

# WINDERMERE PRIMARY SCHOOL

## DEVELOPMENT PLAN



September 2015 – August 2018



# WINDERMERE PRIMARY SCHOOL – SCHOOL DEVELOPMENT PLAN



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



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## 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



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### **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.



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# WINDERMERE PRIMARY SCHOOL – SCHOOL DEVELOPMENT PLAN



## 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

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

- i. To ensure all teaching is at least good and a significant proportion is outstanding
- ii. To improve the quality and effectiveness of questioning, marking and feedback to ensure that it has a direct impact upon outcomes for children
- iii. To improve the teaching of and provision for vulnerable groups, particularly pupils eligible for Pupil Premium Grant
- iv. To improve the teaching of and provision for the more able children across the school
- v. 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**

- 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

By July 2016 middle leaders will have demonstrated clear leadership of their subjects and other responsibilities

By July 2017 there will be a climate of innovation and challenge in teaching and learning

By July 2018 leadership, management and governance will be judged as ‘outstanding’.

#### 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.

## Target Detail

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
1.1	To develop the quality of leadership and management across the school	Use pupil, parent and staff questionnaires to understand the effectiveness of the school	HT/CoG	Ongoing	Time to analyse responses	<ul style="list-style-type: none"> <li>Leaders and governors will understand the school's effectiveness and recognise areas for development.</li> </ul>	<ul style="list-style-type: none"> <li>Summaries of pupil, parent and staff questionnaires</li> </ul>	
		Use performance management to lead to professional development that encourages, challenges and supports teachers' improvement.	SLT	Annual cycle of PM	Release time for professional development Courses for staff	<ul style="list-style-type: none"> <li>Teachers feel supported in developing their professional skills.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Learning walks</li> <li>Staff questionnaires</li> <li>Performance management records</li> </ul>	
		Create a climate in which teachers are motivated to take risks and innovate to improve learning for their pupils.	SLT	Ongoing	None	<ul style="list-style-type: none"> <li>Teaching will be more innovative.</li> <li>Teachers will feel able to try out new ideas with pupils</li> <li>Pupils' learning will improve</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Learning walks</li> <li>Staff questionnaires</li> </ul>	
		Fundamental British values underpin the work of the school and are shared in assemblies, circle time and PSHE lessons.	SLT	Ongoing	None	<ul style="list-style-type: none"> <li>Pupils will recognise the importance of democracy, following rules, respect and tolerance</li> <li>The school will be a harmonious and safe community</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice interviews</li> <li>Behaviour records</li> <li>Pupil questionnaires</li> <li>Displays</li> <li>Parent questionnaires</li> </ul>	
		Safeguarding is effective.	SLT	Ongoing Annual report	Safe-guarding Training £250 Deputy DSP release time £1000	<ul style="list-style-type: none"> <li>Pupils will be safe</li> <li>Staff will understand how to keep pupils safe and how to recognise pupils who are at risk</li> </ul>	<ul style="list-style-type: none"> <li>Annual safeguarding report to governors</li> <li>Termly safeguarding audits</li> <li>Training records</li> </ul>	

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
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	<ul style="list-style-type: none"> <li>Staff will understand how to recognise pupils who are at risk and how to help them</li> <li>All pupils will feel part of a diverse and inclusive community</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour records</li> <li>Training records</li> <li>Circle time records</li> </ul>	
		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	<ul style="list-style-type: none"> <li>School's self-evaluation and future development plan will be based on sound observations and data</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring records</li> <li>Performance data</li> </ul>	
		Rigorous monitoring of provision through observation of interventions and data analysis	HT/ SENCo	Termly	None			
		Analysis of pupil progress data	HT/SLT	Termly	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 SENCo Provision maps Link TA performance management to SEND provision	SENCo	Annual  Termly  Termly Annual	None	<ul style="list-style-type: none"> <li>Provision for SEND pupils will be effective resulting in improved progress</li> <li>Teachers will be aware of the SEND needs of their pupils</li> <li>Teaching Assistants will be aware of the SEND needs of pupils they work with</li> </ul>	<ul style="list-style-type: none"> <li>SEND pupil data records</li> <li>Inclusive lesson plans</li> <li>Provision maps</li> </ul>	

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
1.4	To develop distributed leadership to ensure high expectations, high quality leadership and high standards	<p>Mentor middle leaders</p> <p>Give opportunities for monitoring, lesson observations etc.</p> <p>Middle leaders to audit their subject and lead developments to achieve quality marks where appropriate</p>	<p>HT</p> <p>CS AB LW ST JC</p>	Ongoing	<p>Release time for leadership role</p> <p>Cost of quality marks for subjects</p>	<ul style="list-style-type: none"> <li>• Middle leaders will know the standards of their subject in school</li> <li>• Some subjects /curriculum areas will be recognised as meeting national quality standards</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leader records</li> <li>• Staff questionnaires</li> <li>• Subject audits and action plans</li> </ul>	
1.5	To continue to develop high levels of governance to provide appropriate support and challenge	<p>Work closely with governors developing an open professional relationship</p> <p>Governor visits</p> <p>Governor training</p> <p>Include governors in monitoring etc.</p>	HT/CoG	Ongoing	Governor Training	<ul style="list-style-type: none"> <li>• Governors will feel confident that they have an accurate understanding of the school's work</li> <li>• Governors will be able to challenge school leaders to ensure provision for pupils is at least good</li> <li>• Governors will have a good understanding of how funding such as PPG and Sports premium is spent</li> </ul>	<ul style="list-style-type: none"> <li>• Governing Body and committee meeting minutes</li> <li>• Visit reports</li> <li>• Training records</li> <li>• Pupil premium audit report</li> </ul>	

## 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

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
2.1	To ensure all teaching is at least good and a significant proportion is outstanding	Monitoring of planning, teaching and marking.	HT/DH	Weekly	DH release cover	<ul style="list-style-type: none"> <li>All teaching will be at least good.</li> </ul>	<ul style="list-style-type: none"> <li>monitoring reports</li> </ul>	
		Provide training for staff development	HT	Ongoing	Training and supply costs	<ul style="list-style-type: none"> <li>All teaching will be at least good</li> </ul>	<ul style="list-style-type: none"> <li>monitoring reports</li> </ul>	
		Provide opportunities for peer observation and lesson studies	HT/DH	Ongoing	Cover costs	<ul style="list-style-type: none"> <li>There will be a school ethos of collaboration and support</li> <li>All teaching will be at least good</li> </ul>	<ul style="list-style-type: none"> <li>monitoring reports</li> <li>Staff survey</li> </ul>	
		Use ICT to enhance teaching and to motivate and challenge pupils further	SL	Ongoing	Naace ICT mark costs SL cover costs	<ul style="list-style-type: none"> <li>The use of ICT will improve the quality of teaching</li> <li>Pupils will be more engaged in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Learning walks</li> <li>Naace ICT mark</li> <li>Planning scrutiny</li> <li>Pupil voice interviews</li> </ul>	
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	<ul style="list-style-type: none"> <li>Teaching will be at least good</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Learning walks</li> <li>Monitoring reports</li> <li>Termly data tracking</li> </ul>	
		Moderation of work at inset/staff meeting Consortium moderation meetings	SLT	Termly	Moderation clusters - cover	<ul style="list-style-type: none"> <li>Feedback is effective in improving pupils' outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring reports</li> <li>Termly data tracking</li> </ul>	
		Feedback from monitoring cycle	HT	Half-termly	None	<ul style="list-style-type: none"> <li>Teachers will understand how to improve pupils attainment</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring reports</li> <li>Termly data tracking</li> </ul>	
		Target setting process and pupil progress meetings with SLT	SLT	Termly	PPM supply cover	<ul style="list-style-type: none"> <li>Teachers will be more confident in setting and meeting challenging targets for their pupils</li> </ul>	<ul style="list-style-type: none"> <li>Termly data tracking</li> </ul>	

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
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 TA support Additional teacher support Homework club DH release time	<ul style="list-style-type: none"> <li>Pupils in vulnerable groups will make increased progress, narrowing the gap in their attainment</li> <li>More able pupils in vulnerable groups will achieve the expected standard at greater depth</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>End of KS results</li> </ul>	
		Provide additional support for more able vulnerable pupils e.g. booster groups.						
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	<ul style="list-style-type: none"> <li>More able pupils will achieve <i>beyond expected</i> at the end of KS1 and KS2</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>End of KS results</li> <li>Lesson observations</li> <li>Planning scrutiny</li> <li>Work scrutiny</li> </ul>	
		To run booster groups for the more able pupils especially more able disadvantaged pupils	DH/SLT	Sept 2015 Review July 2016	DH release time	<ul style="list-style-type: none"> <li>More able disadvantaged pupils will achieve <i>beyond expected</i> at the end of KS2</li> </ul>		

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
2.5	To improve the teaching, learning and assessment of Science throughout the school	Purchase resources to support investigative science and run science focused workshops	HT/SL	Sept 2014 Review April 2016	£1K	<ul style="list-style-type: none"> <li>Science lessons will include more investigative science</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Learning walk</li> <li>Planning scrutiny</li> <li>Work scrutiny</li> <li>Pupil voice interviews</li> </ul>	
		Purchase scheme to support teachers in planning interactive science lessons	HT/SL	Sept 2014 Review July 2017	£3K	<ul style="list-style-type: none"> <li>Teachers will be more confident in meeting the requirements of the new curriculum</li> <li>Teachers will be able to teach more interactive lessons</li> </ul>		
		Run CPD to support teachers in delivering interactive science lessons	SLT/SL	March 2016	None			
		Peer moderate science assessments	SL	June 2016 then termly	SL training and cover £500	<ul style="list-style-type: none"> <li>Teachers will be more accurate in summative and formative science assessments</li> </ul>	<ul style="list-style-type: none"> <li>Termly science assessments</li> <li>Moderated assessments</li> </ul>	
		Achieve the Primary Science Quality Mark	SL	Sept 2015 End: July 2017	£750 for 3 years' accreditation	<ul style="list-style-type: none"> <li>Science will have a higher profile in the school</li> </ul>	<ul style="list-style-type: none"> <li>SL action plan</li> <li>PQSM assessment</li> </ul>	

## 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

<p><b>In order to achieve this we will:</b></p> <ul style="list-style-type: none"> <li>➤ Provide PSHE lessons that ensure pupils understand the social and emotional aspects of learning</li> <li>➤ Implement P4C to help pupils learn respect and tolerance for others</li> <li>➤ Promote a sense of community and recognition of British values through our school assemblies</li> <li>➤ Rigorously monitor attendance and follow up absences</li> <li>➤ Reward good attendance</li> </ul>	<p><b>This means that:</b></p> <ul style="list-style-type: none"> <li>3.1 Pupils will show self-responsibility, respect and tolerance for others as part of their spiritual, moral, social and cultural development</li> <li>3.2 Whole school attendance will improve so that it is &gt;96%</li> <li>3.3 Pupils will demonstrate a positive attitude to learning and show resilience in their learning</li> <li>3.4 Pupils will be offered a broad and balanced curriculum which promotes the personal development of pupils, developing creativity and a healthy lifestyle</li> <li>3.5 The personal development and well-being of pupils will be met through work in school with individuals, families and outside agencies</li> </ul>
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## Target Detail

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
3.1	To promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development	PSHE lessons will ensure pupils understand the social and emotional aspects of learning	HT/AB	Ongoing - weekly	None	<ul style="list-style-type: none"> <li>Pupils will demonstrate self-responsibility and respect for others</li> </ul>	<ul style="list-style-type: none"> <li>Pupil questionnaires</li> <li>Pupil voice interviews</li> <li>Lesson plans</li> <li>Lesson observations</li> <li>Learning walks</li> </ul>	
		Through the teaching of P4C pupils will learn respect and tolerance for others	HT/SLT	Ongoing - half termly	Training refresher - £500	<ul style="list-style-type: none"> <li>Pupils will be able to articulate their feelings and discuss the feelings of others</li> <li>Pupils will be able to discuss and debate philosophical issues</li> </ul>	<ul style="list-style-type: none"> <li>Pupil questionnaires</li> <li>Pupil voice interviews</li> <li>Lesson plans</li> <li>Lesson observations</li> <li>Learning walks</li> </ul>	
		School assemblies will promote a sense of community and recognition of British values	HT	Ongoing – daily	None	<ul style="list-style-type: none"> <li>Pupils will recognise their role as part of the school and wider community</li> </ul>	<ul style="list-style-type: none"> <li>Pupil questionnaires</li> <li>Pupil voice interviews</li> <li>Assembly rota</li> <li>Learning walks</li> </ul>	
		Pupils will be encouraged to undertake responsibilities e.g. break time buddies, circle times, admin assistant, classroom monitor roles	DH	Ongoing	Buddy training Pupil rewards – badges etc.	<ul style="list-style-type: none"> <li>Pupils will be active in taking responsibility for the organisation of the school and their classroom</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice interviews</li> <li>Pupil questionnaires</li> </ul>	

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
3.2	To improve whole school attendance	Attendance will be followed up from the first day of absence	Office	Ongoing	None	<ul style="list-style-type: none"> <li>Attendance will be greater than 96%</li> <li>No pupils will be persistent absentees</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data</li> <li>AIO visit reports</li> <li>Record of letters sent regarding attendance</li> </ul>	
		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			
3.3	To develop pupils' attitudes and resilience to learning	Create a climate where risk-taking in learning is promoted	All	Ongoing	None	<ul style="list-style-type: none"> <li>Pupils will 'have a go' at answering questions etc.</li> <li>Pupils undertake tasks with greater challenge</li> <li>Problem solving skills will be improved</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Learning walks</li> <li>Pupil voice interviews</li> <li>Pupil questionnaires</li> </ul>	
		Feedback to pupils will recognise the positives and give clear guidance on improvement	All	Ongoing	None	<ul style="list-style-type: none"> <li>Pupils will feel positive about their achievements</li> <li>Pupils will understand how to improve their work in order to achieve the required standard</li> </ul>	<ul style="list-style-type: none"> <li>Work scrutiny</li> <li>Pupil voice interview</li> <li>Pupil questionnaire</li> </ul>	

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
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	<ul style="list-style-type: none"> <li>• Healthy Schools Status</li> <li>• Pupils will understand what constitutes a healthy lifestyle</li> <li>• Pupils will develop some simple mindfulness techniques to help their mental well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Schools' accreditation</li> <li>• Pupil voice interviews</li> <li>• Pupil questionnaires</li> </ul>	
		Develop mindfulness practice throughout the school to support pupils' mental well-being	HT/AB	Start: Apr 2016 ongoing	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	<ul style="list-style-type: none"> <li>• Pupils will participate in more sport</li> <li>• Pupils will feel positive about participating in sport</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice interviews</li> <li>• PE monitoring</li> <li>• PE event/match reports</li> <li>• Records of participants</li> </ul>	
		Offer extended school opportunities that include sports clubs	HT/ Game On	Ongoing	Sports premium	<ul style="list-style-type: none"> <li>• A greater number of pupils will participate in extra curricular sports</li> </ul>	<ul style="list-style-type: none"> <li>• Records of participants</li> <li>• Pupil voice interviews</li> </ul>	
		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	<ul style="list-style-type: none"> <li>• Pupils will have a better understanding of healthy eating and how to prepare healthy food</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice interviews</li> <li>• Participation in the GF Club</li> </ul>	
		Use ICT to enhance the curriculum and prepare pupils for life in the 21 <sup>st</sup> Century	SL	Ongoing	ICT mark computers, iPads, etc	<ul style="list-style-type: none"> <li>• Pupils will be able to use ICT to support their own learning</li> <li>• They will have at least age appropriate IT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice interviews</li> <li>• Planning scrutiny</li> <li>• IT assessments</li> <li>• Learning walks</li> <li>• Lesson observations</li> </ul>	

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
3.4 Cont	To offer a rich, broad and balanced curriculum which promotes the personal development of pupils, developing creativity and a healthy lifestyle	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	<ul style="list-style-type: none"> <li>Children will actively use the outdoor space such as the garden and wildlife area</li> <li>The school will achieve the Bronze LotC award to recognise the impact on the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Planning scrutiny</li> <li>Learning walks</li> <li>Lesson observations</li> <li>Pupil voice interviews</li> </ul>	
		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	<ul style="list-style-type: none"> <li>Pupils will enjoy the experience of the arts and their own cultural history</li> <li>Pupils' learning will be enhanced by museum visits</li> <li>The school will achieve recognition for the broad curriculum it offers pupils</li> </ul>	<ul style="list-style-type: none"> <li>Museum visit reports</li> <li>Singing performances</li> <li>Drama performances</li> <li>Artsmark Award</li> </ul>	
3.5	To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies	Work with professional colleagues to identify pupils and families at risk	HT/SENCo	Ongoing	FSW ££	<ul style="list-style-type: none"> <li>Pupils will demonstrate good self-esteem and mental well-being</li> </ul>	<ul style="list-style-type: none"> <li>CP and CAF records show support for pupils and their families</li> <li>Pupils and parent questionnaires</li> </ul>	
		Support individuals and families through mentoring, counselling and Family Support Worker services	HT/SENCo	Ongoing	FSW Mentoring Counselling ££	<ul style="list-style-type: none"> <li>Pupils will demonstrate good self-esteem and mental well-being</li> </ul>	<ul style="list-style-type: none"> <li>CP and CAF records show support for pupils and their families</li> <li>Pupil and parent questionnaires</li> </ul>	

## KEY ISSUE 4: TO IMPROVE PUPIL OUTCOMES BY RAISING STANDARDS AND IMPROVING PROGRESS

### Outcome Targets:

	EYFS GLD	Year 1 Phonics Screening	Key Stage 1	Expected Standard	Above Expected Standard	Key Stage 2	Expected Standard	Above Expected Standard	Sufficient progress
<b>2016</b>	70%	85%	Reading	92%	40%	Reading	85%	40%	95%
			Writing	92%	25%	Writing	85%	40%	95%
			Maths	92%	35%	Maths	85%	50%	95%
<b>2017</b>	75%	90%	Reading	94%	40%	Reading	90%	45%	100%
			Writing	94%	30%	Writing	90%	45%	100%
			Maths	94%	40%	Maths	90%	50%	100%
<b>2018</b>	80%	93%	Reading	95%	45%	Reading	95%	50%	100%
			Writing	95%	35%	Writing	95%	50%	100%
			Maths	95%	45%	Maths	95%	55%	100%

### 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:

- 4.1 Pupils will be able to use grammatically correct English to express themselves;
- 4.2 Pupils will develop a love of reading that will support their other studies and provide them with an essential life skill;
- 4.3 Pupils will be able to express themselves accurately and eloquently in written English;
- 4.4 Pupils will be able to 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;
- 4.5 Teachers and senior leaders will be able to quickly identify pupils who are underperforming and take corrective action;
- 4.6 Pupils will be able to apply their learning to other subjects and areas of interest.

## Target Detail

Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
4.1	To improve pupils speaking and listening skills	Provide speaking frames across the curriculum	SLT/ Literacy SL	Ongoing	None	<ul style="list-style-type: none"> <li>Children will use grammatically correct English to discuss and explain.</li> <li>Pupils' written work will reflect grammatically correct spoken English.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> </ul>	
		Promote speaking in front of groups of pupils through speaking competition.	DH	Annual – whole school; Termly – year groups	Trophy	<ul style="list-style-type: none"> <li>Pupils will be able to speak to large groups of pupils and adults with confidence and appropriate formality</li> </ul>	<ul style="list-style-type: none"> <li>Sharing assemblies</li> <li>Speaking competition</li> </ul>	
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	<ul style="list-style-type: none"> <li>Most pupils (&gt;80%) will achieve the required standard</li> </ul>	<ul style="list-style-type: none"> <li>SLT monitoring cycle</li> <li>End of Year assessment</li> </ul>	
		Use interventions such as FFT to support pupils at risk of falling behind	SENCo	Sept 2015 with termly review	TA training and support	<ul style="list-style-type: none"> <li>Most pupils (&gt;80%) will achieve the required standard including some pupils who did not achieve 2 or 3 in reading at the end of EYFS</li> </ul>	<ul style="list-style-type: none"> <li>SLT monitoring cycle</li> <li>End of Year assessment</li> </ul>	

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
4.3	To improve levels of attainment and progress in reading	The Literacy curriculum will be based on quality texts.	SL	Sept 2014 Review annually	£2000 subscription	<ul style="list-style-type: none"> <li>Most pupils (&gt;85%) will achieve the expected standard in reading in both KS1 and KS2</li> </ul>	<ul style="list-style-type: none"> <li>End of KS assessments</li> <li>Lesson observations</li> <li>Planning</li> <li>Pupil voice interviews</li> </ul>	
		Use accurate AfL to identify gaps	All CTs	Review half termly	None			
		Each class will have a <i>Reading Spine</i> of quality texts to encourage enjoyment and broaden experience	SL – all CTs	January 2016 ongoing Review annually	Reading books	<ul style="list-style-type: none"> <li>Most pupils (&gt;85%) will achieve the expected standard in reading in both KS1 and KS2</li> <li>Pupils will read a wider range of literature</li> </ul>	<ul style="list-style-type: none"> <li>End of KS assessments</li> <li>Learning walks</li> <li>Pupil voice interviews</li> </ul>	
		Create a library area that promotes the enjoyment of reading	HT/GB	July 2016	£200K	<ul style="list-style-type: none"> <li>Pupils will have an area designated for the enjoyment of reading and a greater reading resource</li> </ul>	<ul style="list-style-type: none"> <li>Pupil questionnaire</li> <li>Pupil voice interviews</li> <li>End of KS assessments</li> </ul>	
		Implement the Talk for Reading ethos across the school - Vocabulary development - Comprehension - Sharing texts	HT	Nov 2015	£300	<ul style="list-style-type: none"> <li>Most pupils (&gt;85%) will achieve the expected standard in reading in both KS1 and KS2</li> <li>Pupils will enjoy reading</li> <li>Pupils will develop a wider working vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>End of KS assessments</li> <li>Lesson observations</li> <li>Planning</li> <li>Pupil voice interviews</li> </ul>	

Ref.	Target(s)	Action	Lead Person	Start/Review/End	Resources/Costs	Success Criteria	Monitoring	Evaluation (Impact)
4.4	To improve levels of attainment and progress in writing	Use Talk for Writing to provide ch with a structure for writing	HT/SL	Sept 2015 termly review	Talk for Writing conference March/June 2016 and resources	<ul style="list-style-type: none"> <li>• Children’s writing structured for genre</li> <li>• Children will be able to write extended pieces for a sustained period of time</li> <li>• Improved Teacher Assessment writing levels</li> <li>• Most pupils (&gt;85%) will achieve expected standard in writing at end of KS.</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Planning scrutiny</li> <li>• Big Write</li> <li>• Learning walk</li> <li>• Lesson observations</li> <li>• Cross curricular writing</li> <li>• End of KS assessments</li> </ul>	
		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.	<ul style="list-style-type: none"> <li>• Most pupils (&gt;85%) will achieve expected standard in maths at the end of KS.</li> <li>• Pupils will achieve a greater fluency in basic skills</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Planning scrutiny</li> <li>• Learning walk</li> <li>• Lesson observations</li> <li>• End of KS assessments</li> </ul>	
		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

By July 2016 at least 70% of pupils will achieve a Good Level of Development by the end of Reception

By July 2017 the progress made by pupils in Reception will be outstanding

By July 2018 at least 80% of pupils will achieve a Good Level of Development by the end of Reception

#### **In order to achieve this we will:**

- Engage parents and carers in their children’s learning in school and at home
- Creating a stimulating environment that motivates learning
- Encourage excellent attitudes to learning through role modelling
- Encourage children to learn together and from each other
- Use of skilful questioning to extend speaking and thinking skills
- Ensure that staff get to know the children, their needs and interests well
- Make accurate assessments for each pupil with individual targets identified and shared with pupils and their carers/parents
- Establish calm, reassuring routines so that children feel safe and happy at school
- Identify gaps in learning and implement strategies to address these
- Ensure good transition routines are in place

#### **This means that:**

- 5.1 Parents will be able to support their child’s learning at home;
- 5.2 Pupils will be motivated to learn and demonstrate excellent attitudes to learning;
- 5.3 Pupils will learn cooperatively and establish positive peer relationships;
- 5.4 Pupils will be challenged to achieve their full potential;
- 5.5 The curriculum and learning environment will respond to the needs and interests of the pupils;
- 5.6 Individual targets will be set that identify the learning needs of pupils;
- 5.7 Pupils will feel safe and happy to learn at school;
- 5.8 Pupils will make at least good progress and at least 75% of pupils will achieve GLD by the end of Reception;
- 5.9 Pupils will move successfully into Year 1 and the National Curriculum

## Target Detail

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
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	<ul style="list-style-type: none"> <li>Parents will feel able to support their child's learning</li> <li>Parents will feel part of the school partnership</li> </ul>	<ul style="list-style-type: none"> <li>Parent questionnaire</li> <li>Governor visits</li> <li>Learning walks</li> </ul>	
		Meet and greet parents at the door	CT/HT	Daily				
		New parents' coffee morning in May and in September		May and Sept				
		Learning packs for PPG pupils		October				
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	<ul style="list-style-type: none"> <li>Pupils will make at least good progress in Reception</li> <li>The Reception environment will be stimulating and varied</li> <li>Pupils will demonstrate very positive attitudes to learning</li> <li>The curriculum will be well organised and motivating</li> </ul>	<ul style="list-style-type: none"> <li>Planning scrutiny</li> <li>End of Year assessments</li> <li>Learning walk</li> <li>Lesson observations</li> <li>Pupil voice interviews</li> </ul>	
		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			

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
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	<ul style="list-style-type: none"> <li>• Pupils will be keen to learn</li> <li>• Pupils will be active participants in their own learning</li> <li>• Pupils will work cooperatively</li> <li>• Staff will help pupils to make rapid progress in Reception</li> </ul>	<ul style="list-style-type: none"> <li>• End of year assessments</li> <li>• Learning journals</li> <li>• Lesson observations</li> <li>• Pupil voice interviews</li> <li>• Learning walks</li> <li>• Classroom environment</li> </ul>	
		Encourage excellent attitudes to learning through role modelling						
		Encourage children to learn together and from each other						
		Use skilful questioning to extend speaking and thinking skills						
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	<ul style="list-style-type: none"> <li>• Pupils will make rapid progress in Reception</li> <li>• Individual pupils with additional learning needs (including disadvantaged pupils) will make at least good progress</li> <li>• Accurate assessments will ensure the curriculum meets the individual needs of pupils</li> <li>• Parents and pupils will know their targets and work in partnership to achieve them</li> </ul>	<ul style="list-style-type: none"> <li>• End of year assessments</li> <li>• Learning journals</li> <li>• Lesson observations</li> <li>• Pupil voice interviews</li> <li>• Parent/carer questionnaires</li> <li>• Learning walks</li> <li>• Classroom environment</li> </ul>	
		Accurate assessments are made for each pupil						
		Individual targets are identified and shared with pupils and their carers/parents						
		Skilful questioning deepens thinking skills and supports understanding						

Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
5.5.	To improve outcomes so that pupils are well placed to achieve well in KS1.	Establish calm, reassuring routines so that children feel safe and happy	CT	Ongoing	None	<ul style="list-style-type: none"> <li>• Pupils will quickly adapt to the Year 1 expectations</li> <li>• Pupils will all make at least good progress</li> <li>• At least 75% of pupils will achieve GLD at the end of year</li> <li>• Pupils will feel confident about the move to Year 1</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice interviews</li> <li>• End of year assessments/moderations</li> <li>• Progress measures against Baseline</li> </ul>	
		Use accurate assessment to ensure that all pupils make at least good progress		Ongoing Review termly				
		Identify gaps in learning and implement strategies to address these so that >75% of pupils achieve GLD by the end of Reception		Ongoing Review termly Review June 2016				
		Ensure good transition routines are in place to support pupils moving into Reception e.g. Yr 1 teacher/TA spends time in Reception etc.	EYFS CT/ Yr1 CT	Review Sept 2016	Cover for Yr1 teacher			