SCHOOL DEVELOPMENT PLAN

2016-2018



Glossary

AM Assertive Mentoring

ARE Age related expectations

BM Big Maths

LA Local Authority

LO Learning Objective

NC National Curriculum

SLT Senior Leadership Team

TLR Teaching / Learning Responsibility

| **Leadership and Management** | | * Increase staff engagement in leadership * Extend opportunities for staff and governors to be involved in monitoring and evaluation * Embed new curriculum and assessment * Incorporate external validation into self-evaluation and planning. | | | | |
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| Context: newly appointed Deputy Headteacher (September 2016) after long period without DHT. Increased capacity gives opportunity to review leadership roles and look at distribution. Greater engagement at all levels in 2015-16, as staff responded to situation. | | | | | | |
| Aim | Action | Lead | Resources | Funding | Milestone | Evaluation |
| Extend involvement in evaluation of pupil progress | Review structure / TLRs  Ensure all teachers have curriculum role | RRi | Time for discussion | E01 - staffing | Sep 2016 – identified leader for each subject  Oct 16 – first class reviews completed | Jul 2017: clear programme of study for each subject in each year group; 90% of pupils meeting ARE in each subject |
| Develop monitoring and evaluation | Review monitoring and evaluation timetable; consult with leadership team / unions / staff | RRi  PMa | Time | NA | Oct 16 – share draft timetable with staff and governors; adapt curriculum committee workplan in line with programme | Consistent pattern embedded in school’s schedule. |
| Artsmark | Register, attend training, plan for the year; follow and review | ATh | Staff meeting  Registration | £500 (match funded by LLP) | Oct 16 – registered, plan completed and shared with Curriculum Committee | Dec 17 – silver level achieved |
| Enhance Jewish ethos | Develop leadership capacity within Jewish Education Department. | AGi | £10,000 | KDHHF | Sep 16 – new staff in place | Pupil progress good across all aspects of Jewish Education curriculum.  Leadership established long-term. |
| Maintain governor / parent confidence in school through external validation | Renew: Basic Skills Quality Mark School Games Award  Healthy Schools’ Award  Complete Reading Quality Mark | RRi  HNe  HNe  RRi | NA  Release time –  Fee; release time - 4x3 hr  Review |  | Healthy Schools – Jan 2017  BSQM – Feb 2017  Reading Quality Mark – Jul 2017  Artsmark – Sep 2017 (Silver) | Healthy Schools review begun Nov 2016, with visit from LA Officer. |
| Establish clear lines of communication with parents which are used consistently by staff | Share feedback from Parents’ Group with staff  Review current practice  Meet with Parents’ Group to review | RRi  PMa | NFER survey commissioned | BSM | Survey completed Spring 2017. | Parents’ Forum July 2017 |
| Nov 30th 2016:  Subject leaders identified; first class reviews completed  Monitoring timetable drafted, ready for consultation with union reps / governors (Dec 2016). Monitoring summaries prepared for previous years; shared with SLT Nov 16  Artsmark plan in place; ATh presented plan to Curriculum Committee 19th October. Rachel Baker link governor  Jewish ethos: Nov 16 – AGi has visited. Regular contact with JKo. JKo / VMo to Israel – Nof Harim.  4th July 2017: Two cycles of class reviews completed; TLRs involved. 90% ARE not yet achieved; levels usually 80-85%. Healthy Schools’ Award renewed (to be presented to school by Sonia Cross, LA team). Reading Quality Mark in progress.  Parents’ communication group met to agree standard protocol.  Sep 2017:  Pupil progress: programmes of study completed, need to clarify expectations for subject-leaders and identify time for role. Class reviews worked well; enhanced by addition of baseline.  Monitoring and evaluation: dates on calendar,  Artsmark: plan in place, Bollyfit sessions went well, some issues with Bluecoat availability. Arts Week planned for January 2018.  Jewish Ethos: changes to leadership structure for 2017-18. Rachel Baker taking on management role, Aviva Gillis visiting termly for evaluation. Timetable changes made.  External validation: Healthy Schools and Basic Skills Quality mark achieved; SportsMark complete, awaiting confirmation. Focus for coming year Reading Quality Mark, Inclusion Quality Mark.  Communication: survey completed and shared with parents. Generally positive. DoJo system very popular, look at extending that. | | | | | | |

| **Quality of Teaching, Learning and Assessment** | | * To improve the proportion of outstanding teaching by enhancing assessment and feedback. * Develop core skills inherent in new curriculum through training | | | | | |
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| New assessment system introduced November 2015; now well established, and focusing on refinement, particularly enhanced opportunities to demonstrate strong links between assessment and planning in core subjects. Quality of teaching good overall – judgement based on data analysis / work scrutiny / observations / pupil interviews. Need to review curriculum provision after 2015-16 which was first full year of new curriculum. | | | | | | | |
| Aim | Action | Lead | Resources | Funding | Milestone | Evidence of impact (Nov 2016) | |
| Review staff training needs | Class profiles / Performance Management | RRi / MMcD / PMa | Release time | E | November 2016 – class profiles and PM completed; areas for training identified | Reviews completed; focus on pupils. | |
| Increase proportion of Outstanding teaching to 55% | Lesson obs / book scrutiny – identify  Develop peer partnerships | RRi | Release time for peer observations / monitoring | CPD | Oct 16: work scrutiny  Dec 16: lesson obs completed | Work scrutiny shows evidence of good feedback, joint planning | |
| Extend use of FROG in Reading / Writing / Maths for evaluation of pupil progress, planning and personalisation | Introduce Class Reviews | RRi | Time  Copying  Staff meeting time | DfE: Reception Baseline  E27: £2,000 (Frog) | Nov 16 – Class Reviews completed  Feb 17 – Class Reviews show impact of data review / interventions | Pupil progress good across all core subject areas and Jewish Education | |
| Artsmark | Review provision (curriculum map)  Establish coverage and range of authentic experiences  Publish | PMa | Leadership time | E01 | Oct 16: curriculum map complete  Dec 16: Pupil interviews / School Council report to Governors  Feb 17: Artsweek  Apr 17: Monitoring | | Curriculum map still incomplete (Npv 16) |
| Assessment: extend FROG to Science, JEd and PE. Staff to assess foundation subjects as appropriate | All staff to review assessment for Science / PE  Review LOs as appropriate | PMa / RRi | PPA time |  | Nov 16: first data collection for Science / PE  Mar 17: Governor monitoring | | Good evidence of progress in these subjects; monitoring shows match to curriculum and activities |
| July 2017:  Class profiles completed; training identified and attended. 2017-18 training booked.  Work scrutiny and learning walks show very strong pupil progress and evidence of outstanding teaching  Frog well established; some reminders needed. All staff using PE and Science  Artsmark: week did not take place (will be Jan 2018); other activities completed. Bollyfit for Y4 and Y5 addressed need for additional Dance | | | | | | | |

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| **Personal Development, Behaviour and Welfare** | | * Monitor and improve behaviour, including lunchtime behaviour * Revise safeguarding | | | | |
| Context: school part of Restorative Practice pilot from Sep 2015. 2015-16 saw 60% reduction in the number of sanctions. Fewer children give detentions, but there is a core of pupils who often do. These pupils will continue to be a focus.  Safeguarding – review record-keeping, update systems in line with new legislation (ongoing), update all staff (annual) | | | | | | |
| Aim | Action | Lead | Resources | Funding | Milestone | Evidence of impact |
| Develop clear understanding of patterns of behaviour | Review system of collection of data: detentions / DoJos | JSm, RRi | Time | NA | Sep 16 – spreadsheet constructed  Dec 16 – initial analysis | Key issues identified  Strategies agreed  Reduction in sanctions maintained |
| Ensure coherence in system for positive behaviour management | Resilience training / staff discussions Sep 16  Review with staff / school council Dec 16 |  | INSET time  Staff meeting time | NA | Sep 16 – training delivered  Dec 16 – system understood by all | System clear to all; perceived improvements in pupil behaviour |
| Focus on pupils causing concern: teachers to review behaviour with pupils and agree strategies. Involve parents | Standard format for interviews developed (informed by data) | PMa | Time  Staff meeting |  | Dec 16 - interviews completed  Feb 17 - review outcomes as staff  July 17 - interviews completed | Jul 17 - Pupils causing concern improve behaviour |
| Embed Restorative Practice | Review plan in light of first year’s outcomes. Rolling programme (refer: Healthy Schools Plan) | HNe / JSm / MHi | Release time for staff  Resources – mental health  Training | E09: 20 days’ supply cover (£2,600)  E19: £300 | Dec 17 – plan reviewed and shared  Mar 17 – update with colleagues | All stakeholders work in a restorative ethos where concerns and suggestions for development can be shared.  Every voice is heard |
| Improve pupil fitness | See PE Plan | HNe |  |  |  | Reduction in obesity / improved fitness (LJMU) |
| Reduce bullying beyond school | Input to each year group about cyber-bullying | DHa | Compact / CyberCadets | No cost 2016-17 | Jan 17 – all staff identify opportunities in curriculum | Jul 17 -pupil interviews. All can explain issues surrounding cyber bullying.  Reduction in reported issues |
| July 2017:  Patterns of behaviour / coherent structure: reductions in sanctions maintained. Concern remains with small number of pupils for whom lunchtime detentions are not a deterrent. Review behaviour policy to reflect escalation (letter to parents after 10 detentions). Changes to play arrangements for Y6 for Autumn Term – monitor impact.  Restorative Justice pilot: review PSHE curriculum; identify target group. RJ training for further staff, including all lunchtime SAs. Remind staff of need for Circle Time / check-ins and strategies for addressing issues. Consistency needed.  Cyber-bullying still an issue for small numbers of children. Parental sessions not well attended. Repeating these regularly, and frequent reminders to parents about monitoring children’s online behaviour. Engagement of police to talk to older children – may increase impact. | | | | | | |

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| **Outcomes for pupils** | | Maintain good attainment and improve pupil progress in core subjects and Jewish Education  Identify areas of strength and weakness between and within subject areas; address and evaluate | | | | |
| Context: proportion of pupils achieving age-related expectations well above national. Overall pupil progress in Reading and Maths slightly below expectation overall although many make good progress. Groups making slower progress – SEND and Higher Ability. Aim for more pupils to achieve higher standard at Key Stage 2 in particular. | | | | | | |
| Aim | Action | Lead | Resources | Funding | Milestone | Evidence of impact |
| Enhance support for higher attaining pupils | Identify pupils; class differentiation; use of challenge materials; boosters in maths (Y6) and reading (Y5 and Y6) | RRi | Time – lunchtimes / boosters | NA | No 16 – maths groups identified  Nov 16 – reading group identified and begun | Identified pupils achieve ‘working at greater depth’ or ‘exceeding age-related expectations’ at end of year tests. |
| Improve Maths progress across the school, particularly for lower attaining pupils | Mathletics | JSm | Use of iPads | PTA - £1,200 | Jan 17 – daily sessions attended by all target pupils | Pupils to make accelerated progress and gain their appropriate end of year standard |
| Introduce new materials for less able pupils | JSm | Time/space  materials/ copying  Time for staff | E03  Release time / staff meeting | Nov 16 – materials in class | Pupils to make 3 months+ progress on Sandwell Test over the 10 week programme; progress against ARE. |
| Enhance provision for reading | Extend reading materials for more able / less able  Refresh reading materials for all pupils  Focus on home reading | RRi | Time,  volunteer support; resources | E19: £4,000  PP: £1,500  Beanstalk: | Mar 17 - Monitoring week 9th–13th | Apr 17 - Pupils report increase in time spent reading; greater enjoyment and confidence |
| Develop inclusive PE | PE Coordinator to lead staff meeting (support from Springwood Heath?): consider barriers, share information and suggestions, agree plan | HNe | Staff meeting time  Outreach time  Resources | NA  NA  E19: £500 | Jan 17 – staff meeting  Feb 17 – plan in place  Jul 17 – all staff have included at least one activity from Paralympic pack / own idea | PE lessons offer activities in which all pupils can engage  Staff knowledge is enhanced  Pupils gain great understanding of and empathy for others with disabilities  School able to support others |
| Enhance progress in Jewish Studies and Ivrit | Monitor children’s progress against end of year expectations (new curriculum plan) | AGi | Leadership time  PPA - data | NA | Apr 17– review progress as reported to parents | Jul 16 - 80% of pupils meet ARE |
| Progress in Science | Introduce Frog for all  Enhance monitoring | PMa / MHi | Release time | E09: 2 days’ cover (£260) | Oct 16 – FROG initiated  Nov 16 – first data collection  Dec 17 – co-ordinator time to review data / evaluate progress | Jul 17 - clear picture of progress in Science; leader to report to curriculum committee |
| July 2017  High attaining pupils: increase in proportion achieving Greater Depth at KS1 and KS2 across all subjects. Progress for HA pupils to be evaluated when 2017 Progress Ready Reckoner is available.  Maths progress: significant improvement KS1 – KS2 progress; NFER progress strong also.  Reading – improved resources and facilities, Reading Quality Mark in progress. KS2 drop in EXS+ but increase in average scaled score. 3 papers submitted for remark.  Inclusive PE – focus for Health Week  Jewish Studies – monitoring shows good progress in pupils’ books and Hebrew reading; need to review use of FROG platform. Possible changes to curriculum for Sep 2017.  Science – FROG shows evidence of good coverage and attainment. | | | | | | |