

WINDERMERE PRIMARY SCHOOL

DEVELOPMENT PLAN



September 2017 – August 2021



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, Analyse School Performance 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, parents' forum



WINDERMERE PRIMARY SCHOOL – SCHOOL DEVELOPMENT PLAN



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 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 consistently 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 foundation subjects 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 school attendance for vulnerable pupils
3. To develop pupils' thirst for learning and personal challenge
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 levels of attainment and progress in reading
3. To maintain high levels of attainment and progress in writing
4. To improve levels of attainment and progress in maths

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

1. To further develop the engagement of 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 assessment is accurate and that provision across all areas of learning is planned meticulously so that every child undertakes highly challenging activities, especially the more able pupils.



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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 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 consistently 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 foundation subjects 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 school attendance for vulnerable pupils
- iii. To develop pupils' thirst for learning and personal challenge
- 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 levels of attainment and progress in reading
- iii. To maintain high levels of attainment and progress in writing
- iv. To improve levels of attainment and progress in maths

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

- i. To further develop the engagement of 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 assessment is accurate and that provision across all areas of learning is planned meticulously so that every child undertakes highly challenging activities, especially the more able pupils.

KEY ISSUE 1: TO DEVELOP THE LEADERSHIP AND MANAGEMENT OF THE SCHOOL

Outcome Targets

By July 2018 middle leaders will have demonstrated clear leadership of their subjects and other responsibilities

By July 2018 there will be a climate of innovation and challenge in teaching and learning

By July 2019 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;
- Ensure subject leaders have a good knowledge and understanding of teaching and learning in their subject.
- 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;
- Use rigorous monitoring of school activities to inform the school’s self-evaluation;

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 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	Ensure that the governors' and leaders' vision and ambition is clearly communicated to stakeholders	CoG	Sept 17 Review annually		<ul style="list-style-type: none"> Stakeholders (staff, parents, children) will be committed to achieving the vision and ambition set for the school. 	<ul style="list-style-type: none"> Parent, staff and pupil questionnaires Newsletters Open Days 	
		Develop a strong and effective leadership team	HT	Sept 17	Management release time	<ul style="list-style-type: none"> Senior leaders and governors will set high expectations for pupils and staff There will be a supportive leadership team, who are able to challenge appropriately. 	<ul style="list-style-type: none"> Parent, staff and pupil questionnaires 	
		Create an ethos of innovation and risk-taking for staff	SLT	Sept 17 Review annually		<ul style="list-style-type: none"> Staff will feel trusted and be confident to try new methods and take on challenges to improve teaching and learning. 	<ul style="list-style-type: none"> Parent, staff and pupil questionnaires Learning walks Lesson observations 	
		Ensure that performance management arrangements are fulfilled according to legislation and development targets contribute to the targets identified in the School Development Plan	SLT	October 2017 Termly review		<ul style="list-style-type: none"> Staff will be involved in their own professional development. Staff development will reflect the needs of the school and its pupils. 	<ul style="list-style-type: none"> Performance management records 	
		Ensure safeguarding is highly effective	DSPs & Safeguarding governor	Termly review	CPOMS DSP training	<ul style="list-style-type: none"> Pupils will be safe from harm. Staff will understand how to keep pupils safe from harm. 	<ul style="list-style-type: none"> Safeguarding audit Annual report to governors 	

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
1.2	To embed rigorous systems that are used to inform the school's self-evaluation and identification of future areas of development	Termly monitoring of pupil attainment and progress	HT	Termly reviews	SLT release time	<ul style="list-style-type: none"> Teaching and learning will be effective in meeting pupils' needs. Outcomes for pupils will be improved. Areas for school development will be identified. 	<ul style="list-style-type: none"> Assessment data Observation records SDP reviews 	
		Regular monitoring of teaching and learning through observations, learning walks and scrutinies.	HT/DH	Termly reviews				
		Analysis of data by senior leaders.	SLT	Termly reviews				
1.3	To involve all stakeholders in implementing the new SEND Code of Practice	Termly monitoring of pupil attainment and progress.	SENCo	Termly	Training costs	<ul style="list-style-type: none"> Pupils with SEND will be supported to make progress Pupils with SEND will be able to access learning and other activities with their peers. 	<ul style="list-style-type: none"> Assessment data Training records Learning walks Lesson observations 	
		Training for all staff to understand and meet the needs of specific pupils.		Annual review and assessment of needs				
		CPD for specific staff to meet the needs of pupils in their care.						

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	Mentor subject leaders to develop their leadership skills through a coaching approach.	DH	Sept 2017 Termly review	Training costs TLA costs	<ul style="list-style-type: none"> • Subject leaders and middle leaders contribute to the attainment and progress of all pupils. • Subject leaders and middle leaders feel committed to the school's vision and ambitions. • The leadership capacity of the school will be increased. 	<ul style="list-style-type: none"> • Staff questionnaires • Leadership records • Subject leader reports • TLA reports 	
		Encourage subject leaders and middle leaders to take responsibility for the development of their subject or area of responsibility. Middle leaders to audit their subject and lead developments to achieve quality marks where appropriate	SLT					
1.5	To continue to develop high levels of governance to provide appropriate support and challenge	Work closely with governors to maintain an open and professional relationship. Governor visits Governor training	CoG/HT	Annual Review	Champions for Excellence Programme costs	<ul style="list-style-type: none"> • Senior leaders will be effectively challenged by governors • Governors will have a greater understanding of the school 	<ul style="list-style-type: none"> • Governing Board minutes • Champions for Excellence report • Governors end of year review 	

KEY ISSUE 2: TO IMPROVE THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Outcome Targets

By July 2018 all teaching will be consistently good or better.

By July 2019 the progress of vulnerable groups will be at least good or better.

By July 2020 all teaching will be consistently good and at least 20% will be outstanding

<p>In order to achieve this we will:</p> <ul style="list-style-type: none"> ➤ 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 (<i>see Appendix 2</i>); ➤ 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 effective teaching. 	<p>This means that:</p> <ul style="list-style-type: none"> 2.1 All teaching will be consistently good and a significant proportion outstanding; 2.2 The quality and effectiveness of questioning, marking and feedback will ensure that it has a direct impact upon outcomes for children; 2.3 The teaching of and provision for vulnerable groups, particularly pupils eligible for Pupil Premium Grant will be improved; 2.4 The teaching of and provision for the more able children across the school will be improved ; 2.5 The teaching, learning and assessment of foundation subjects throughout the school will be improved.
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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 consistently good and a significant proportion is outstanding	Monitoring of planning, teaching and marking	HT/DH/SLT	Weekly	DH/SLT release cover	<ul style="list-style-type: none"> Teaching will be consistently good and some will be outstanding 	<ul style="list-style-type: none"> Lesson observations Learning walks Planning scrutiny Pupil voice interviews Monitoring reports 	
		Provide training for staff development	HT	Ongoing	Training and supply costs	<ul style="list-style-type: none"> All teaching will be consistently good. 		
		Provide opportunities for peer observation and mentoring	HT/DH	Ongoing	Cover costs	<ul style="list-style-type: none"> There will be a school ethos of collaboration and support All teaching will be consistently good 		
		Ensure ICT is used effectively to enhance teaching and learning	SL	Ongoing	Naace ICT mark costs SL cover costs	<ul style="list-style-type: none"> The use of ICT will improve the quality of teaching Pupils will be more engaged in their learning 		
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	HT/DH	Ongoing	Supply cover	<ul style="list-style-type: none"> Teaching will be consistently good and some will be outstanding 	<ul style="list-style-type: none"> Lesson observations Learning walks Monitoring reports Termly data tracking 	
		Moderation of feedback at inset/staff meeting Consortium moderation meetings	SLT	Termly	Moderation clusters - cover	<ul style="list-style-type: none"> Feedback is effective in improving pupils' outcomes 		
		Feedback from monitoring cycle	HT	Half-termly	None	<ul style="list-style-type: none"> Teachers will understand how to improve pupils attainment 		

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"> • 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 	<ul style="list-style-type: none"> • Data analysis • End of KS results 	
		Pupil progress meetings						
		Provide additional support for more able vulnerable pupils e.g. booster groups.						
		Provide after-school enrichment opportunities such as homework club, art club and cooking club						
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"> • More able pupils will achieve <i>beyond expected</i> at the end of KS1 and KS2 	<ul style="list-style-type: none"> • Data analysis • End of KS results • Lesson observations • Planning scrutiny • Work scrutiny 	
		To participate in workshops and challenge days for more able pupils	SLT	Ongoing	DH release time	<ul style="list-style-type: none"> • More able disadvantaged pupils will achieve <i>beyond expected</i> at the end of KS2 		

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 foundation subjects throughout the school	Develop the role of subject leaders to promote and support teaching of foundation subjects	DH	Sept 2017		<ul style="list-style-type: none"> Subject leaders will be able to support colleagues in delivering engaging and challenging lessons 	<ul style="list-style-type: none"> Assessment records Learning walks Lesson Observations Subject Leader scrutiny records Pupil voice 	
		Refine national curriculum objectives to support accurate planning and assessment	SLT/ CoG	January 2018	Champions for Excellence Programme	<ul style="list-style-type: none"> Teachers will plan purposeful lessons with clear progression in skills and knowledge 		
		Provide training to further teachers' knowledge and skills	SLT	Ongoing	Training and cover costs	<ul style="list-style-type: none"> Teachers will be more confident Subject knowledge will be better 		
		Moderation of foundation subject planning and work	Subject Leaders	Ongoing		<ul style="list-style-type: none"> Teachers will understand the expectations and attainment across the school 		
		Purchase additional resources to enhance the provision for foundation subjects	Subject Leaders	Ongoing	See budget allocations	<ul style="list-style-type: none"> Teachers will be appropriately equipped to teach engaging and challenging lessons 		

KEY ISSUE 3: TO IMPROVE THE PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF PUPILS

Outcome Targets

<p>By July 2018 whole school attendance will be >96%</p> <p>By July 2019 the school will achieve national awards recognising the quality of the school’s curriculum</p> <p>By July 2020 pupils will demonstrate outstanding attitudes to learning</p>
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<p>In order to achieve this we will:</p> <ul style="list-style-type: none"> ➤ Review and redesign the PSHE curriculum ➤ 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 ➤ Support vulnerable families to ensure good attendance 	<p>This means that:</p> <ul style="list-style-type: none"> 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
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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	Class teachers	Sept 2017	None	<ul style="list-style-type: none"> Pupils will demonstrate self-responsibility and respect for others 	<ul style="list-style-type: none"> Pupil voice Lesson Observations Curriculum monitoring 	
		Revision of the PSHE curriculum will ensure that this meets the needs of the pupils in the school	HT/SLT	Sept 2017	Resources e.g. books	<ul style="list-style-type: none"> Pupils will receive appropriate spiritual, moral, social and cultural teaching 		
		Through the teaching P4C pupils will learn respect and tolerance for others				<ul style="list-style-type: none"> Pupils will demonstrate increased tolerance and respect for others 		
		School assemblies will promote a sense of community and recognition of British values	HT	Ongoing		<ul style="list-style-type: none"> Pupils will recognise that they are part of a community and show an understanding and respect for British values 	<ul style="list-style-type: none"> Assembly schedule 	
		Pupils will be encouraged to undertake responsibilities e.g. break-time buddies, circle times, admin assistants, classroom monitors etc.	SLT	Ongoing		<ul style="list-style-type: none"> Pupils will undertake roles and responsibilities within the school community 	<ul style="list-style-type: none"> Pupil Voice Learning walks 	

Ref.	Target(s)	Action	Lead Person	Start/Re v./End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
3.2	To improve school attendance for vulnerable pupils	Attendance will be followed up from the first day of absence	HT	Ongoing	None	Attendance, particularly that of disadvantaged and vulnerable pupils will be improved Attendance of all pupils will be greater than 97% Attendance for vulnerable pupils will be greater than 96%	• Weekly and termly monitoring	
		Rigorous monitoring and follow-up of attendance data			None			
		A policy of no term time absences will be made explicit with regular reminders			None			
		Good attendance will be rewarded each week, termly and annually			Annual cost of rewards £200			
		The school family worker will offer additional support to vulnerable families with poor attendance	SLT		St Albans Plus cost £4K			
3.3	To develop pupils' thirst for learning and personal challenge	Through the teaching of P4C pupils will develop questioning techniques and thinking skills	SLT	Ongoing		• Pupils will be able to discuss and debate philosophical issues	• Scrutiny of P4C plans • Lesson Observations	
		Review school's homework policy to provide enriching opportunities for all pupils	SLT	Sept 2017	Scrap-books	• Pupils will feel positive about their achievements • Pupils will understand how to improve their work in order to achieve the required standard	• Homework portfolios • Pupil questionnaires	
		Effective feedback to pupils will challenge their learning						

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	Review of PSHE curriculum will support the school in meeting pupils' mental health needs	HT/SLT	Sept 2017	Resources e.g. books	<ul style="list-style-type: none"> • Pupils will develop some simple mindfulness techniques to help their mental well-being • Pupils will demonstrate good self-esteem and mental well-being 	<ul style="list-style-type: none"> • Pupil voice • Lesson Observations • Curriculum monitoring • Behaviour records 		
		Staff training to understand mental health needs and approaches	HT/SLT	Sept 2018	Training				
		Implementation of whole school mental health strategy including MINDUP and anxiety workshop for parents	HT/SLT	March 2018	MINDUP costs				
		Inspire pupils to adopt a more physically active lifestyle through sporting events and activities e.g. Fitter Future	PE SL	Ongoing	Fitter Future subscription	<ul style="list-style-type: none"> • Pupils will understand what constitutes a healthy lifestyle • Pupils will participate in more sport • Pupils will feel positive about participating in sport 			<ul style="list-style-type: none"> • Pupil voice • Sports participation • Club records
		Offer extended school opportunities including sports clubs	SLT	Ongoing	Sports providers	<ul style="list-style-type: none"> • Pupils will participate in more sport • Pupils will feel positive about participating in sport 			

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
3.5	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, wildlife garden and outdoor theatre to provide rich and inspiring learning opportunities Achieve LotC award Green Tree Schools Award (Woodland Trust)	SLT	Sept 2017	Plant costs LotC costs	<ul style="list-style-type: none"> • 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 • The school will achieve the Gold Green Tree Schools Award 	<ul style="list-style-type: none"> • Lesson planning • Observations • Pupil voice • LotC award • Woodland Trust Award 	
		Create opportunities for art and cultural development that motivate pupils and offer them life experiences - achieving the Artsmark	HT/ SLT	Ongoing	Theatre workshops Art experiences	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lesson planning • Observations • Pupil voice • Artsmark 	

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
3.6	To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies	Implementation of whole school mental health strategy including MINDUP and anxiety workshop for parents	HT/DHT	Ongoing	MINDUP Anxiety workshop Wellbeing workshop	<ul style="list-style-type: none"> Pupils will demonstrate good self-esteem and mental well-being 	<ul style="list-style-type: none"> Pupils and parent questionnaires 	
		Work with professional colleagues to identify pupils and families at risk	DSPs	Ongoing	St Albans Plus		<ul style="list-style-type: none"> CP and CAF records show support for pupils and their families Professional reports from LINKS, Vista, ISL 	
		Support individuals and families through mentoring, counselling and Family Support Worker services	SENCo	Ongoing	St Albans Plus additional services			

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
2018	80%	90%	Reading	88%	32%	Reading	80%	17%
			Writing	88%	32%	Writing	85%	20%
			Maths	88%	28%	Maths	80%	20%
2019	80%	90%	Reading	90%	40%	Reading	84%	16%
			Writing	90%	30%	Writing	84%	16%
			Maths	90%	40%	Maths	80%	16%
2020	80%	93%	Reading	95%	45%	Reading	85%	20%
			Writing	95%	35%	Writing	85%	20%
			Maths	95%	45%	Maths	85%	20%

<p>In order to achieve this we will:</p> <ul style="list-style-type: none"> ➤ Improve pupils’ speaking and listening skills ➤ Maintain improved teaching of phonics in Key Stage 1 ➤ Ensure all pupils have access to quality literature ➤ Improve pupils’ vocabulary ➤ Provide opportunities for sustained writing ➤ Continue to use <i>Talk for Writing</i> 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 (<i>x-ref. Key Issue 3</i>); ➤ Develop cross-curricular links so that skills are developed and applied in various contexts. 	<p>This means that:</p> <ul style="list-style-type: none"> 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 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.
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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	Theatre workshops	<ul style="list-style-type: none"> • Pupils are able to speak clearly, articulately and confidently in a range of situations • Children will use grammatically correct English to discuss and explain. • Pupils' written work will reflect grammatically correct spoken English. 	<ul style="list-style-type: none"> • Teacher assessment • Open Days • Sharing assemblies 	
		provide opportunities for public speaking in sharing assemblies and performances, school open days etc.						
		Implementation of Talk for Writing – rehearsing and repeating key phrases						
		Use poetry recitals to practise speaking in a structured manner						

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	Deliver effective guided reading across the school	SLT & Literacy SL		<ul style="list-style-type: none"> • Talk for Writing training • Books for classrooms and library • Books for reading incentives • TA support for daily readers • TLA support for Lit. • Phonics Resources 	<ul style="list-style-type: none"> • Improved attainment and progress in reading • Increased enjoyment of reading • Increased engagement in reading (particularly at home) • Most pupils (>85%) will achieve the expected standard in reading in both KS1 and KS2 • Pupils will develop a wider working vocabulary 	<ul style="list-style-type: none"> • Test results Phonics, KS1, KS2 • Teacher assessment KS1, KS2 and EYFS • Book scrutinies 	
		Each class will have a <i>Reading Spine</i> of quality texts to encourage enjoyment and broaden experience						
		Implement the Talk for Reading ethos across the school <ul style="list-style-type: none"> - Vocabulary development - Comprehension - Sharing texts 						
		Target pupils (esp. vulnerable pupils) for daily reading support						
		Provide a broad range of reading material in the class and in the school library						
		Monitor home reading frequency esp. vulnerable pupils						
		Offer incentives for regular reading						
		Access support from HfL Teaching and Learning Adviser for Literacy						
		Deliver high quality phonics teaching						

Ref.	Target(s)	Action	Lead Person	Start/Rev./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	SLT & Lit SL	Ongoing	Talk for Writing training	<ul style="list-style-type: none"> • Children’s writing across the curriculum will be of a high standard • Children will be able to write extended pieces for a sustained period of time • Most pupils (>85%) will achieve expected standard in writing at end of each KS. 	<ul style="list-style-type: none"> • Monitoring of books and plans • Pupil voice 	
		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	SLT & Maths SL	Ongoing	<ul style="list-style-type: none"> • HfL Essentials training • Manipulatives 	<ul style="list-style-type: none"> • Most pupils (>85%) will achieve expected standard in maths at the end of KS. • Pupils will achieve a greater fluency in basic skills 	<ul style="list-style-type: none"> • Monitoring of books • Lesson observations • Pupil voice • Test results – KS1, KS2 • Teacher assessment KS1, KS2 and EYFS 	
		Increased fluency in basic skills through planned activities						
		Use of HfL Essentials to embed deeper understanding of mathematical concepts and fluency						
		Rigorous data tracking to identify pupils who are not meeting targets.						

KEY ISSUE 5: TO IMPROVE AND DEVELOP THE EARLY YEARS FOUNDATION STAGE PROVISION

Outcome Targets

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

By July 2019 the progress made by pupils in Reception will be outstanding

By July 2020 at least 20% of pupils will exceed the requirements for 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:

- 3.1 Parents will be able to support their child’s learning at home;
- 3.2 Pupils will be motivated to learn and demonstrate excellent attitudes to learning;
- 3.3 Pupils will learn cooperatively and establish positive peer relationships;
- 3.4 Pupils will be challenged to achieve their full potential;
- 3.5 The curriculum and learning environment will respond to the needs and interests of the pupils;
- 3.6 Individual targets will be set that identify the learning needs of pupils;
- 3.7 Pupils will feel safe and happy to learn at school;
- 3.8 Pupils will make at least good progress and at least 75% of pupils will achieve GLD by the end of Reception;
- 3.9 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 workshops to support learning Meet and greet parents at the door New parents' coffee morning in May and in September Learning packs for pupils (esp. vulnerable pupils) Pre-school individual consultation meeting for every parent Starting School book for each new pupil Parent handbook to support induction Use of online Learning Book to share pupils' learning throughout the year	SLT & EYFS Lead	Sept 2017	Hospitality costs Starting School book Online learning journal	<ul style="list-style-type: none"> Parents will feel able to support their child's learning Parents will feel part of the school partnership Pupils' transition into school will be smooth and supportive 	<ul style="list-style-type: none"> Parent questionnaire Observations of pupils Pupil voice 	

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
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	SLT & EYFS Lead	Sept 2017	Staff Training cost EY TLA cost New resources	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Parent questionnaire • Pupil voice • Lesson observations • End of year assessments 	
		Implement the advice of TLAs and other advisers to enrich the provision						
		Provide new and stimulating resources and environments for pupils' learning						
		Support pupils to take risks and explore						
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	SLT & EYFS Lead	Sept 2017	Staff Training cost EY TLA cost New resources	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Parent questionnaire • Pupil voice • Lesson observations • End of year assessments 	
		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						

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resource s/Costs	Success Criteria	Monitoring	Evaluation (Impact)
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.	<p>Staff get to know children well and respond to their needs and interests</p> <p>Accurate assessments are made for each pupil with next steps identified</p> <p>Individual targets are identified and shared with pupils and their carers/parents</p> <p>Skilful questioning deepens thinking skills and supports understanding</p> <p>Participate in moderation of EYFS outcomes</p>	SLT & EYFS Lead	Sept 2017	<p>Staff Training cost</p> <p>EY TLA cost</p> <p>New resources</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Parent questionnaire • Pupil voice • Lesson observations • End of year assessments 	

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.	<p>Establish calm, reassuring routines so that children feel safe and happy</p> <p>Use accurate assessment to ensure that all pupils make at least good progress</p> <p>Identify gaps in learning and implement strategies to address these so that >75% of pupils achieve GLD by the end of Reception</p> <p>Ensure good transition routines are in place to support pupils moving into Reception e.g. Yr 1 teacher/TA spends time in Reception etc.</p>	SLT & EYFS Lead	Sept 2017	<p>Staff Training cost</p> <p>EY TLA cost</p> <p>New resources</p>	<ul style="list-style-type: none"> • Pupils will quickly adapt to the Year 1 expectations • Pupils will all make at least good progress • At least 75% of pupils will achieve GLD at the end of year • Pupils will feel confident about the move to Year 1 	<ul style="list-style-type: none"> • Parent questionnaire • Pupil voice • Lesson observations • End of year assessments 	

APPENDIX 1 SUMMARY OF RESOURCE COSTS IN ACTION PLAN

Action Plan Reference	Resource	School Delegated Budget 2017-2018	School Delegated Budget 2018-2019	School Delegated Budget 2019-2020
1.1, 1.2, 2.1, 2.2, 2.3, 2.4	Leadership time - cover	£8K	£8K	£8K
1.1	CPOMS	£700	£700	£700
1.1	DSP training and updates	£500		£500
1.3	SEN training (including cover where necessary)	£700	£700	£700
1.4, 4.1, 4.2, 4.3, 5.2, 5.3, 5.4, 5.5	TLA services	£5K	£3K	£5K
1.5, 2.5	Champions of Excellence	£700	£1300	-
2.1, 2.5, 4.1, 4.3, 4.4, 5.2, 5.3, 5.4, 5.5	Staff Training for T&L (including cover where necessary)	£15K	£15K	£15K
2.3	Enrichment opportunities – clubs, visits etc.	£5K	£5K	£5K
2.3	Additional teachers and teaching assistants for PP support	£71K	£71K	£71K
3.1	PSHE resources	£500		
3.2	Attendance Awards	£200	£300	£400
3.3, 3.6	St Albans Plus SFW, counselling and mentoring	£6K	£6K	£6K
3.4, 3.6	MINDUP, anxiety workshops, wellbeing training	£1250	£500	£500
3.4	Fitter Future, Mavericks, YST	£4K	£4K	£4K
3.5, 4.1	Workshops and Art Experiences	£2K	£2K	£2K
4.3	Books for library, classrooms and rewards	£15K		
4.5	Classroom resources	£2K	£500	£500
5.1	EYFS Transition Resources	£2K	£500	£500
5.2, 5.3, 5.4, 5.5	EYFS Resources	£2K	£1K	£1K
	TOTAL RESOURCE COSTS IN ACTION PLAN	£22,200	£2,700	£2,700
	TOTAL OF ALL COSTS IN ACTION PLAN	£141,550	£119,500	£120,800



WINDERMERE PRIMARY SCHOOL – SCHOOL DEVELOPMENT PLAN



APPENDIX 2

CYCLE OF MONITORING AND EVALUATION

Frequency	No.	What	Who	How	Report Format	Report Audience	Done ?
Weekly		Pupil voice – circle time	SLs	Circle time activities and pupil interviews	Circle time sheets SL monitoring reports	SLT	
		Attendance records	Office Admin	Assembly trophy	SIMS report	Whole school	
		Learning Walks - informal	SLT	Informal visits to classrooms monitoring teaching, learning, pupil behaviour and activities.	Verbal report focusing on areas of development and successes	SLT	

Half-termly		DSP reviews	DSPs	Discussion of current concerns and monitoring of vulnerable pupils	Safeguarding monitoring report	DSPs	
		Governing Board Committees	Governors	Formal minutes and committee reports	Minutes	Full GB	
		Governor visits	Governors	Report on actions and their impact	Governor visit form	Full GB	
		Newsletters	HT	Information sharing for parents	Newsletter	All stakeholders	
		Reading records	SLT	SLT monitoring reading activities in school	Written report	SLT	

Termly		Assembly Schedule	AB/HT	Schedule for assemblies for teachers	Timetable	Staff	
		Attendance monitoring	HT and AIO	Meeting to analyse attendance data Letters to parents of pupils with poor attendance	Letters/AIO report	SLT	
		Development Plan Review	SLT/Govs	Identify progress against SDP targets	Annotations on SDP and report to governors	SLT Governors	
		Governing Board meetings	Governors	Meetings with full board	Minutes	Governors	
		Lesson Observations	SLT and SLs	Formal and informal observations of classroom practice, teaching and learning	Observation and feedback form	SLT Class teachers	

Frequency	No.	What	Who	How	Report Format	Report Audience	Done ?
		Learning walks	SLT & HIP	Focused visits to classrooms monitoring teaching, learning, pupil behaviour and activities.	Verbal report focusing on areas of development and successes	SLT and class teachers Subject leaders where appropriate	
		Open Days/Sharing Assemblies	All	Sharing assemblies for parents and relatives Open Days for prospective parents	Observational evidence	Stakeholders	
		Performance Management	SLT	Performance management meetings and review meetings	Performance management format	All staff	
		Planning Scrutiny	SLT & SLs	Routine scrutiny of planning folders and plans kept on server	Planning Scrutiny report SL monitoring	CTs and SLT	
		Pupil Premium Report to governors	Pupil premium lead (JC)	Analysis of pupil performance and engagement	Written report	SLT and Governors	
		Safeguarding audit	HT & Safeguarding governor	Meeting to discuss school's safeguarding arrangements	Audit report	Governors	
		SEN report to governors	SENCo (RA)	Analysis of pupil performance and interventions, specialist support	Written report	SLT and governors	
		Sports club records	PE SL (EB)	Monitoring of participation in sports clubs	Written report	SL & SLT	
		Subject Leader Monitoring Reports	SLs	Routine monitoring of T&L across the curriculum	Subject Leader Impact Log	SLT	
		TLA reports	TLA, SLT & SLs	Informal visits to classrooms, meetings to support teachers, joint planning or team teaching	TLA written report	SLT & CTs where appropriate	
		Training Records	Office Admin	Record of training undertaken by individuals across the school	SIMS reports	SLT & Governors	
		Work scrutiny	SLT & SLs	Routine scrutiny of books and pupils' work	Work scrutiny report SL monitoring	CTs and SLT	
		Homework portfolio scrutiny	SLT	Routine scrutiny of homework	Verbal feedback to pupils Sharing of work on social media	Individual pupils All stakeholders	

Frequency	No.	What	Who	How	Report Format	Report Audience	Done ?
		Behaviour records	SLT	Monitoring of recurring patterns of behaviour	Verbal discussion Letters to parents	SLT & Governors CTs where appropriate	
		Assessment Data Tracking	SLT	Monitoring of attainment and progress	SIMS reports	SLT & Governors HIP	
		Base Review	Base Leader	Review of SpLD outreach provision	Written report	HT & Governors	

Annually		Questionnaires – parent, staff, pupil	SLT	Collect views of stakeholders	Written report	Governors	
		Annual Safeguarding report to governors	HT	Review of safeguarding activity	Written report	Governors & CPSLO	
		Subject Leader reports	SLs	Review of SL activity and impact	Written report	SLT	
		Champions of Excellence Report	SLT	Review of project participation and impact	Written report	Governors	
		End of KS results	DfE & HT	Analysis of pupil outcomes	Written report	Governors	
		Annual Attendance Monitoring	HT & AIO	Certificate assembly rewards for 100% attendance	SIMS	Governors	
		Curriculum Review	SLT & SLs	Review of curriculum provision and impact	Written report Curriculum maps	SLT Stakeholders	
		Governors End of Year Review	CoG	Review of school's governance	Written report	Governors	