

Long Sutton C of E Primary School School Development Plan Draft 2017/18

School context					
Number of pupils on roll	90	Number of pupils eligible for pupil premium	16	Number of pupils eligible for Services premium	7
Percentage of pupils on track to meet expected standard/attainment targets in Y6 Cohort 16	88%	Percentage of pupils on track to exceed expected standard/attainment targets	31%	Number of pupils currently not on track to meet expected standard/attainment target	2 children
Intake information (% of pupils with low, middle, high prior attainment)	L: 12.5% M: 43.8% H: 50%	Most recent Ofsted grade	Good	Number of pupils with special educational needs (SEN) or education, health and care (EHC) plan	20

Objectives for 2017/18	
Achievement gap issues	Pupil Premium and SEN children below National Expectations Maths progress lower than other subjects, in-line but lower than expected. Weak GPS/Spelling, especially for PP children. Y2 cohort phonics is weak.
Objective 1	To develop mastery maths teaching across the school to improve reasoning, problem solving and the application of skills to meet the needs of all children and enable good progress
Objective 2	For all children to make good progress, with disadvantaged and SEND children making improved progress and narrowing the gap between them and non-disadvantaged children/non-SEND children.
Objective 3	To develop dyslexia friendly teaching strategies to enable all children to access the curriculum and make good progress from their starting points.
Objective 4	To develop the use of the 'Understanding Christianity' resource alongside our current good practice

Objective 1	To develop mastery maths teaching across the school to improve reasoning, problem solving and the application of skills to meet the needs of all children and enable good progress					
Rationale	After analysis of the children's maths assessments last year and also observing the Y3, 4, 5 children doing NFER tests, we felt that the children had not mastered key areas and could not then use this learning at a later time or in a different context. Children were too reliant on formal written methods and were not thinking about manipulating the numbers. This was also backed up by the data, with children's progress in Y6 not being as good as expected. We need accelerated progress for our children.					
Links to the school vision	<ul style="list-style-type: none"> • Independent learners who are proud of their achievements and themselves • Life-long learners ready to try new things and reach their <i>full potential</i> 					
Learning muscle focus	<ul style="list-style-type: none"> • Resilience 			Governors: Aaron Coleman & Claire Sargent		
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	Impact/Review To included pdf evidence documents
<p>Maths leader to work with the Year 1 teacher to embed Mastery maths for these children. This will include observing expert teachers together.</p>	<p>Throughout 2017 -18</p> <p>Review: Feb 28 FGB</p> <p>June FGB</p>	SJ	3 days supply from Mastery Hub money including day observing Shanghai teachers.	<p>Termly observations - ER.</p> <p>Observations of children to how they apply learning in different contexts - ER/GM</p> <p>updates from SJ, Y1 maths progress in books</p> <p>Whiterose assessments and analysis of these PPM</p> <p>Governors through:</p>	<p>Year 1 children making good progress with 12 out of 13 achieving ARS.</p> <p>Children understand the key concepts in a variety of contexts seen through use of Whiterose assessments and Summer NFER tests</p>	

				Termly governors meetings Core group SIP visit Spring 18		
Teaching in Y2 and 3 to focus on mental strategies for fluency. Maths leader to work with teachers to support them with strategies for this.	Throughout 2017 -18	SJ and EB/MP	$\frac{1}{2}$ day supply from Maths Hub	Analysis of NFER (Y3) & Whiterose/SATs (Y2) assessments. Observations of maths lessons - ER/SJ Spring/Summer Children interviews including asking them how to tackle questions - ER/SJ Spr/Sum SIP visit Spring 17 PPM	Y2/3 children can manipulate numbers mentally and have a range of strategies for this. Children being at ARS (Y3 9 out of 11, Y2 6 out of 8).	
Teachers plan and teach the key strategies needed to enable children to solve problems and explain reasoning independently.	Throughout 2017-18	SJ	No cost Incorporate this into planning.	Planning Book scrutiny Observations - ER Spr/Sum SIP visit Spring 17 PPM	Children seen to be able to break down problems and show their steps to working them out. Children to be able to explain their ideas and thinking. Children able to write own problems.	
Learning Muscles to be an integral part of Maths lessons and	Throughout 2017/18	All staff	No cost Incorporate this into planning.	Planning Observations and walkabouts show this in	Children using their learning muscles to	

taught alongside maths content.				evidence	improve their learning. Children collaborating to solve problems and reflecting on their learning e.g. explaining, making links, adapting strategies etc.	
To trial pre-teaching in Y5/6 and analyse the impact of this.	Start Dec 2017 Review April 2018	SJ	Organise mornings so time is made available for this. Set up plans for TA to cover class.	Observations - ER Spring NFER data Children's books PPM	Targeted children to make more rapid progress in areas taught with the gap narrowing.	
Teachers to be given time to observe their class learning maths and working independently particularly focusing on those below ARE and PP and reflect on this.	Jan, March & April	Teachers	1 ½ days supply (£300) - ER/KM to cover teaching	Feedback sheets from observations and follow up evidence - ER Adapted planning - ER Termly monitoring of PP children. PPM -termly	Teachers know strategies children are missing. Teachers adapting planning to target these children Children shown to be making improved progress in areas targeted.	
Maths lead to share research and learning through staff meetings enabling all teachers to adapt their teaching.	6.12.17 SM Research feedback SM 20.12.17 Spring SM	SJ Teachers	Staff meeting time (3/4 in the year). Research time (2/3 each term)	Staff meeting minutes Observations and walkabouts - ER/SJ/Governors SIP visit Spring 17	Teachers understand the concepts behind Mastery Maths. Teaching focuses	

			<p>Maths Mastery training & 1 day to observe teachers from Shanghai. (5 days supply Maths Hub)</p>		<p>on mastery of key concepts for all children and enabling some to work at greater depth.</p>	
<p>Teacher's assess children's learning at the end of each key area of learning, record which children are above or below ARS and use this for further intervention and teaching. Using cold task and hot tasks to help show progress.</p>	<p>At the end of each key area.</p>	<p>Teachers</p>	<p>Kanagroo Maths hot and cold tasks.</p> <p>Assessment sheets for the end of units adapted from JC's sheets.</p>	<p>Comparing hot and cold tasks at the end of units - ER/SJ</p> <p>Book scrutiny - ER/SJ</p> <p>PPM - ER + Governor</p>	<p>Teachers able to clearly show who has achieved ARE in each topic. Progress clearly shown for all children.</p>	
<p>To run workshops for parents to show them the strategies used to teach maths. Tips for maths to help them develop maths at home. Possible help sheets for parents on the website.</p>	<p>Spring term by end of Feb 18</p> <p>Summer term 18</p>	<p>Teachers</p>	<p>Teacher time</p>	<p>Governors to attend sessions and talk to parents.</p> <p>Governors to follow up with some parents in April.</p>	<p>Parents having a greater understanding of how maths is taught in school.</p> <p>Parents being able to help their children develop their maths in practical ways.</p>	

Key Monitoring and reviewing:

- Governors meetings February and June
- End of year Data
- NFER data
- SIP visits
- PPM termly

Key Success Criteria

- Y6 data shows child making good progress from Y2 (scatter graphs)
- NFER data for Y3, 4, 5 shows children making good progress (scatter graphs)
- Observations show that most/all children have the strategies to tackle problems
- Children able to write own effective maths problems on an area taught showing their understanding and learning.

Overall Impact analysis and next steps:

Objective 2	For all children to make good progress, with disadvantaged and SEND children making improved progress and narrowing the gap between them and non-disadvantaged children/non-SEND children.					
Rationale	The data shows that our disadvantaged children have made less good progress than non-disadvantaged children over the past 3 years, whilst the groups are small and the data must be looked at with caution, this must be an area of focus. This is similar for the children with SEND. The data shows that the children who have less learning support at home, in particularly with reading make slower progress than those who have regular input from home. The key focus being on developing even better 'Quality first teaching' for all children within the schools new structure and embedding mastery for all as identified in SIP report Autumn 17					
Links to the school vision	<ul style="list-style-type: none"> • Resilient learners who can make good choices about their learning • Young people with dreams and goals they strive to achieve 					
Learning muscle focus	<ul style="list-style-type: none"> • Resilience and reflection 			Governors: Jane Bruce & Tim Creegan		
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	Impact/Review
Work scrutiny to identify the key issue for each child who is below ARS, PP or SEN and using this to plan extra support. Teachers to observe children when working independently to identify areas of weakness.	January 2018 Reviewed May 2018	All teachers	Staff Meeting time.	ER through: proforma completion NFER data termly Learning journal half termly Governors through Heads Report PP termly report to governors.	Impact seen in class learning from extra support given on target area. Children making improved progress.	

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Research in to what is shown to have an impact enabling children to make improved progress	Throughout 2017/18	ER	Research staff meetings (2/3 per term)	Staff meeting minutes End of year summary	New ideas to support PP children being trialed and the impact monitored.	
Teachers to engage with the CLP 'Empowering our teachers' project, involving working with teachers from other schools, observing and a sharing good practice to improving teaching.	Oct visit to CM School Spring, Summer and Autumn 2018.	ER Teachers	£200 supply £1000 from CIB bid through CLP	Feedback form staff - Oct 17 Termly observation by ER. Reports/reviews from shared work and the impact of this for individuals. Staff Meeting minutes (summer and autumn term 18) CLP Governors meeting SIP Report	Improved quality of teaching. Improved progress and learning.	
Targeted questioning and feedback for key children.	Throughout 2017/18	Teachers	Marking time	Lesson observations and walkabouts	The children seen to be fully engage with learning and rise to the higher expectations of them.	
Set up a learning journal for each of the pupil premium/vulnerable children to track input, impact and progress. These to follow the	Start Dec 2017	Teachers	Staff meeting time 2 hours supply cover to begin this. (£200) Folders for these (£50)	Half termly discussion on pupils/looking at the files.	Impact of interventions clearly monitored and progress shown. Quicker adaptation and change of strategies if slow	

<p>children through school. Also children entering the school mid-year/after Reception.</p>					<p>progress. Able to show progress made clearly to all as evidence in one place.</p>	
<p>Targeted reading input for key children</p>	<p>Start Dec 2017</p>	<p>Volunteers TA</p>	<p>Possible 30 mins a day TA time. £1200</p>	<p>NFER data AR data Star reader data</p>	<p>Reading progress is accelerated for targeted children.</p>	
<p>Parents invited to half termly mentoring session with the class teacher to focus on supporting them in supporting their child.</p>	<p>Start Dec 2017, then each half term</p>	<p>Teachers and parents</p>	<p>£1000 for 5 days supply cover</p>	<p>Minutes from the meeting on the proforma. Target up dates Learning journal half termly. Child's planner. Discussions with parents about impact on them.</p>	<p>Children's targets set in the meetings being achieved. Greater parental support for learning.</p>	
<p>Focused mindset group for Y5/6 - research and looking at the impact with the aim of using this across the school in the future.</p>	<p>Autumn term 17</p>	<p>KM</p>	<p>30 mins from SEN time per week.</p>	<p>Feedback for sessions from KM and children. Observing children's learning in class Learning journal half termly</p>	<p>Children able to talk more positively about their learning. Children using strategies taught. Children making improved progress in learning.</p>	
<p>Targeted ELSA support for identified</p>	<p>Throughout 2017/18</p>	<p>SE</p>	<p>4 afternoons per</p>	<p>Learning journal half termly.</p>	<p>Children having strategies to deal</p>	

<p>children</p>			<p>week.</p>	<p>ELSA monitoring sheets. Observations of the children in class or at play</p>	<p>with situations they previously found hard. Children with more confidence. Children have improved self esteem</p>	
<p><u>Key Monitoring and reviewing:</u></p> <ul style="list-style-type: none"> • Observations of teaching and learning • Children's Learning Journal • End of year data for all PP children • End of year data for all children • NFER progress data • Governors meeting reviews January, May and July • Book scrutinies • Mindset questionnaires Autumn, Spring and summer 				<p><u>Key Success Criteria</u></p> <ul style="list-style-type: none"> • All observations to show good quality first teaching for all children • Pupil Premium and other disadvantage/vulnerable children making more rapid progress from their starting points • The gap between Pupil premium children and non pupil premium children is narrowed. • SEND children make improved progress from their starting points and this is in-line with national data. • Parents engage with staff and support their children's in achieving their target. • Mind set questionnaires show improvements over the year. 		
<p><u>Overall Impact analysis and next steps:</u></p>						

Objective 3	To develop dyslexia friendly teaching strategies to enable all children to access the curriculum and make good progress from their starting points.					
Rationale	The school have a number of children with dyslexic tendencies. From the analysis of the data for 2016/17, this showed that the school's spelling was quite weak and so was the GPS and this was particularly so for our disadvantaged children which this was lower than other areas. It was felt that focusing on dyslexia friendly strategies would support these children and was good practice for all, so enabling all children to make improved progress.					
Links to the school vision	<ul style="list-style-type: none"> • Resilient learners who can make good choice about their learning • Young people with dreams and goals they strive to achieve • Confident, happy people who believe they can and will succeed in all they do • Life-long learners ready to try new things and be able to reach their full potential 					
Learning muscle focus	<ul style="list-style-type: none"> • Reflection and Resilience 			Jane Bruce & Jane Twitty		
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	Impact/Review
KM to attend all training for this.	During 2017/18	KM	£600 for course plus supply costs	JB (Gov) and ER with termly updates	Staff Meetings give the staff the important information needed to make a DF classroom	
KM to run a number of staff meetings sharing the information staff need to know about being a DFS.	Autumn (13.9.17 & 11.10.17) and Spring term	KM/ER	Staff Meeting time	JB (Gov) and ER with termly updates Staff meeting minutes SEND Annual Report to governors. Observations show strategies being used	Teachers have a clear knowledge of what make a DF classroom. Teachers incorporating the use of DF	

				DF questionnaires	strategies. Questionnaire in July show increased knowledge.	
DFS schools action plan to be up to date and used as a working document	Autumn 2017	KM	Time to complete and share with ER	JB (Gov) and ER with termly updates. Review of this termly.	Each term progress seen in this action plan, show the school to be more DF.	
Staff to complete pre and post questionnaires	Autumn and Summer	KM Staff	Staff Meeting time	Questionnaires completed and results analysed and share with Governors in July.	Questionnaire in July show increased knowledge.	
Purchase any key DF resources needed e.g. non-white paper, coloured reading overlays.	By January 2018	KM/HW	Increased costs as yet unknown	Resource in class and being used. Book scrutiny showing progress and resources used. NFER results	Children with dyslexic tendencies making improved progress in reading and writing	
Teachers to be shown strategies to use with children and these to be seen in use.	Aut and Spring	KM Teachers	Staff meeting time. Planning	Observations - KM/ER Book Scrutiny	Children with dyslexic tendencies making improved progress.	
Staff to have resource packs to support identification.	Autumn 17	KM	Photocopying	Staff to be able to show Gov the pack and explain about it. Pack being used	Children identified earlier. Children making improved	

				Data	progress.	
Staff to be tracking children they have concerns about using early identification pack.	Throughout 2017/18	Teachers	PPA time	Early identification documents completed.	Children tracked earlier to support possible identification. Children making improved progress.	
Lessons planned with DF strategies in mind daily e.g. chunking, backgrounds, resources, visual, practical, technology	Throughout 2017/18	Teachers	PPA time	Observations	Children identified earlier. Children making improved progress. Children able to recognize how to support themselves independently	
Parent awareness meeting	Spring 2018	KM/ER	Time	Speaking to key/selected parents	Parents have greater awareness of dyslexia, what they can do to support their child and who to get support from.	
Children to have more independence with their learning and be able to use toolkits to support them	Throughout 2017/18	Teachers TA KM	Resources kits	Observations and work scrutiny	Children working more independently Children aware of how to support	

					themselves	
<p><u>Key Monitoring and reviewing:</u></p> <ul style="list-style-type: none"> • Classroom observations • Termly meetings with <i>Governors</i> to update on progress • Book scrutiny • Questionnaires 				<p><u>Key Success Criteria</u></p> <ul style="list-style-type: none"> • School becoming a Dyslexia Friendly School • Children with dyslexic tendencies identified early • Children with dyslexic tendencies making improved progress • Lessons show DF strategies being used at all times for all children 		
<p><u>Overall Impact analysis and next steps:</u></p>						

Objective 4	To develop the use of the 'Understanding Christianity' resource alongside our current good practice					
Rationale	Having been judge to be an 'outstanding' church school in our SIAMs inspection Dec 2016, we want to develop our practice in teaching RE to be even better using the new resources developed but not at the expense of losing what has recently been judged to be an outstanding RE teaching, learning and curriculum. We want the children to have a greater depth of understanding of the core Christian concepts. As part of our action plan from the SIAMs report, developing our new curriculum was a key focus.					
Links to the school vision	<ul style="list-style-type: none"> Young people with a good understanding of Christian values that they can convey to others throughout their lives. 					
Learning muscle focus	<ul style="list-style-type: none"> Reflection 			Governors: Rev Jane Twitty & Heather Pomeroy		
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	Impact/Review
Staff training to share the 'Understanding Christianity' resource	Autumn and Spring 2017/18	CA	Staff Meeting time	Staff meeting minutes each term	Teachers able to use resources effectively. Children making good progress in RE learning.	
Teachers to trial units and plan how to use these alongside current units.	Ongoing 2017/18	CA EB ER	PPA time	Book Scrutiny of RE books Spring 2018 - CA and HP RE Report to governors Lesson observations - Spring or summer 18	Children making good progress in RE learning. Teachers teaching great RE lessons	

<p>To develop a 2/3 year rolling programme for RE involving old and new units</p>	<p>Throughout 2017/18</p>	<p>CA</p>		<p>Governors to meet with CA</p>	<p>Programme in place and in use across the school.</p>	
<p>Develop the use of hot and cold tasks further and AfL in RE</p>	<p>Throughout 2017/18</p>	<p>CA EB ER</p>	<p>PPA Staff Meeting</p>	<p>Book Scrutiny - CA/HP Child interviews - CA/HP/JT</p>	<p>Teacher's know where the children are and their next steps. The majority of children at ARS for RE.</p>	
<p>Teachers to review teaching and learning using 'Understanding Christianity'.</p>	<p>Spring 2018 Summer 2018</p>	<p>All Teachers HP/JT</p>	<p>Staff Meeting - Spring 18</p>	<p>Book Scrutiny of RE books together - Teachers and governors RE Report to governors Staff Meeting minutes</p>	<p>Children making good progress.</p>	
<p><u>Key Monitoring and reviewing:</u></p> <ul style="list-style-type: none"> • RE book Scrutiny • RE observations • Child interviews • Key governors to meet RE Leader • RE end of year assessments 				<p><u>Key Success Criteria</u></p> <ul style="list-style-type: none"> • Children making good progress in understanding the core Christian values • The school having a clear RE rolling programme to work from that uses previous resources as well as new ones - developed for our children in our setting. • RE lessons show great teaching with children engaged in their learning. 		
<p><u>Overall Impact analysis and next steps:</u></p>						