

School Development Plan 2016-18

	2016/17	2017/18	2018/19
KEY ISSUE 1: To further develop a broad and balanced curriculum that inspires children to learn and embeds the using and applying of reading, writing and maths across the whole curriculum with a focus on the Arts	<ul style="list-style-type: none"> • Beginning to use mastery planning • Arts mark statement submitted • Plan for and apply for Silver sports award 	<ul style="list-style-type: none"> • Further develop mastery planning • Arts mark assessment and case study • Consolidate Silver sports award 	<ul style="list-style-type: none"> • Embedded mastery planning • Continuation of Arts provision
KEY ISSUE 2: To ensure that all groups of children, particularly disadvantaged children, make good progress from their starting points and that the gap between these children and others is narrowed in attainment.	<ul style="list-style-type: none"> • Begin family Learning events for KS1 • Targeted reading development for disadvantaged pupils • Focus on lower ability boys writing 	<ul style="list-style-type: none"> • Extend family Learning to KS2 	<ul style="list-style-type: none"> •
KEY ISSUE 3: To further develop the Early Years provision from pre-school to KS1.	<ul style="list-style-type: none"> • Promote Toy Box and increase opening hours • Develop inspiring and engaging practise • Focus on fine and gross motor skills and communication and language 	<ul style="list-style-type: none"> • Further develop joint assessment and learning journeys • Develop an outdoor learning/forest school USP 	<ul style="list-style-type: none"> •
KEY ISSUE 4: To raise the attainment in RE through the use of the new curriculum, units and resources and develop the use of assessment using the core beliefs for each religion	<ul style="list-style-type: none"> • Introduce and run new curriculum • Look at how 'Understanding Christianity' fits and begin to trail this resource • Start to use new assessment • Resource the new curriculum 	<ul style="list-style-type: none"> • Embed the assessment system within the curriculum • Focus on the big questions and learning from these - depth • Developing a greater understanding of Christianity worldwide and in all its forms. • Possible developing a link school 	<ul style="list-style-type: none"> • Further development of worldwide links and understanding

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<ul style="list-style-type: none"> • Developing a mastery curriculum with a focus in excellence and in-depth learning for all. Planning using the 4 quadrants • Fewer 'Learning Experiences' that focus on deep learning and using a broad range of skills in depth with hooks to inspire the learning and real end products. • A focus on developing the Arts and using these as a vehicle for all learning. • Developing key sports that the children excel in and giving opportunities to try others • A focus on Blooms Taxonomy higher order questions and thinking in all learning • Using Blooms taxonomy to plan for mastery and deep learning using the 4 quadrants • Subject leaders taking responsibility for developing the curriculum in their key area and delivering high quality CPD to other staff • A variety of good quality opportunities for the arts and cultural experiences • A drive for excellence using self and peer critique • The use of success criteria developed with the children • Working with STEM and developing local links with businesses • Specific focused curriculum blocks termly e.g. science, 	Achieving Arts gold mark	<p>The school has had a much greater focus on the Arts this year, with Arts CPD for all staff including using technology as well as developing/updating practical art skills. All the children have had high quality music teaching from a specialist. In the upper years this has involved music technology, in the middle years learning the recorder, learning to read music and learning about key composers. PE teaching has improved this year with CPD for teachings from coaches working alongside the teachers in class. The areas focused on have been netball, hockey and cricket. The children have participated in many inter school competition and have been more successful in these. The children are working well as a team and planning how best to approach things. The majority of children have participated in a sports club and/or a sporting event. All children have participated in inter house competitions. The writing across the curriculum has been shown to be of a similar standard to that in English through scrutiny and this was also agreed by the SIP. It was seen to be of a high standard. There have been some high quality end products for learning experience</p>
	Achieving School games silver mark	
	All Learning Experiences ending with a quality product shared with the school or parents e.g. a museum, a display, an activity, presentation	
	Writing in all books at a similar & excellent standard	
	A number of high quality pieces of learning seen showing depth of learning and understanding in a variety of subjects e.g. Art, Science, history, music	
	Children understand excellence and can explain this through talking about their own learning and books.	
	Children evaluating and assessing their learning against jointly written success criteria across the curriculum	

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<p>DT, arts</p> <ul style="list-style-type: none"> • Arts extra-curricular clubs • External events attended or organised to be pre-plans and prepared for enabling children to be the best they can be. <p>RATIONALE: Teaching of literacy and maths is good or better but we feel the children need a broader curriculum and to be able use their English and Maths effectively across the curriculum.</p>	<p>Teachers able to show governors they have a good understanding of learning and achievement in their subject through their annual report to governors</p>	<p>e.g. Ash Parent/Child space Buggies, but this is an area we still need ot focus on and prioritise. The children are able to talk about their learning and evaluate it. Success criteria are used much more regularly and these are created with the children regularly but this is still an area for focus. Teachers subject reports to Governors have shown that they have a good knowledge of their subject area and know what the next steps are. All recent teaching observed has been good and the children have been seen to be making good progress in their learning.</p>
	<p>Teaching in all subjects to be good and 50% to be outstanding</p>	
	<p>Children know what is expected of them at an event e.g have practise as a team, plan pre-task etc</p>	

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KEY ISSUE 2: To ensure that all groups of children, particularly disadvantaged children, make good progress from their starting points and that the gap between these children and others is narrowed in attainment.	Success Criteria	Monitoring
<ul style="list-style-type: none"> • Parental engagement; positively supporting parents who find supporting learning harder • Boys writing focus • Introducing family learning for KS1 • Targeted mindset work to develop resilience and learning behaviours using the Arts as a vehicle • Intervention from teachers for pupil premium children • Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. • Links to Key Issue 1 in engaging children and parents in a broader curriculum where all can achieve • Golden tickets & cups to praise learning attitudes and behaviours • Nurturing children to enable them to engage with learning through ELSA, nature, art, drama, sport, forest school • Encouraging parents into school - Mindset workshops, online safety, learning alongside their children, children reaching parents. • 1 to 1 teacher intervention for disadvantage pupils and groups of children. 	Parents engaging with the family learning (9 families)	<p>Many of the disadvantage children have made good progress from their starting points. ELSA work has helped to support and engage a number of children who have made excellent progress emotionally and this has enable them to engage in the classroom better. Most of these children need ongoing support but are using the strategies taught. Family learning has not been carried out but we have had events well supported by families and these have included a number of pupil premium families e.g. Science evening, Ash space buggies, parents evening, sports day, online safety evening but there are still some families we have not engaged and we need to look at other ways to engage them which may involve specific invitations. Data shows 20% of children working at greater depth in most areas and this is due to teachers focusing and teaching children to this as they have a greater understanding of what this means and looks like. While interventions are carried out they have an</p>
	All children have a good understanding to the learning skills needed for independent learning and are using these.	
	School events, workshops and children's learning supported by most parents	
	The gap between groups narrowing e.g. girls/boys, PP/others	
	Most (90%) making good progress from their starting points.	
	At least 20% of working at greater depth in each area	
	Teachers teaching the skills needed for greater depth to targeted children	

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<ul style="list-style-type: none"> • Learning Muscles developed with all the children to develop learn to learn skills and independence • Half termly monitoring of the learning of children who are not on target to meet ARS • Develop criteria for greater depth in writing & use this for planning, teaching and assessing. 	<p>Interventions show impact on learning mean accelerate progress for pupil premium children (there may be exceptions for children who are also SEN)</p>	<p>impact and have ensure children make improve progress but this does not always have a lasting effect. We need ot focus on depth of learning in these interventions to ensure a greater impact. The books show progress for all children and some accelerated progress. The gap has been narrowed for some children but not for all. This is an on-going area for focus especially through the mastery maths programme.</p>
<p>RATIONALE: Developing better links with parents and working together to support children's learning enable more rapid progress and better life-long learning.</p>	<p>More children moving from below ARS to ARS over the year</p>	
	<p>Progress seen in books for all children and accelerate progress for targeted groups</p>	

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KEY ISSUE 3: To further develop the Early Years provision from pre-school to KS1.	Success Criteria	Monitoring
<ul style="list-style-type: none"> • Joint policies and practice specifically in TfW, Maths and phonics as well as other areas • Use of the arts to develop gross and fine motor skills • Developing the use of forest school and the use of the outdoor areas for learning • Developing the outdoor learning space of Ash class • Using Learn to move as part of everyday teaching across the Early Years • Share good assessment practise • Visit other pre-schools to adapt our practise • Raise the profile of Toy Box within the local community and area through positive feedback and achievements • Extending and developing EYFS leadership to include the pre-school • To extend Toy Box opening hours to be full time • To develop and refresh the pre-school and foundation stage environments • To further resource EYFS to enable improved 	90% of children being school ready	<p>The children joining the school in September 2017 who have attended Toy Box on a regular basis are ready for school, they have made good progress over the year and already know the school, its routines and the classroom well. We envisage the transition being smooth. Parents have comments that the learning and curriculum in the Early Years has been excellent and that the children love what they do. This had also been seen through learning walks. There are more children in Toy Box than at the start of the year and others seem interested but, in September the numbers will drop again. Toy Box is open all day and some days are busy in the afternoon with 5 or more children but others have 1 or 2. Welly walk and swimming have encourage children to do more sessions. EYFS leader has a good knowledge of the whole EYFS curriculum, children and planning but it has been hard to release her to work with Toy Box Manager due to time and budget constraints. This is an area for focus next year. At data at the end of foundation stage</p>
	An inspiring and engaging pre-school environment and curriculum.	
	Having a covered play area in Ash	
	More children in Toy Box	
	Toy Box open all day	
	Early Years Leader having a good knowledge of the whole EYFS - children, planning attainment and progress	
	Most (90%) children being expected or exceeding on physical development at the end of FS	

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<p>physical development learning</p> <ul style="list-style-type: none"> • To have structure talk teaching to develop communication and language, especially for those children weak in this areas e.g. talking partners, talk boost • Develop the Early Years music group <p>Rationale: Toy Box becoming part of the school and being low in numbers and from Foundation stage and on-entry data analysis over the past 3 years.</p>	<p>Plans show Forest school and outdoor learning being used weekly</p>	<p>shows children have made good progress. Only 69% at expected or exceeding, or 75% with a child with high needs removed. Due to small numbers percentages are hard to look at 9/12 children. The others have made good progress from starting points.</p> <p>Over the summer the cover will be built giving the EY class a sheltered area.</p>
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KEY ISSUE 4:	Success Criteria	Monitoring
<p>To raise the attainment in RE through the use of the new curriculum, units and resources and develop the use of assessment using the core beliefs for each religion through:</p> <ul style="list-style-type: none"> • Subject leader training on new AMV • Staff meetings on AMV and assessment • Training and introduction of 'Understanding Christianity' • Developing the mastery model for RE • Developing a new rolling programme where units build on each other • Developing our own assessment for RE based on the new requirements, AfL, self and peer assessment. 	<p>Cold and hot tasks show children making good or better progress in units.</p>	<p>The school was judged to be an outstanding church school in Dec 2016 showing that RE is well taught and the attainment is good. The majority of children are at ARS or above according to teacher assessments, this is also seen through their RE books and the way they talk about RE. Children have been seen to be making good or excellent progress in RE from their cold and hot tasks. Discussions with the children show that they have an in depth knowledge of what they learn in RE. The children are beginning to understand the core beliefs</p>
	<p>The majority (90%) of children being at or above ARS for RE</p>	
	<p>Books/interview with children show quality and in-depth learning about and from religions.</p>	
	<p>Teachers teaching the new curriculum and using the assessment materials</p>	

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<p>Rationale: Being a C of E school we believe we must continually look to develop ourselves as a church school</p>	<p>Children understanding the core beliefs</p>	<p>of each religion they have studied, this will take time to embed. Teachers have used the new units effectively. The RE curriculum/teaching has been adapted over this year with the introduction of 'Understanding Christianity' which we have had training on and will work to incorporate in our plan for next year.</p>
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