing levels  
- Most pupils (>85%) will achieve expected standard in writing at end of KS. | - Work scrutiny  
- Planning scrutiny  
- Big Write  
- Learning walk  
- Lesson observations  
- Cross curricular writing  
- End of KS assessments |
|      |           | Use half termly Big Write to give opportunities for extended writing |          |                |                   |                 |            |                     |
|      |           | Give pupils increased opportunities for writing across the curriculum |          |                |                   |                 |            |                     |
|      |           | Use accurate AfL to identify gaps in learning |          |                |                   |                 |            |                     |
| 4.5  | To improve levels of attainment and progress in maths | Increased use of manipulatives to embed understanding | SL/ all CTs | Ongoing – Termly review | Purchase of Numicon, Dienes apparatus etc. | - Most pupils (>85%) will achieve expected standard in maths at the end of KS.  
- Pupils will achieve a greater fluency in basic skills | - Work scrutiny  
- Planning scrutiny  
- Learning walk  
- Lesson observations  
- End of KS assessments |
|      |           | Increased fluency in basic skills through planned activities | SL/ all CTs |                |                   |                 |            |                     |
|      |           | Rigorous data tracking to identify pupils who are not meeting targets. | HT/SLT |                |                   |                 |            |                     |
KEY ISSUE 5: TO IMPROVE AND DEVELOP THE EARLY YEARS FOUNDATION STAGE PROVISION

Outcome Targets

<table>
<thead>
<tr>
<th>In order to achieve this we will:</th>
<th>This means that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Engage parents and carers in their children’s learning in school and at home</td>
<td>5.1 Parents will be able to support their child’s learning at home;</td>
</tr>
<tr>
<td>➢ Creating a stimulating environment that motivates learning</td>
<td>5.2 Pupils will be motivated to learn and demonstrate excellent attitudes to</td>
</tr>
<tr>
<td>➢ Encourage excellent attitudes to learning through role modelling</td>
<td>learning;</td>
</tr>
<tr>
<td>➢ Encourage children to learn together and from each other</td>
<td>5.3 Pupils will learn cooperatively and establish positive peer relationships;</td>
</tr>
<tr>
<td>➢ Use of skilful questioning to extend speaking and thinking skills</td>
<td>5.4 Pupils will be challenged to achieve their full potential;</td>
</tr>
<tr>
<td>➢ Ensure that staff get to know the children, their needs and interests well</td>
<td>5.5 The curriculum and learning environment will respond to the needs and</td>
</tr>
<tr>
<td>➢ Make accurate assessments for each pupil with individual targets identified and shared with</td>
<td>interests of the pupils;</td>
</tr>
<tr>
<td>/pupils and their carers/parents</td>
<td>5.6 Individual targets will be set that identify the learning needs of pupils;</td>
</tr>
<tr>
<td>➢ Establish calm, reassuring routines so that children feel safe and happy at school</td>
<td>5.7 Pupils will feel safe and happy to learn at school;</td>
</tr>
<tr>
<td>➢ Identify gaps in learning and implement strategies to address these</td>
<td>5.8 Pupils will make at least good progress and at least 75% of pupils</td>
</tr>
<tr>
<td>➢ Ensure good transition routines are in place</td>
<td>will achieve GLD by the end of Reception;</td>
</tr>
<tr>
<td></td>
<td>5.9 Pupils will move successfully into Year 1 and the National Curriculum</td>
</tr>
</tbody>
</table>
## Target Detail

<table>
<thead>
<tr>
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</table>
| 5.1  | To engage parents and carers in their children’s learning in school and at home | Invite parents to ‘Letters & Sounds’ session                          | CT          | Annually in Sept and Nov | Hospitality costs Cover for CT | • Parents will feel able to support their child’s learning  
• Parents will feel part of the school partnership | • Parent questionnaire  
• Governor visits  
• Learning walks | |
|      |                                                                           | Meet and greet parents at the door                                      | CT/HT       | Daily May and Sept October |                           |                                                                                 |                                                      |
|      |                                                                           | New parents’ coffee morning in May and in September                    |             |            |                           |                                                                                 |                                                      |
|      |                                                                           | Learning packs for PPG pupils                                          |             |            |                           |                                                                                 |                                                      |
| 5.2  | To provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences | Provide additional training for EYFS staff (teacher and support staff) on creating a stimulating environment | HT          | Jan/Feb 2016 | Training costs £300 | • Pupils will make at least good progress in Reception  
• The Reception environment will be stimulating and varied  
• Pupils will demonstrate very positive attitudes to learning  
• The curriculum will be well organised and motivating | • Planning scrutiny  
• End of Year assessments  
• Learning walk  
• Lesson observations  
• Pupil voice interviews | |
<p>|      |                                                                           | Implement the advice of TLAs and other advisers to enrich the provision | CT          | January 2016 Rev: Oct 2016 | Advisory visit costs £500 |                                                                                 |                                                      |
|      |                                                                           | Provide new and stimulating resources and environments for pupils’ learning | CT          | Ongoing Rev. June 2016 | Additional resources £500 |                                                                                 |                                                      |
|      |                                                                           | Support pupils to take risks and explore                               | All         | Ongoing Rev. June 2016 | None                      |                                                                                 |                                                      |</p>
<table>
<thead>
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</table>
| 5.3  | To ensure that children are highly motivated and eager to join in, demonstrating curiosity, imagination and concentration | Support children to choose challenging and stimulating activities       | CT          | Ongoing    | Staff training £300 | • Pupils will be keen to learn  
• Pupils will be active participants in their own learning  
• Pupils will work cooperatively  
• Staff will help pupils to make rapid progress in Reception | • End of year assessments  
• Learning journals  
• Lesson observations  
• Pupil voice interviews  
• Learning walks  
• Classroom environment |                      |
| 5.4  | To ensure assessment is accurate and that provision across all areas of learning is planned meticulously so that every child undertakes highly challenging activities. | Staff get to know children well and respond to their needs and interests | CT          | Ongoing    | Staff training £300 | • Pupils will make rapid progress in Reception  
• Individual pupils with additional learning needs (including disadvantaged pupils) will make at least good progress  
• Accurate assessments will ensure the curriculum meets the individual needs of pupils  
• Parents and pupils will know their targets and work in partnership to achieve them | • End of year assessments  
• Learning journals  
• Lesson observations  
• Pupil voice interviews  
• Parent/carer questionnaires  
• Learning walks  
• Classroom environment |                      |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5.5.</td>
<td>To improve outcomes so that pupils are well placed to achieve well in KS1.</td>
<td>Establish calm, reassuring routines so that children feel safe and happy</td>
<td>CT</td>
<td>Ongoing</td>
<td>None</td>
<td>• Pupils will quickly adapt to the Year 1 expectations</td>
<td>• Pupil voice interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use accurate assessment to ensure that all pupils make at least good progress</td>
<td></td>
<td>Ongoing</td>
<td>Review termly</td>
<td>• Pupils will all make at least good progress</td>
<td>• End of year assessments/moderations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify gaps in learning and implement strategies to address these so that &gt;75% of pupils achieve GLD by the end of Reception</td>
<td></td>
<td>Review termly</td>
<td>Review June 2016</td>
<td>• At least 75% of pupils will achieve GLD at the end of year</td>
<td>• Progress measures against Baseline</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure good transition routines are in place to support pupils moving into Reception e.g. Yr 1 teacher/TA spends time in Reception etc.</td>
<td>EYFS CT/ Yr1 CT</td>
<td>Review Sept 2016</td>
<td>Cover for Yr1 teacher</td>
<td>• Pupils will feel confident about the move to Year 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>