



GT WHELNETHAM CEVCP SCHOOL

School Development Plan

2016-2017

Context

The development of this plan recognises the context of the school.

- We have an increasing school roll which impacts on space available.
- We will become a full primary school in September 2016.
- The important role the school has in the local community.
- The school site is the centre for a number of extended school services, some run by the school or external agencies, others at Cygnets Childcare which is on our site.

Mission Statement

We aim to provide an education of the highest standards within a safe, happy, caring, Christian environment in which all may grow in knowledge, self-confidence and their respect for others. We want our school to be a learning environment for everyone.

Process and Consultation

This plan was drawn up from March – Autumn 2016 with consultations involving school staff and the governors and SEO. The plan is structured according to the 6 Key Judgements in the Common Inspection Framework of September 2015

These are:

- Overall effectiveness
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment.
- Personal development behaviour and welfare.
- Outcomes for children and learners.
- The effectiveness of Early Years Provision.

Great Whelnetham CEVCP School SDP Keys Areas for Improvement 2016-17

1. To develop consistent assessment practices across the school that inform planning and teaching.
2. To develop the roles and responsibilities and effectiveness of Senior Leaders (including governors) and Middle Leaders.
3. To improve pupils' progress and therefore raise attainment specifically in:
 - Reading across the school especially in KS2.
 - Mathematics in Years 3 and 5.
 - Writing across KS2.
 - Progress of pupils in Year 2 that did not make expected progress in Year 1.
4. To ensure attainment and progress in Year 6 pupils is above the National Average in 2017 and they make an effective transition to the secondary phase of their education.

Data 20015/16

Year Group Class		Not met age related expected standard	Groups	Progress made Reading (of which exceeding)	Progress made Maths (of which exceeding)	Progress made Writing (of which exceeding)
Key stage 1						
EYFS Wrens	76% achieved a GLD (National is 69%)					
Year 1 Larks	78% Phonics assessment (National 81%)	Reading 17% = 4 children Writing 22% = 5 children Maths 13% = 3 children	All pupils (23) Pupil premium (1) SEND (2)	83% (74%) 0 % 50%	96% (13%) 100% 100%	88% (4%) 100% 50%
Year 2 Robins	83% Phonic assessment (retakes) <u>SAT's</u> Reading 65% Nat 74% Writing 54% Nat 66% Maths 54% Nat 73%	Reading 34% = 9 children Writing 46% = 12 children Maths 47% = 12 children	All pupils (24) Pupil premium(6) SEND (4)	63% (4%) 50% 50%	75% 33% 75%	71% (8%) 33% 75%

Year Group Class		Not met age related expected standard	Groups	Progress made Reading (of which exceeding)	Progress made Maths (of which exceeding)	Progress made Writing (of which exceeding)
Key Stage 2						
Year 3 Kingfishers		Reading 38% = 8 children Writing 19% = 4 children Maths 33% = 7 children	All pupils (20) Pupil premium (4) SEND (1)	10% 0% 0%	95% (5%) 100% (25%) 100%	75% 100% 100%
Year 4 Owls		Reading 13% = 3 Writing 22% = 5 Maths 17% = 4	All pupils (24) Pupil premium (7) SEND (0)	65% 71%	83% (25%) 100%	92% (17%) 100% (28%)
Year 5 Woodpeckers	SAT National Averages Yr6 – 2016 Reading 66% Writing 74% Maths 70% SPAG 72% RWM 53%	Reading 35% = 8 children Writing 30% = 6 children Maths 30% = 6 children	All pupils (20) Pupil premium (6) SEND (2)	70% (10%) 100% 100%	90% 67% 50%	80% 100% 100%

**–Effectiveness of Leadership and Management
Governors -**

Governors to develop further first hand understanding of strengths and priorities of school in order to hold Senior Leaders to account.

Objectives	Success Criteria	How will it be achieved?	Who will be involved?	Cost	When will it take place?	Monitoring
1.To ensure thorough understanding of data through relevant training and sharing of expertise with other governing bodies.	1.Governors will understand data and implications for the school.	1.Through regular training and updates from HT in FGB meetings.	1. Trainer HT FGB.	I	Academic year 2016/17	Chair of Governors and HT.
2. To be able to report to FGB on specific issues in SDP. Governors, HT and staff to all contribute to school monitoring plan and regularly review SDP.	2. Governors report to FGB their findings and recommendations from working with staff and pupils.	2. Visits planned as part of monitoring plan showing liaison with specific members of staff/ children.	2.All governors and Staff.		Ongoing and regular	HT and Chair of Governors
3.To understand and monitor the use of Pupil Premium to ensure the very best outcomes for our disadvantaged pupils from data information provided by the staff.	3.Governors will have a clear understanding of both progress and provision for all children for whom the school receives Pupil Premium funding.	3.Through meetings between Pupil Premium Governor and staff. Reported back to Learning and Achievement Committee as well as through HT reports to FGB.	3. Pupil Premium Governor and all staff. Achievement and Learning Committee and HT		Termly meetings.	HT/Chair of governors.
4. To review ICT systems throughout the school. Identify immediate needs and plan future expenditure to meet these needs ongoing .	4. Efficient reliable ICT system across the school meeting all needs of staff pupils etc.	4. Current provider to audit software and hardware to list priorities and report to Finance/FGB. This to include the reconfigured hardware received through SOR to enhance current provision.	MP and team Finance Committee FGB		Autumn 2016 onwards	Chair of Governors HT

Effectiveness of Leadership and Management
Professional Development- To develop the roles and responsibilities and effectiveness of Senior & Middle leaders (including governors)

Objectives	Success Criteria	How will it be achieved?	Who will be involved?	Cost	When will it take place?	Monitoring
1. To identify professional development opportunities with a focus on developing leadership skills as well as relentlessly improving teaching, learning and assessment.	Staff confident and effective in leading a subject area across the school with impact on pupils' learning.	1. Specific targets to be set in performance management of all teaching staff and to be reviewed regularly and part of overall school monitoring plan. Meet with other colleagues in BSP ref subject meetings and moderation as well as planned staff meetings with staff in school.	All staff.		Ongoing	HT
2. To develop consistent, good practice across all areas of English.	2. Improved progress and higher attainment in reading writing and spelling. Across the school to be at least National Average in reading, writing and SPAG.	2 English subject plan to be followed ref monitoring and moderation of work between staff. This to be incorporated in overall school monitoring plan.	All staff VL to lead Governor from Achievement and Learning Committee.	SPAG Training £100 SPAG resources £ Group Reading resources £	Summer term 2016- Autumn 2016 Spring 2017	HT Governor from Achievement and Learning Committee.
3 .To meet individuals' needs to catch up to age related expectations in Maths	3. Pupils are identified as just below ARE across the school meet ARE by end of academic year.	3. TAs to be given areas of responsibility and training in 'CatchUp Numeracy ' to deliver this to groups of targeted children.	CH manage LR LB	EEF funding £395 Cover costs- for TA's training 3 x ½ days £150	Summer Term 2016 Ongoing academic year 2017	CH/HT

4. Across the school to enhance the teaching and learning of Science meeting all National curriculum standards.	4. Pupils demonstrate scientific skills and knowledge appropriate for their year group showing enquiry and independence in their learning.	4. To review the implementation of the Science curriculum and the teaching of Science through a skills audit and regular meetings with staff, ref planning and implementation, as well as book scrutiny and moderation of work in school and with other schools in BSP.	CM All staff	Cover costs	Autumn 2016- Summer 2017	Learning and Achievement Committee HT CM
5. To develop MFL French curriculum across the school.	5. At the end of KS2 to be confident to transfer skills and knowledge on transition to secondary schools.	5. Through ongoing upskilling of French subject leader and staff. Application to Linguamarque to be successful Oct 2016. KS2 to attend MFL taster sessions at secondary school.	CD Staff	Conference Cover costs Linguamarque Cost £612 Cost of upskilling CD	Summer 2016 Autumn 2016	HT Gov MFL
6. To identify and meet individual needs of more able pupils in school.	6 Register in place identifying more able pupils and programme of enrichment activities in place.	6. Staff skills audit to be carried out to identify what staff can offer as enrichment. Visit other local primaries to observe their practice and identify areas of sharing expertise and enrichment opportunities.	All staff Parents V.L	Costs of enrichment activities and resources. Cover cost ½ day	Summer Term 2016 On going	HT Achievement and learning committee Governor
7. To improve current practice and teaching of RE throughout the school as well as continue to promote British Values.	7. RE to be vibrant, alive and visible around the school. The inclusion of other faiths and cultures evident in teaching of RE across the school.	7. Review current practice in school, develop action plan, observe good practice in other church schools. Whole school inset with Helen Matter	All staff KP	Cost of whole school inset. Cost of new curriculum for upper KS2 and resources required.	Autumn 2016 Onwards	HT and Foundation governor.

8. To ensure the smooth transition for all Yr6 pupils to their next school.	8. All children transfer to secondary school ready and happy.	8. Close working relationship with secondary schools. Staff in Year 6 to meet other Yr6 staff and KS3 staff from BSP.	Staff from Secondary school. Year 6 staff CD/VL	Cover costs	Autumn 2016	HT's in BSP
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Quality of teaching, learning and assessment

Key Issue: To develop consistent assessment practices across the school that inform planning and teaching.

Objectives	Success Criteria	How will it be achieved?	Who will be involved?	Cost	When will it take place?	Monitoring
1.To ensure AFL is embedded in quality first teaching.	1.Staff and pupils are aware and confident to be able to communicate their progress and identify next steps in learning.	1 Marking and Feedback policy to be reviewed with staff and pupils. To develop more child friendly learning outcomes and success criteria through regular monitoring of lessons, book scrutinies and pupil perceptions. Staff meetings to further develop consistent practice.	Pupils All staff Subject leads		Autumn 2016 Ongoing monitoring	Subject Leaders HT Achievement and Learning Committee
2.To work in collaboration with colleagues in BSP to ensure that assessment is focussed and accurately reflects the children's achievement.	2.Accurate teacher assessment at the end of Key Stage 1 and 2.	2. Within BSP to meet and moderate work regularly to ensure accurate assessments are made in both Key stages.	Teachers of Year 6 and 2. Subject leads in Eng Maths and Science	Cover cost	1/2 termly	HT of BSP Achievement and Learning Committee
3.Ensure that interventions for pupils with SEND are measureable, short and relevant.	3.Children with SEND make relevant progress, and achieve targets set regularly.	3.Identify areas where children are having difficulty. Appropriate support or interventions to be implemented. Teacher and SENCO to meet at the end of each half term to track and monitor progress.SENCO to take ownership of provision mapping and to develop further.	All staff/ SENCO SJ	Release time for meeting with SENCO	Half termly	HT SEN Gov
4.Parental involvement and awareness to be improved.	4.Parents are well informed and able to support children to make progress and reach expected or above ARE.	4. Subject leads to meet parents in Year 2 and 6 to inform them of expectations and standards required to meet ARE at end of Key stages. Parents informed how to support children during SAT's All teachers meet parents in the first couple of weeks.	All staff Subject leaders - Maths English			

		<p>Before end of Autumn term staff to have focussed conversations with parents ref next steps and specific targets. Written report to support conversation for Yrs 2/6.</p> <p>Homework and Handwriting policy to be implemented for all classes.</p>				
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Personal development, behaviour and welfare

Key Issue: To broaden understanding of PRI in current society.

Objectives	Success Criteria	How will it be achieved?	Who will be involved?	Cost	When will it take place?	Monitoring
1.To raise awareness of Staff and Governors through training of prejudice related incidents.	1.Staff to be confident to manage and report PRI incidents successfully. Pupils are thoughtful caring and active citizens in school and the wider community.	Inset training to Governors and staff including MDS PSHE through out the school Role play / problem solving. Collective worship	KP All staff MDS Governors		Autumn Term 2016 02.09.16 staff Ongoing	HT Foundation Gov
2.School attendance to improve to ensure the school maintains at least 96% attendance and that the small percentage of PA are tracked and carefully monitored	2.Attendance figure for the school to be above National Average.	2.Inform parents of their child's attendance termly. Parents to gain a clear understanding of the need for regular attendance through the Attendance Policy and through regular updates in newsletter. Termly awards for individual children. Bronze 98% Silver 99% Gold 100%. Weekly attendance to be displayed on classroom doors. Termly class awards	AK (Attendance Officer)		Autumn Term 2016	HT EWO Governors
3. To develop leaders	3. Children are confident to support or lead others in an activity.	3.School ambassadors to show visitors around the school. Regular meetings every 3 rd week School council Librarians Junior Road Safety Officers Sport playtime leaders to work with MDS to organise activities and support rotas.	KP/AK LR/GA Barbara Smithson JRSO Jo L		Autumn Term 2016	HT Governors

4. To develop collaboration and team work across the school	4. Children can successfully work with younger and older children across the school.	4. Enrichment activities days, all children work in their 'team'. Team events to be regular and celebrated regularly. Sports/team display board.	All staff Team Captains and Deputies. PE staff team lead.		Autumn Term 2016 ongoing	HT Governors
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– Outcomes for children and learners

Budget Line:

Key Issue: To ensure all pupils make at least expected progress across the curriculum and sustain achievement

Objectives	Success Criteria	How will it be achieved?	Who will be involved?	Cost	When will it take place?	Monitoring
1. To improve pupil progress and therefore raise attainment specifically in Reading across the school especially in KS2.	1. All pupils make expected or above progress in reading in KS2.	1. English Subject lead to develop action plan with assessment, monitoring, regular observations of guided reading. Every third week pupil progress meetings with staff to track progress. Development of Library with support from BSP librarians. See English Development Plan	VL Eng Subject Lead (SL) All staff	1 ½ days 01.11.16 (½) 02.11.16 cover	Nov 2016 Then every third week. 21.10.16	HT SW Learning and Achievement Committee.
2.To improve pupil progress and therefore raise attainment specifically in Writing across the school especially in KS2.	2.All pupils make expected or above progress in reading in KS2.	2.SL to ensure all KS2 staff are familiar with the ITAFP. Regular moderation and assessment of writing across the school and with other colleagues in BSP.	As above	As above	Nov 2016 Then every third week.	As above
3.To improve pupil progress and therefore raise attainment specifically in mathematics in Year3 and Year5.	3.All targeted children make accelerated progress 'catching up' to meet or achieve above ARE expectations in Years 3 and 5	3.Maths subject lead to develop action plan with assessment, monitoring, regular observations of 'catch up' programme.	CH Maths SL LR/LB TA's implementing Catch up	Cover	Nov 2016 Then every third week.	HT SW Learning and Achievement Committee.

4.To improve pupil progress and therefore raise attainment specifically in progress of pupils in Year 2 that did not make expected progress in Year 1.	4.All targeted children make accelerated progress 'catching up' to meet or achieve above ARE expectations in Year2	4.Class teacher to be aware of targeted children, ensure interventions are put in place and progress to be monitored and reported every 3 rd week in progress meetings.	Class teacher		Pupil progress meeting	Subject leads HT
5.To ensure pupils with SEND and disadvantaged pupils make at least expected progress from their starting points.	5.SEND pupils make accelerated progress from their starting points	5.Senco to track progress of all SEND children in the school. RWM every term. To have planned extended conversations to review progress and impact of interventions in place, as well as support staff with planning.	SJ – SENCO All staff	cover costs	Half termly tracking and extended conversations.	HT SEND Governor
6.To ensure our more able pupils are challenged so that they achieve their very best.	6.Pupils will consistently achieve at a higher level of attainment (Mastery!).	6.Staff skills audit to be carried out to identify what staff can offer as enrichment. Visit other local primaries to observe their practice and identify areas of sharing expertise and enrichment opportunities.	All staff V.L		End of term Autumn 2016 Spring 2017 Summer 2017 tracking specific pupil progress meetings.	HT VL
7.To ensure that achievement in phonics remains significantly above the national level and to take into consideration the new tests in grammar and punctuation.	7..Pupils passing the phonics screening test at the end of Yr. 1 will be above National Average. 100% those resitting in Year 2 will pass. A high % of Year 6 pupils sitting the SPAG test will be successful, above or close to the then National	7 Through differentiated phonics sessions and planned interventions delivered by SLE for phonics. To targeted children in Year 2 and those targeted in Year 1 that need extra support to make accelerated progress. Continuous tracking of pupil progress.	SLE - CM	Cost of cover	Nov 2016 onwards Tuesday pm's	HT

8.To ensure attainment and progress in Year 6 pupils is above the National Average in 2017.	Average. 8. Pupils in Year 6 to transfer to secondary school confident and happy, fully equipped for the challenges at secondary school.	Staff will understand the challenges of attainment at the end of Yr.6 through liaising with other Year 6 colleagues in BSP as well as training for Year 6 teachers ref SATs	CD VL		To the end of 2016	HT BSP Secondary HT's
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-The Effectiveness of Early Years Provision

Budget Line:

Key Issue: To ensure the provision in Early Years is linked to secure assessment on entry which will lead to great progress and achievement.

Objectives	Success Criteria	How will it be achieved?	Who will be involved?	Cost	When will it take place?	Monitoring
1. To exceed 65% of pupils achieving Good levels of Development at the end of July 2017	The data will show that a higher percentage of pupils have achieved GLD. All children have made expected or more progress from their starting point on entry.	By secure baseline assessment. Regular assessment to take place to inform planning and ensure challenge.	SJ KC		Sept 2016	HT/SW
2. Continuous learning experiences to be enhanced.	Both outdoor and indoor areas to reflect planned purposeful learning.	Class teacher to visit other EYFS settings, liaise with other EYFS staff in BSP. Self-evaluation of strengths and areas of improvement required.	SJ KC		Nov 2016 April 2017 June 2017	SW HT
3. Off site visits to be planned throughout the academic year in order to compliment learning and increase real experiences of the world.	Real life experiences are enhanced by regular educational visits off site.	Collaboration with other EYFS settings. Cygnets pre-school.	SJ KC CC EYFS Staff		Nov 2016 Onwards On going	HT
4. To ensure assessments take place at end of EYFS to inform planning in Year1.	Children are ready for KS1.	Appropriate reading test, maths test used. Examples of work started in reception move up with children in to Year1.	SJ CM	Cost of reading test and maths tests.	June/ July 2017	HT/SW

