



## **SCHOOL DEVELOPMENT PLAN SUMMARY**

The 2018/19 School Development Plan has been created from a range of sources including self- evaluation (involving staff, pupils, parents and governors), data analysis, feedback from external sources such as: Teaching and Learning Reviews by Folio and the local authority plus moderation and internal monitoring. The School Development Plan is split into 6 main priorities; for each priority, a number of actions are planned to take place throughout the year. The person/s responsible for the action are identified, resources allocated and success criteria agreed.

### **OUR PRIORITIES FOR 2018-2019**

1. To improve the quality of teaching and learning across the school, leading to improved standards by the end of Key Stage 2.
2. To increase the % of children achieving the expected standard or above in RWM (combined) so that it is at least in line with the National Average.
3. To improve outcomes for Disadvantaged children and in doing so narrow the gap between Disadvantaged and Other Children within the school
4. To develop the quality of leadership across the school, creating a distributive leadership structure and clear accountability measures.
5. To improve the personal, social and emotional development of pupils at our school through the establishment of a consistent approach to behaviour management and an increased focus on PSHE.
6. To improve collaborative opportunities across the Folio community of schools and with parents and the Local Advisory Board.

**Priority 1. To improve the quality of teaching and learning across the school, leading to improved standards by the end of Key Stage 2.**

- Monitor implementation of non-negotiables across each phase **(PLs)**
- Fortnightly drop-ins and book looks completed. **(SLT)**
- Half-termly pupil progress meetings to ensure progress for all children and to hold staff to account. **(Co-Heads)**
- Termly observations to be completed with clear focus, feedback and next steps - **(SLT)**
- Introduce new appraisal system for all staff including observation pro forma **(Co-Heads)**
- Monitor planning (4 weekly) to ensure needs of all pupils are being met through targeted interventions and support **(PLs)**
- PLs to regularly review and deploy TAs in their phases to ensure needs of all pupils are being met **(PLs)**
- Regular monitoring of marking to ensure next steps are identified **(PLs and SLT)**
- EYFS participation in the Erasmus Creative Development project **(JS)**
- Introduce a new approach to the EYFS journals, including the use of Tapestry and SeeSaw **(EYFS team)**
- Review assessment systems across the school **(Co-Heads)**

**Priority 2: To increase the % of children achieving the expected standard or above in RWM (combined) so that it is at least in line with the National Average.**

- Analysis produced to monitor areas of development for each child/class (discussed at pupil progress meetings) **(Co-Heads)**
- Analysing School Performance Data to be presented to the Local Advisory Board. **(Co-Heads)**
- Track the delivery of interventions to ensure that they have the impact needed to secure improvement. **(CTs)**
- Establish pre-teaching sessions for targeted children to support the acquisition and understanding of key vocabulary **(TAs directed by CTs)**
- FADE reports to be introduced to improve subject leader knowledge of their areas of school improvement **(PLs & subject leaders)**
- Review approach to planning and differentiation to ensure that resources including staff are well deployed to meet the needs of pupils **(all teachers)**
- Review the school's approach to writing to ensure that children have high quality opportunities to plan and then write for extended periods of time. **(English subject lead)**
- Increase the profile of writing around the school, including incidental writing opportunities in EYFS leading to more children achieving the ELG in writing. **(EYFS and English lead)**
- TA training in teaching methods leading to better outcomes for children e.g. **calculation methods; effective questioning and feedback (incl. marking); reducing anxiety; Internet Safety**
- **(PLs/subject leaders)**
- Termly parent workshops on ways to support their children in different subject areas e.g. maths calculations and reasoning; internet safety; phonics and reading; and SRE **(subject leads)**

**Priority 3. To improve outcomes for Disadvantaged children and in doing so narrow the gap between Disadvantaged and Other Children within the school**

- Analysis of current barriers to learning **(AHT)**
- Explore successful practices and approaches of removing barriers in other settings **(AHT)**
- Parent information meetings to be arranged targeting parents of underachieving/vulnerable pupils **(SENCo and PLs)**
- AHT to work daily in maths and English sessions with disadvantaged pupils **(AHT)**
- Nurture groups to be introduced **(Co-Heads/SENCo)**
- To continue ELSA/Talk & Draw/School counsellor **(SENCo)**
- Individual reading sessions with volunteers/TAs **(PLs)**
- Ensure there are extra-curricular and other opportunities available throughout the year **(AHT)**
- Parents targeted to book Parents' Evening appointments **(CTs)**
- Progress of all children tracked carefully by member of the SLT and Link Adviser. **(SLT and Link Adviser)**

**Priority 4. To develop the quality of leadership across the school, creating a distributive leadership structure and clear accountability measures.**

- To produce a clear leadership structure identifying areas of responsibility and accountability **(Co-Heads)**
- Appoint non class based AHT to lead UKS2 and teach alongside year 6 teachers for 60% of a week **(Co-Heads)**
- Introduce phase leaders across the school with clear job descriptions and accountability **(Co-Heads)**
- Dedicated leadership time for English and maths leads (in order to raise standards in these areas) **(Co-Heads)**
- TA training in teaching methods leading to better outcomes for children e.g. calculation methods; effective questioning and feedback (incl. marking); reducing anxiety; Internet Safety **(Co-Heads)**
- Establish fortnightly Senior Leadership Team meetings to include PLs, SENCO and on occasions subject leads **(Co-Heads)**
- **Phase Leaders** to meet with all members of their phase monthly including TAs to discuss deployment and needs of pupils
- **SENCo** to meet monthly with 1:1 TAs and ABA tutors to monitor progress of children
- Appraisal training provided for team leaders to ensure consistency of approach **(Co-Heads)**
- LAB Link Advisers to be established and to meet with subject leaders at least termly **(Co-Heads)**

***Priority 5. To improve the personal, social and emotional development of pupils at our school through the establishment of a consistent approach to behaviour management and an increased focus on PSHE.***

- Revise behaviour policy and establish a set of guidelines to ensure consistency of approach **(Co-Heads)**
- Introduce whole school behaviour management initiative including ladder of behaviours to ensure a consistent approach and consequence to behaviour **(Co-Heads)**
- Pupil, parent and staff surveys to be completed at the start of the year, identifying areas for improvement **(Co-Heads)**
- Establish online PSE resources for whole school and monitor its effectiveness **(Co-Heads)**
- Achieve Healthy Schools Silver award **(JS)**
- Appoint member of staff to oversee initiatives such as Anti Bullying Alliance accreditation and Say No To Bullying **(Co-Heads)**
- Monday assemblies to be held in class to remind pupils of expectations or to address PSE issues **(teachers)**
- Half termly pupil forums **(Co-Heads)**
- Develop house system to be used more consistently across the school **(Co-Heads)**
- Introduce parent charter outlining expectations **(Co-Heads)**
- Update Anti-Bullying Policy **(EB)**

***Priority 6 To improve collaborative opportunities across the Folio community of schools and with parents and the Local Advisory Board.***

- Shared Inset day on safeguarding for SPPS and PHJS **(Co-Heads)**
- Moderation to take place across SPPS KS2 and PHJS **(Co-Heads)**
- SLT to meet regularly with other Folio SLT members to share good practice **(Co-Heads)**
- Half termly parent forums to share progress on SDP and any other issues raised **(Co-Heads)**
- Termly meetings with SCLA to share good practice and cost saving initiatives **(Co-Heads)**
- Establish monthly newsletters to parents from SLT **(Co-Heads)**
- Opportunities for pupils to take part in collaborative activities between Coombe Wood/Park Hill & SCLA cluster of schools **(Co-Heads)**
- Make links with teachers at CWS and use expertise in subjects such as science and PE **(Co-Heads)**