

# School Development Plan

Worplesdon Primary School  
2017 – 2020 (2<sup>nd</sup> year of a 3 year plan)



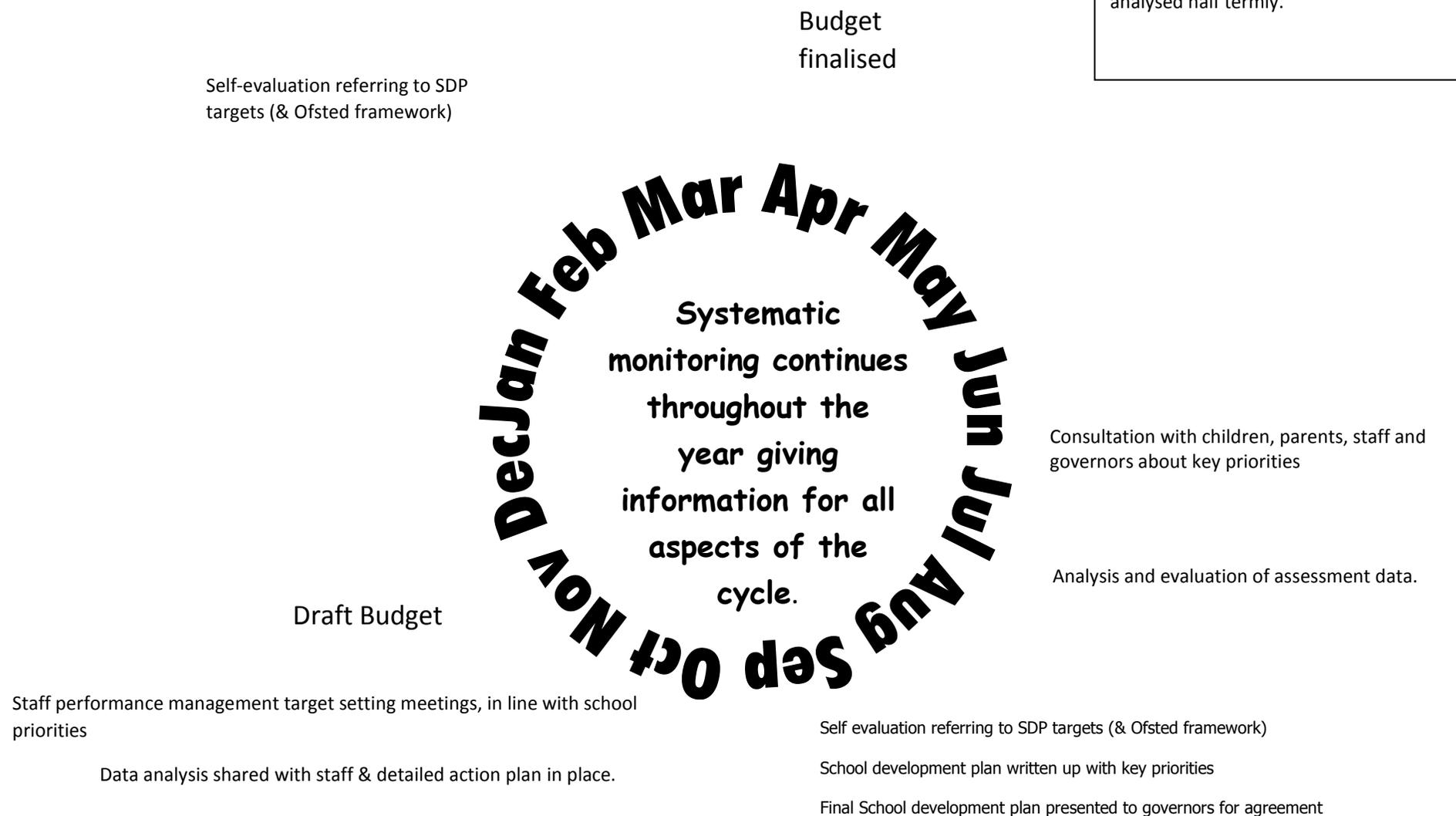
Helping children to develop a love for life and learning.

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OUR PLANNING CYCLE



## CONTEXT

We are two-form entry in our infant department and are growing to three-form entry in our junior department. We benefit from sixteen full time teachers and three specialist teachers who teach French, Music and PE. Furthermore, we benefit from a home school link worker, a mainstream TA in each class and special needs teaching assistants across the school.

At Worplesdon we believe that children get just one childhood; it should be a magical and happy time where education should leave a host of positive and deep, meaningful memories that last for the rest of their lives. With this in mind, children are at the heart of every decision we make. We aim for every child to be happy, confident risk takers who fulfil their potential. We provide a nurturing environment where we value each child and promote positive attitudes and lifelong learning to help children grow into independent, respectful and creative adults with their own unique gifts and talents.

## PROCESS USED IN DESIGNING THIS DEVELOPMENT PLAN

### Self Evaluation Process

- With our vision in mind (helping children to develop a love for life & learning), teaching staff, support staff and governors evaluated the schools performance against the Ofsted Framework and as a result, identified the key priorities for the year ahead.
- In class groups and through our School Council, children shared their opinions on the following two questions: What do we do well at and therefore must keep? What could we do better? The children's ideas were interwoven into the plan.
- Over the course of the Summer term (2018), parent feedback was actively sought and interwoven into the plan.

### Planning & delivery of the School Development Plan meeting

- On 5<sup>th</sup> September 2018 the head teacher, deputy head teacher and senior leaders led a Schools Development Planning day where all staff and governors worked in mixed groups to create an emerging plan which would achieve our vision.
- Feedback gleaned from parent questionnaires and School Council meetings were incorporated into our draft plan.
- The draft plan was shared with staff and governors to check for accuracy.
- The plan was published at the end of September and was shared on our school website.

### Evaluation of plan and delivery

- Weekly senior leader meetings and half termly governor meetings include evaluations of the SDP.
- Weekly staff meetings provide opportunities for evaluations.
- Regular drop ins, observations, work sampling and planning scrutiny enable senior leaders and subject leaders to evaluate the implementation of the plan.
- Progress against priorities are reported to parents through monthly newsletters.

## Summary of the School Development Plan for Worplesdon Primary School 2017

The School Development Plan has the following objectives for continuous improvement to support this vision:

### Leadership

Build leadership capacity across the school including governance, leading to good and better progress within each year group and across the curriculum.

This is supported by:

- Developing teamwork & independence
  - Inspiring curiosity
  - Building resilience
  - Instilling empathy

### Curriculum

Design a school curriculum which develops the whole child, whilst meeting national standards and being underpinned by our curriculum drivers, leading to good and better progress within each year group and across the curriculum.

This is supported by:

- Developing teamwork & independence
  - Inspiring curiosity
  - Building resilience
  - Instilling empathy

### Teaching and Learning

Enable good and better *teaching, learning and assessment* with a focus on the teaching of a mastery curriculum, leading to good and better progress within each year group and across the curriculum.

This is supported by:

- Developing teamwork & independence
  - Inspiring curiosity
  - Building resilience
  - Instilling empathy



	impact of their actions in key areas.	Through governor meetings, discuss the reality of the governors leadership against the agreed goal. Consider visibility to the community, monitoring role, professional dialogue and challenge with senior leadership team.				
<b>Identify opportunities to build leadership capacity</b>	Governors systematically challenge senior leaders so that the effective deployment of staff and resources, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.	<p><b>Identify opportunities</b></p> <p>Audit the school, finding pockets of excellence for distributive leadership throughout the community including teachers, support staff, parents and children. Identify leaders to drive improvement (teachers, support staff, children &amp; PTA). Ensure time is protected for staff to communicate, share ideas so all staff have opportunities to lead change / improvements.</p> <p>Further develop the role of subject leaders and ensure have secure understanding of Ofsted framework and are able to impart this knowledge to the rest of the staffing team. Identify future leaders and give opportunities to work alongside experienced leaders. Find ways to develop year 2 and year 6 leadership roles (of the children).</p> <p>Governors play an active role in challenging the opportunities identified during school development planning day so that most effective strategies are used.</p>	KO'B & SLT	Oct 2018	Staff training  Cover for subject leaders	Line managers during PM objective setting
<b>Agree way forward for building leadership capacity</b>	Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.	<p><b>Agree the way forward</b></p> <p>Invest in training to whole staff on distributive leadership and performance management so that line managers understand effective performance management. Furthermore, training will include those being line managed and staff will understand their role in their own performance management as well as the role of their line manager.</p> <p>Review the current line management structure so that line managers are working closely with the member of staff they manage.</p> <p>Ensure individual performance management targets are personal to the appraisee and develop the member of staff but that these targets reflect the three SDP targets identified in this plan.</p> <p>Training schedule (at least fortnightly) for teachers and support staff reflect performance management needs and teach leadership skills with the thought that we are all leaders in the classroom.</p> <p>External providers (both invited into school and staff going out of external courses) are part of the school training programme.</p> <p>Build in opportunities to observe great practise and to team-teach.</p> <p>Provide opportunities for staff to take risks and be innovative, feeding back their findings.</p> <p>Once governors have agreed the goal, established the reality and considered opportunities, agree way forward (ensuring they are more visible as appropriate, know their school &amp; challenge leadership)</p>	KO'B & SLT	Nov 2018	SLT non contact to support, mentor, coach and monitor	Performance management meetings, progress tracking meetings, professional dialogue, observations, drop ins
Evaluation			<p>Financial total: £6, 500</p>			

DESIGN CURRICULUM						
Improvement 2 Design a school curriculum which develops the whole child, whilst meeting national standards and being underpinned by our curriculum drivers, leading to good and better progress within each year group and across the curriculum.						
Success Criteria The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.  Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.						
Objective	When we are successful, what will it look like?	Action	Lead Person	Start Date	Resources	Monitoring
<b>Establish the agreed goal of our new school curriculum</b>	Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.	<b>Agree the goal</b> Start by reflecting on our agreed school vision: <b>Developing a love for life and learning</b> and ensure that this remains our vision for every child at Worplesdon. Next review the drivers agreed during June INSET day which underpin our curriculum and ensure they reflect the needs of our children and the context of our school. Drivers currently are: <ul style="list-style-type: none"> <li>✓ <b>Developing teamwork &amp; independence</b></li> <li>✓ <b>Inspiring curiosity</b></li> <li>✓ <b>Building resilience</b></li> <li>✓ <b>Instilling empathy</b></li> </ul> Using Quigley resources and external consultant, ensure all staff understand how the school curriculum is designed i.e. split into two ... one half the national curriculum and one half the school drivers; both intertwined with the drivers influencing how the national curriculum objectives are delivered.	KO'B & SLT	Sept 2018	Staff meeting & part of INSET day	Governors
<b>Agree the reality of our current curriculum</b>	Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	<b>Evaluate the reality</b> Through senior leader meetings and staff training sessions (teachers and support staff), discuss the content of our current curriculum and establish what works well and even better if (e.g. too narrow, not enough time to revisit learning, not enough time to deepen knowledge and understanding). Use pupil voice, lesson observations, drop ins, external consultants visits, visits to other schools to help inform us of the reality of the curriculum at Worplesdon.	KO'B & SLT	Sept 2018	Time for learning walks & SIP visit	Jo Freeman
<b>Identify opportunities to develop our curriculum</b>	Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school	<b>Identify opportunities</b> Once barriers identified, consider enablers. Discuss the role of performance management and the associated CPD, considering what is going well and even better if (with a focus on professionalism, resilience and teamwork). Visiting other schools & using Quigley resources and training, identify alternative ways to design our curriculum using a largely thematic approach to inspire curiosity in the children whilst also recognising those subjects that need to be taught as discrete subjects. Audit the school, finding pockets of excellence amongst year groups who are able to design an inspiring curriculum which reflects our curriculum drivers and delivers high standards. Ensure time is protected for staff to communicate, share ideas so all staff have opportunities to lead change / improvements. Use subject leaders expertise to support year groups in their design.	SLT & subject leaders	Oct 2018	Staff meeting & INSET day	Jo Freeman (SIP) & Governors

<p><b>Agree way forward for redesigning our new school curriculum</b></p>	<p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.</p> <p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced.</p> <p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</p> <p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</p>	<p><u>Agree the way forward</u>  <u>Write long term and medium term planning:</u>                  Invest in training for teaching staff on curriculum design (using Quigley consultants). Broaden the topics and ensure foundation subjects are valued. Ensure cross curricular opportunities are maximised and resources are used to the maximum e.g. cooking in maths-measurement, gardening whilst learning values.                  Purchase resources to support staff with their redesign of long term and medium term planning.                  Ensure Worplesdon curriculum drivers influence the delivery of the National Curriculum objectives:  <b>Developing teamwork &amp; independence</b> Thinking ahead of a new topic and giving children the opportunity to ‘plan’ their learning which will then form a basis for the topic. Allow children more freedom and choice of how to present their work. Allow time for children to be (e.g. stepping back and allowing them the opportunity to take their learning in their own direction, giving more opportunity for children to explore and demonstrate their learning in different ways). Develop the use of Forest School with our two trained members of staff to promote both teamwork and independence.  <b>Inspiring curiosity</b> Seek the children’s views and opinions on the planned theme and incorporate their interests. Develop a variety of starting points. Encourage children to ask questions so that they can be included in planning the curriculum. Allow ‘time’ for children to explore these questions. Use outside agencies to introduce and support a topic e.g. drama groups. Use real and current people who have been successful e.g. Steve Jobs, Usain Bolt. Include staff and parents successes to inspire the children. Re-introduce ‘immersion’ sessions where we discuss what creativity is and what it looks like in the classroom across the different subjects. Ensure all lessons have a purpose with meaning built around a context and what is relevant e.g. going to the local shop to spend money. Give children time to resource their own interests linked to what they are learning. Develop homework to reflect curriculum.                  Lesson plans enable children to recognise context of what they’re learning linked to real life e.g. fraction problems linked to sales, recipes.  <b>Building resilience</b> Use Quigley resources and training materials to ensure children are challenged and provide children time to work through problems and learn from their mistakes. Teach staff and children about Growth Mindsets and agree strategies we can use to ensure we are resilient. Promote a positive school and class environment to increase self-confidence and self-belief. Train all staff in use of Education Literacy Support Assistance (ELSA). Use “be the best you can be strategies” e.g. booster sessions to build confidence. Parent workshops to share how can support at home.  <b>Instilling empathy</b> Build in planned opportunities to teach children the importance of empathy, as well as recognising unplanned opportunities to teach empathy both in class and out in the playground.</p> <p><u>Write short term planning</u>                  Identify examples of excellence in planning and sharing amongst staff. Set up triads where by staff across year groups plan and deliver a lesson together, focusing on the teaching strategies that will promote our curriculum drivers. Provide training for teachers and TA’s on how to enable all children to access a learning objective and how challenge can be built in to lessons which can be accessed by all children.</p>	<p>SLT &amp; subject leaders</p>	<p>Oct 2018</p>	<p>Non contact time for each year group (each term)</p> <p>INSET training (consultants)</p> <p>Staff training (teachers &amp; TA’s)</p> <p>Visits to other schools</p> <p>Subject leaders given non contact time, training / courses</p>	<p>Governors</p> <p>Jo Freeman (SIP)</p>
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	<p>Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</p>	<p>Consider adopting a child friendly strategy (such as Guy Claxton or Ellie figures) to display and promote our curriculum drivers in all lessons.</p> <p><u>Homework</u> Set up a working group (reflecting staff, parents and children) to review and rewrite our homework policy. Rewrite homework to reflect our new curriculum with a particular focus on the curriculum drivers above.</p>				
<p><b>Evaluation:</b></p>			<p>Financial total: <b>£8000</b></p>			

DEVELOP TEACHING & LEARNING

Improvement 3

Enable good and better *teaching, learning and assessment* with a focus on the teaching of a mastery curriculum, leading to good and better progress within each year group and across the curriculum.

Success Criteria

From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.

The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.

Objective	When we are successful, what will it look like?	Action	Lead Person	Start Date	Resources	Monitoring
<b>Establish the agreed goal of teaching, learning and assessment at Worplesdon.</b>	Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	<b>Agree the goal</b> Use the Ofsted framework during INSET days and staff meetings, to inform our goal for Teaching, Learning & Assessment. When referring to the framework, senior leaders facilitate staff to grasp a deep understanding of the statements and to identify what it will look like in the context of Worplesdon. Use learning walks, drop ins and visits to other schools to help to articulate our goal.	LBC & SLT	Sept 2018	INSET & staff meeting time	Governors
<b>Agree the reality of our current teaching, learning and assessment</b>	Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.  Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	<b>Identify reality</b> Using data analysis, SIP visits, observations, drop ins and work sampling, senior leaders identify strengths and areas for development (i.e. reality). Leaders share their findings with the staff team and relate these to the Ofsted framework.  Ask coaching questions such as: <ul style="list-style-type: none"> <li>• What is happening now (what, who, when, and how often)? What is the effect or result of this?</li> <li>• Have you already taken any steps towards our goal?</li> <li>• Does this goal conflict with any other goals or objectives?</li> </ul> Through HT reports and external consultants visits, governors have a good understanding of the schools strengths and areas for development. Governors attend training on how to be the best governors they can be and use this training to challenge leaders on next steps to improve outcomes for children.	LBC & SLT	Oct 2018	INSET & staff meeting time	Jo Freeman (SIP) & Governors
<b>Identify opportunities to develop our teaching, learning and assessment.</b>	Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.	<b>Identify opportunities</b> Once our goal and reality is agreed and articulated with clarity, discuss possible next steps. Identify barriers to date and possible solutions. Ensure include: <ul style="list-style-type: none"> <li>• Teaching approaches</li> <li>• Learning environments</li> <li>• Assessment</li> <li>• Interventions</li> <li>• Curriculum drivers</li> </ul> Once governors have agreed the goal, established the reality and considered opportunities, agree way forward (ensuring they are more visible as appropriate, know their school & challenge leadership)	LBC & SLT	Nov 2018	INSET & staff meeting time	Governors

<p><b>Agree way forward for improving teaching, learning and assessment at Worplesdon.</b></p>	<p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</p> <p>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p> <p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</p> <p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p>	<p><i>Agree way forward</i>  <i>Staff model curriculum drivers during teaching and during unstructured times</i></p> <p>Training schedule (at least fortnightly) for teachers and support staff reflect performance management needs including Ofsted framework. External providers (both invited into school and staff going out of external courses) are part of the school training programme. Bespoke induction programme delivered to new staff alongside main training schedule.</p> <p>Build in opportunities to observe great practise and to team-teach.</p> <p>Provide opportunities for staff to take risks and be innovative, feeding back their findings.</p> <p><b>Developing teamwork &amp; independence</b> Staff model these skills within their classroom teams and year group teams (i.e. modelling to the children how they are a successful team, as well as being able to carry out duties independently). Within assemblies, head takes opportunities to point out and celebrate teamwork and independence within staffing team, with the children.</p> <p><b>Inspiring curiosity</b> During lesson time, staff take opportunities to model curiosity e.g. asking a question that leads to another question, exploring an artefact and taking time to give observations.</p> <p><b>Building resilience</b> Staff model their own resilience e.g. identifying their mistakes and seeing them as opportunities / learning experience, modelling having Growth Mindset and using the associated language.</p> <p><b>Instilling empathy</b> When problems become apparent (e.g. child concerned about work in class or friendship issues), all staff employ HeartSmart approach ...empathy, empower, explore, educate, empower.</p> <p>Note: Staff promote curriculum drivers by celebrating and giving specific praise/ stickers/ certificates in relation to the above. Ensure that each child is valued for themselves. Introduce Golden Tree whereby children are chosen to get a golden leaf (which is linked to a certificate) – encourage staff to reflect values as well as academic achievements.</p> <p><i>Develop learning environments to promote and reflect our curriculum drivers:</i></p> <p><b>Developing teamwork &amp; independence</b>          Develop environments which lend themselves to independence i.e. well-resourced classrooms which are clearly labelled enabling children to collect resources independently. Display wagoll's to help children access the LO independently.</p> <p>Display prompt cards that remind children of the skills we need and values we need to live by when working successfully within a team.</p> <p><b>Inspiring curiosity</b> Ensure class displays and those around the school ask open ended questions for the children to consider / respond to. Develop interest tables in class and around the school to promote curiosity. Subject leaders develop investigative questions for coming in activities.</p> <p><b>Building resilience</b> Promoting a positive environment in which children feel safe to make mistakes (building self-esteem and positive wellbeing). Nurture a 'can-do' attitude through encouragement and support. Model risk taking and making mistakes, demonstrating the learning process – model, learn, reflect. Ensuring enough time is given for children to try again</p> <p><b>Instilling empathy</b> Using the HeartSmart resources, staff have displays which promote messages such as 'don't rub it in, rub it out', 'fake is a mistake', 'no way through isn't true'.</p> <p><i>Choose teaching approaches to promote our curriculum drivers</i>          With data analysis in mind:</p> <p><b>Develop teamwork &amp; independence to improve outcomes for children:</b> Build in team building activities to promote teamwork skills. Use a variety of teaching approaches to meet the needs of children such as: peeling children off / in for further challenge; sharing depth of learning with children to promote self-challenge. Promote children's independence by scaffolding their learning not doing things for them.</p> <p><b>Inspire curiosity to improve outcomes for children:</b> As appropriate, set children a challenge without sharing the LO (sharing later within the lesson). Use investigative, open ended activities which promote curiosity and give children time to explore/ investigate for themselves.</p>	<p>LBC &amp; SLT</p>	<p>Jan 2019</p>	<p>Training</p> <p>Team teaching</p> <p>Non contact time</p> <p>Consultancy support</p> <p>HeartSmart Campaign</p>	<p>Performance management meetings, progress tracking meetings, professional dialogue, observations, drop ins</p>
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	<p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p> <p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p>	<p><b>Build resilience to improve outcomes for children:</b> Introduce 'Be The best You Can Be' programme to children with the use of 'dream books' where children can regularly reflect on their goals and discuss strategies for how they are going to achieve them. Alongside teach children about growth mind-sets; comfort / learning / panic zones; steps of learning; and the advantages of coaching techniques. Explore the benefits of mixed ability groupings. Problem solving involving trial and error; children getting out of their comfort zone; seizing opportunities for risk taking; time to fail.</p> <p><b>Instil empathy to improve outcomes for children:</b> Develop PSHCE planning and support during playtimes and lunchtimes by using HeartSmart assemblies and classroom resources.</p> <p>Develop Y6 role models (referred to as Peer Mediators) to help teach empathy for both parties (ensuring that these children are well trained and remain neutral). Teach children strategies so they can deal with their own minor friendship issues. Solution focused circles.</p> <p>Exposure to peer related problems in technology (e.g. trolling).</p> <p>Review transition across each year group (starting earlier in the year, and giving children a program to help them prepare for the transition).</p> <p><i>Marking &amp; feedback</i></p> <p>Provide further training for the application of Marking &amp; Feedback policy</p> <p>Identify pockets of excellence and support staff in sharing their successes</p> <p>Further develop feedback by using:</p> <ul style="list-style-type: none"> <li>• Peer feedback (ensuring children are well trained)</li> <li>• Improving children's independence when responding to teachers feedback, giving children the opportunity and time to respond to marking in order to learn from their work (across all subjects)</li> <li>• Ensuring children can evaluate their own learning by talking to each other and to adults about it.</li> </ul> <p><i>Assessment for / of learning</i></p> <p>Senior leaders research possible assessment systems fit for purpose, agree and adopt.</p> <p>Provide training for assessment, building upon consultancy support from the year before.</p> <p>Set up regular moderations of workbooks to ensure correct pitch (supported by external consultants and senior leaders)</p> <p>Once confident in assessing in core subjects, apply to foundation subjects</p> <p>Develop reporting system to governors</p> <p><i>Interventions</i></p> <p><b>Developing teamwork &amp; independence</b> Develop and use intervention groups for those children who struggle to work independently or to work within a team</p> <p><b>Inspiring curiosity</b> For those children not engaged in their learning, identify possible barriers to their learning. Involve SENCo to carry out assessment. Involve children in selection of themes, teaching approaches. Using EYFS staff to share their child initiated approach to learning, staff across the school use these ideas as an intervention for those children not curious about their learning.</p> <p><b>Building resilience</b> Develop and use intervention groups for those children who struggle to build their own resilience by focusing on self-esteem, growing confidence, mind-set and productive / unproductive use of energy.</p> <p><b>Instilling empathy</b> Training and implementation of Heart Smart programme.</p>	LBC & JL	LBC & JL	LES & SLT	
Evaluation		<p>Finance total: £5, 500 &amp; £25,000 (IT project)</p>				

Target number and title	Cost to school	Cost to PTA
Leadership	£6, 500	0
Curriculum	£6, 000	£2, 000
Teaching, Learning & Assessment	£20, 500	£10, 000
Personal development, behaviour, welfare	£1 500	£2, 000
Totals	£34, 500	£14, 000

CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITHIN EACH TARGET

Target	Professional Development
Leadership	Middle leadership, NCSL coach, NPQH, NPQSL, Distributive Leadership, Growth & Fixed mind-set
Curriculum	Quigley INSET, assessment package, curriculum drivers, long term planning, medium term planning (based on themes)
Teaching & Learning	Teaching of mastery, maths strategies, teaching of writing, grammar, punctuation & spelling, moderation of core subjects, assessment
Personal development, behaviour, welfare	Refresher Behaviour Management

INSET DAYS 2017-18

1. Safeguarding & SDP	2. Curriculum Design (part 1)	3. Assessment
4. Teaching a mastery maths curriculum	5. Curriculum Design (part 2)	

STAFF MEETINGS

Autumn Term 2018	Spring Term 2019	Summer Term 2019
Mastery teaching	Maths moderation	Maths moderation
Assessment	Writing moderation	Writing moderation
Teaching of spelling	Reading moderation	Reading moderation
Teaching of maths	Marking	Applying strategies to foundation subjects
Mental health	Assessment	Maths mastery
Developing planning	Maths mastery	Transition
Moderation of core subjects	Science	
	IT	

In addition to the above a separate induction programme will be carried out.

MAINTENANCE PLAN

PROMOTE PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE						
Improvement 4 Maintain outstanding personal development, behaviour and welfare, leading to outstanding progress within each year group and across the curriculum.						
Success Criteria Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. Attendance is 96.1% and persistent absence reduced to 7%.						
Objective	When we are successful, what will it look like?	Action	Lead Person	Start Date	Resources	Monitoring
Maintain a culture of collaboration	<p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p> <p>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p>	<p><i>Monitor the curriculum by:</i></p> <ul style="list-style-type: none"> <li>Ensuring values and resilience are curriculum drivers.</li> <li>Using RE leader to ensure STP includes opportunities for visitors to come to school from a variety of cultures / religions.</li> <li>Using PSHCE leader to review and adapt monthly values so they reflect the needs identified (e.g. resilience, happiness, honesty, respect).</li> </ul> <p><i>Ensure whole school behaviour policy is consistently implemented:</i></p> <ul style="list-style-type: none"> <li>Share rules, rewards and consequences the children believe are important.</li> <li>Staff training on effective whole school polices.</li> <li>Share and involve parents so that they are able to reinforce the school rules at home.</li> <li>All staff to monitor the implementation and to provide feedback on what is going well, even better if. Ensure children are showing respect for all adults within school.</li> <li>Staff to be role models of 'living by our values'.</li> <li>Ensure children are 'wearing their school uniform with pride'.</li> </ul> <p><i>Further develop the curriculum</i></p> <p>To ensure children are keeping themselves and others safe (including online) by:</p> <ul style="list-style-type: none"> <li>Establishing pockets of excellence and providing opportunities for team teaching, observation etc.</li> <li>Training all staff on up to date research.</li> <li>Identify planning and resources to support staff with delivery.</li> <li>Lead parent workshops.</li> </ul>	KO'B & LB-C Teachers	Sept 2018	<p>Refresher training</p> <p>Resources to support teaching</p> <p>NSPCC (free)</p>	Governors & Jo Freeman (SIP)

Objective	When we are successful, what will it look like?	Action	Lead Person	Start Date	Resources	Monitoring
<p>Ensure the school values are consistently applied inside and outside of school</p>	<p>Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</p> <p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p>	<p>Secure an engaging curriculum thus reducing off task behaviour by: Continuing to encourage pupil voice to find out the barriers for enjoying school and turn them into enablers Refer to T &amp; L section for more detail</p> <p><i>Embed effective positive behaviour management</i> (so children are able to cope effectively with a hands on and exciting curriculum) by:</p> <ul style="list-style-type: none"> <li>• Continuing to develop our school and class rules, rewards and consequences</li> <li>• Continuing to be proactive when observing or hearing about behaviour which is unacceptable, supporting those involved.</li> <li>• Providing training to all staff</li> <li>• Providing ELSA packs which are easy to use</li> </ul> <p><i>Improve behaviour at unstructured times</i> (such as transition times, break times, clubs) by:</p> <ul style="list-style-type: none"> <li>• To further develop playtimes by: continuing staff training; monitoring and feedback; encouraging children to report concerns quickly; using the equipment in sheds so children have more to do; continue to use lessons to teach values</li> <li>• Support staff receive regular updates on behaviour management and playground games.</li> <li>• School Council continue to provide ideas for improving break times</li> <li>• Use assemblies, PSHCE lessons, unstructured times (i.e. playtimes) and circle times to explicitly teach values</li> <li>• Reward values</li> <li>• Modelling especially of y2 &amp; 6 – develop roles</li> </ul>	<p>KO'B &amp; LB-C <i>Teachers</i></p>	<p>Nov 2018</p>	<p>Consultancy support already costed</p>	<p>Governors &amp; Jo Freeman (SIP)</p>
<p>Develop resilience of our children</p>	<p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p>	<p><i>Identify resources</i> Such as the 'Growth mind-set', 'Be the best you can be' (BTBYCB) resources to design a whole school programme which:</p> <ul style="list-style-type: none"> <li>• Discretely teach children the process of learning including the importance of failure and bouncing back.</li> <li>• Provides opportunities across a variety of subjects to apply their understanding of the learning process, bouncing back from failure and learning from their mistakes.</li> </ul> <p><i>Using staff expertise</i> Incorporate BTBYCB resources within PSHCE planning so that teachers plan and deliver:</p> <ul style="list-style-type: none"> <li>• Discrete lessons which teach children how to be resilient with friendships.</li> <li>• Informal lessons within the playground to apply resilience within their friendships, applying strategies of dealing with friendship issues.</li> </ul>	<p>KO'B &amp; LB-C <i>Teachers</i></p>	<p>Feb 201</p>	<p>Teaching materials (see subject leader wish lists)</p>	<p>Governors &amp; Jo Freeman (SIP)</p>
<p>Evaluation</p>			<p>Finance total: £3, 500</p>			