

SCHOOL DEVELOPMENT ACTION PLAN 2017 – 2018

Year 2

Strategy 1: To ensure outstanding outcomes through attainment and progress of the children

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
1. To develop Mastery of Maths Across Key Stage 1 & 2 including the teaching and recall of times tables	<ul style="list-style-type: none"> • Staff meetings/INSET training led by Maths Subject Leader/Liz Thomas (LA) to ensure that the use of Mastery of Maths is developed across the whole school. • Maths Leader to lead staff meetings/1:1 support on mastery and develop, with staff, whole school approach to teaching of maths mastery. • See Maths Action Plan 	<ul style="list-style-type: none"> • Staff are confident to teach using the mastery approach. • Resources available in the classroom allow pupils to demonstrate understanding at a 'greater depth'. • Staff are able to adapt teaching to ensure maths mastery is developed especially for more able pupils. • Staff are confidently using the Maths Learning Wall to consolidate and extend learning. • Staff are confident to teach the 'bar method' in order to support children's achievement of reasoning. 	LH/KA – Maths leader Liz Thomas – Maths LA All staff	<ul style="list-style-type: none"> • September 2017 Twilight training: 6th September and 21st September. • From October 2016 onwards 	
2. To increase pupil's achievement in reading comprehension especially inference.	<ul style="list-style-type: none"> • Change in whole school approach towards reading including a change to the daily timetable and the teaching of phonics and guiding reading. • Each child will be heard read 1:1 by their class teacher termly. • The teaching of reading will include a focus on comprehension and 	<ul style="list-style-type: none"> • Increased achievement by pupils (ARE tracking /SATs) • Increased focus demonstrated in Intervention planning. • Increased staff confidence and 	SS All Staff All Staff All Staff	<ul style="list-style-type: none"> • September 2017 • September 2017 • September 2017 	

	<p>inference and will use benchmarking/running records and mis-cue analysis in order for class teachers to have a confident grasp of achievement and areas of weakness on an individual basis (PM Benchmark)</p> <ul style="list-style-type: none"> • New assessment scheme to be introduced to allow teachers/Subject Leader to better track achievement and areas of weakness so that support can be put in place (CGP) • A new approach to the teaching of phonics in Foundation and KS1 to be introduced. • Formal opening of the School Library to increase pupil's enjoyment for reading and increase access to a variety of texts. • Parent's workshop/Booklet – helping your child to enjoy reading • See English Action Plan 	<p>enjoyment for teaching reading skills.</p> <ul style="list-style-type: none"> • Increased focus demonstrated in Intervention planning. • Increased achievement by pupils (Year 1 phonics testing) • Increased number of pupils demonstrating an enjoyment and love of reading. • Increased parental confidence supporting their child with comprehension skills. 	<p>All Staff/ST</p> <p>ST/KS1 Staff</p> <p>SS/Library Monitors</p> <p>ST</p>	<ul style="list-style-type: none"> • October 2017 • September 2017 • September 2017 • November 2017 	
<p>3. To ensure more able pupils make exceeding progress</p>	<ul style="list-style-type: none"> • Pupil progress meetings to track pupils who are more able and ensure progress is being maintained and exceeded. • All planning and particularly English and Maths to include appropriate challenge for more able pupils • Provide opportunities for more able children to further develop their abilities within specialist activities. 	<ul style="list-style-type: none"> • More able children are making at least secure progress across their learning • More able children are achieving 85%+ ARE and this will increase year on year. • More able children are identified and planned for appropriately • More able children experience a greater 	<p>SS/ST/Maths Leader</p> <p>SS/ST/Maths Leader</p> <p>All staff</p> <p>EW</p>	<ul style="list-style-type: none"> • From October 2017 • From September 2017 	

	<ul style="list-style-type: none"> To provide weekly high quality 'able learner' interventions in KS2 for Writing and Maths 	breadth and depth of learning opportunities.			
4. To ensure that the middle ability children make increased accelerated progress.	<ul style="list-style-type: none"> Focus on middle ability children during Pupil Progress meetings. Ensure middle ability children gain equal support during English and Maths lessons across the week. To ensure middle ability pupils benefit from additional weekly class teacher led intervention during Terms 1 and 2 in order to ensure gaps are filled and to move learning forward Ensure teachers close track progress of these children and use tracking to directly inform weekly interventions. To allow opportunities for 'talk time' in English and Maths. 	<ul style="list-style-type: none"> Middle ability children achieve 'Secure' (75% + ARE) at end of year expectations. Middle ability children are more confident and able to develop their learning skills and knowledge. 	<p>All teaching staff</p> <p>SS to provide additional release time for KS2 teachers during Terms 1 & 2 in order for Interventions to be teacher led.</p>	<ul style="list-style-type: none"> On going September 2017 October 2017 	
5. To introduce Cycle B of the new topic curriculum through-out Foundation, Key Stage One and Two	<ul style="list-style-type: none"> Pupil Voice to gather impact of Year A and help ensure a smooth introduction to Cycle B of the new curriculum and allow for changes to be made, if appropriate. 	<ul style="list-style-type: none"> Subject Leaders to gather staff and pupil voice regarding the coverage of their subjects and identify any gaps in learning or areas of weakness. 	All staff/Subject Leaders	<ul style="list-style-type: none"> September 2017 Ongoing 	
6. To ensure all SEN pupils have specific interventions appropriate to need to narrow the gap	<ul style="list-style-type: none"> Identify barriers to learning for SEN children and plan strategies to support further achievement, i.e. attendance plan, behaviour program etc. Staff to be specific in planning individual 	<ul style="list-style-type: none"> Children and barriers to learning identified 	<p>All staff SENCo - EW</p> <p>Class teachers</p>	<ul style="list-style-type: none"> Ongoing 	

	<p>programmes relating to learning and improving outcomes, for pupils with identified SEN.</p> <ul style="list-style-type: none"> Programmes to be tailored to needs of pupils to enable rapid progress to be made and gap to peers attainment narrowed. Progress to be maintained and tracked for pupils. 	<ul style="list-style-type: none"> SEN planning shows specific targets to meet the needs of individuals. Close monitoring of Intervention Sheets/My Plans/TA observations/Learning Walks to ensure programmes of learning are meeting individual needs and being taught effectively. Gaps in learning are closing and identified children are making improved progress according to ability. Intervention Planning address gaps in learning with objectives taken from ARE Attainment of SEN children improves to expected or better outcomes. 	<p>SENCo - EW All staff</p> <p>SS/EW</p>		
<p>7. To ensure all PP pupils have specific interventions appropriate to need to narrow the gap</p>	<ul style="list-style-type: none"> Identify barriers to learning for PP children and plan strategies to support further achievement, i.e. attendance plan, behaviour program etc. Increase opportunities for PP pupils to have access to appropriate therapies. Staff to be specific in planning individual programmes relating to 	<ul style="list-style-type: none"> Children and barriers to learning identified Appropriate therapy put in place and evaluated to analyse impact against progress. Evidence from tracking data that the gap in 	<p>CJ/ All staff</p> <p>All staff/Subject Leaders. ELSA – AD Sand Box Therapist - SLT</p> <p>SS Subject Leaders</p>	<ul style="list-style-type: none"> Ongoing 	

	<p>learning and improving outcomes, for Pupil Premium pupils.</p> <ul style="list-style-type: none"> To continue to provide the opportunity for pupils to read daily with a reading mentor. 	attainment for reading is narrowing			
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Strategy 2: To ensure all personal development, behaviour and welfare including safeguarding is outstanding

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
1. To further develop an awareness and understanding of British Values, the link with school values and parental involvement and support with school values.	<ul style="list-style-type: none"> Link British Values to School Values to enable coverage alongside current aspects. British Values to be highlighted and investigated during assemblies and through Termly classroom displays. Introduction of ClassDojo – classroom reward system linked to school values which provides a direct home/school link. 	<ul style="list-style-type: none"> Children know what the terms value is and how this relates to the relevant British Value. Specific teaching of British Values will be evident in assemblies. 75% + of school families signed up to ClassDojo within the first year 	SS/All staff	From September 2017	
2. To improve outdoor provision for curriculum delivery in Foundation and KS1.	<ul style="list-style-type: none"> Improve Rec/KS1 outdoor area (environment and resources) in order to improve directed and free play learning. To provide a den area (KS1) for imaginative writing and outdoor reading opportunities. Increase the signage in both Rec/KS1 outdoor area to increase independent learning opportunities. 	<ul style="list-style-type: none"> New resources sourced and purchased and pupils are using resources effectively. Increased opportunities for developing independent learning. Regular daily time for pupils to have opportunities to develop their learning in the outdoor environment. 	SS/ST/CA/KA/LH SS SS/LH ST/CA/KA/LH	From September 2017 August 2017 From July 2017	

	<ul style="list-style-type: none"> Increased use of the outdoor areas in Rec/KS1 especially during English and Maths lessons. 			September 2017	
3. To provide areas of shelter for the children at playtimes and for outdoor learning.	<ul style="list-style-type: none"> New quiet areas developed on the playground (stone circles) to provide outdoor reading and imaginative play both during curriculum time and playtime. 	<ul style="list-style-type: none"> Increased protection against the sun during summer months. Increased areas for quiet times during playtimes/lunchtimes Increased areas for outdoor learning. 	SS	July 2017	
4. To develop an awareness of healthy personal development	<ul style="list-style-type: none"> To achieve the a 'Health in School' award To publish a website created by the pupils on a healthy lifestyle. To introduce 'The Daily Mile' to increase children's physical activity. 	<ul style="list-style-type: none"> To achieve the 'Bronze Award' and commence work on the 'Silver Award' for Health in Schools All children are eating a healthy, balanced dinner if they bring their own lunch box. All children are aware of the importance of physical activity on their bodies and for learning. 	LP SS/School Council LP/All staff	Ongoing October 2017 January 2018	
5. To introduce a discrete e-safety curriculum to teach about the importance of Internet Safety.	<ul style="list-style-type: none"> To consolidate the teaching of 'Hector's World' to each class in Key Stage One and Two. To provide homework linked to ICT safety lessons. To provide increased home-school links on the school website to support the teaching of ICT safety at home. To provide an advice leaflet for parents 	<ul style="list-style-type: none"> All children will be able to explain the dangers/safety issues surrounding e-safety. Parents will feel confident in supporting their child to stay safe when using ICT. 	All staff All staff SS – ICT Subject Leader	Ongoing	

<p>6. To firmly establish the roles of the eco monitors/lunchtime crew/school council.</p> <p>To introduce new roles and responsibilities for Yr. 6 pupils.</p>	<ul style="list-style-type: none"> • All Year 6 pupils assigned a position of responsibility. • A team of 5 prefects will be chosen. These will be pupils that consistently model the six school values. • Prefects will be given specific roles within school/pupil leadership. • A prefect will take the lead role in chairing the school council. • School Council to meet with governors/be represented at a Governors meeting C&P twice yearly. • A prefect will take a leadership role within The Lunchtime Crew. • House Captains and Vice Captains will have the leadership responsibility for the whole year. 	<ul style="list-style-type: none"> • Pupil's voice is active in all areas of the school day and pupil's feel ownership over these roles as they develop leadership qualities. • All Year 6 have the opportunity to develop leadership roles. 	<p>SS/CJ</p>	<p>September 2017 – then ongoing.</p>	
<p>7. Pupil Leadership – PE/Sports</p>	<ul style="list-style-type: none"> • 'Sports Crew' to be set up. This crew will lead a sporting event one a term. • Young Leaders Training for Year 5/6 to be implemented. 	<ul style="list-style-type: none"> • Children are taking an active role in leading and managing sporting activities (level 1). • At least 10% of children are leading, managing and officiating school games activities. • Achievement of the Silver School Games Award. 	<p>LP</p>	<p>October 2017 Ongoing</p>	

8. To introduce the philosophy of proximal development – Purple Learners and Growth Mindset.	<ul style="list-style-type: none"> INSET Growth Mind-set training (December 2017) by Di Pardoe for all staff. All classes to implement training on: Language of Learning, the 5 point plan, Movers and Blockers to learning and How to embrace challenge and build independence. 	<ul style="list-style-type: none"> Children understand and can demonstrate that they know: how to be a successful, confident and responsible learner. Purple Learner displays in all classrooms are used consistently across the school. A celebration of Purple Learners is held weekly. 	CJ	December 2017 and ongoing. Fully embedded by Term 6, July 2018	
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Strategy 3: To ensure high quality teaching, learning and assessment with the majority of it to be outstanding and none less than good

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
1. To continue to embed a focus on improving writing through 'high quality texts'	<ul style="list-style-type: none"> Staff meeting training led by English Subject Leader See English Action Plan 	<ul style="list-style-type: none"> Planning and teaching shows progression through lessons and units. 	<ul style="list-style-type: none"> ST 	<ul style="list-style-type: none"> Ongoing 	
2. To increase the quality of 'narrative writing' across Key Stage 1 and 2.	<ul style="list-style-type: none"> See English Action Plan 	<ul style="list-style-type: none"> When moderated work in books demonstrates high quality narrative writing. 	<ul style="list-style-type: none"> SS/ST 	<ul style="list-style-type: none"> Ongoing 	
3. To introduce a consistent policy and scheme for handwriting across the school.	<ul style="list-style-type: none"> All staff to be modelling for correct letter formations, joins and expectations across the school, including in the marking of books. All displays to use modelled joined handwriting. 	<ul style="list-style-type: none"> All staff and parents aware of policy and able to support pupils. Staff are able model correct handwriting when working with pupils and aware of year group expectations. 	<ul style="list-style-type: none"> ST ST All staff 	<ul style="list-style-type: none"> On going 	

		<ul style="list-style-type: none"> • Work sampling shows an increase in the use of correct letter formation and joins. Expectations: • Children consistently joining diagraphs by the end of KS1 • Children consistently joining high frequency words by the end of Year 1 • Children consistently joining by the end of KS1 and throughout KS2 			
4. To introduce a new spelling scheme in order to increase children's achievement in spelling.	<ul style="list-style-type: none"> • Spellzoo introduced to KS1/KS2 pupils and used to form part of weekly homework in KS1 and KS2. • Spellzoo games and puzzles used to form the English part of weekly homework. 	<ul style="list-style-type: none"> • Increased achievement in score during weekly spelling tests in KS2. • Increase the link between spelling patterns and homework tasks in order for parents to be able to support and to allow for an increase in quality homework completed. 	<ul style="list-style-type: none"> • SS • All staff 	September 2017	
5. Ensure the marking policy is consistent and that pupils respond to feedback	<ul style="list-style-type: none"> • Monitor marking of Maths, English & Science and across the subjects. • Timetable change in order to allow for a daily time slot in which pupils can respond to feedback and marking. • Identified next steps are apparent in books and acted upon in the next piece(s) of work. If not then teacher acts and identifies intervention for pupils. • Pupils are able to respond positively to marking and feedback to improve their learning and have knowledge 	<ul style="list-style-type: none"> • Marking is consistent across the school. • Pupils respond to feedback and marking positively on a regular basis making changes appropriately or extending their piece of work/learning. • Pupils make good progress against their next steps and move on quicker. 	<ul style="list-style-type: none"> • Subject leaders through scrutiny of books • All staff • All staff • All staff 	•On going	

	<p>of this being able to explain the impact.</p> <ul style="list-style-type: none"> Vulnerable Learners (including PP pupils) are provided with weekly 1:1 feedback time with a TA 	<ul style="list-style-type: none"> Pupils use their pens to demonstrate their understanding. All pupils make good progress against their next steps. 	<ul style="list-style-type: none"> All staff 		
6. Teaching and learning consistently Good to Outstanding (continued from last year)	<ul style="list-style-type: none"> Identify which elements of teaching & learning can be moved from good to outstanding. Identify CPD opportunities to support above action. Monitor & Review outcomes through lesson observation and work scrutiny. 	<ul style="list-style-type: none"> Areas for further development are identified. Target to form part of Teacher Appraisal Individual CPD opportunities are planned to support further development of teaching & learning. Observation and work scrutiny demonstrate teaching is consistently good or better. 	<ul style="list-style-type: none"> SS/Subject Leaders SS/CJ/All staff SS/CJ 	<ul style="list-style-type: none"> On going 	
7. Achievement of 'The Artsmark Award.'	<ul style="list-style-type: none"> To submit the case study for 'Artsmark Award'. See Artsmark Action Plan/Statement of Commitment/Case Study. Continue to increase all pupil's participation with music/singing and musical instruments. Enthuse pupil's musical experiences through visiting teachers and the use of 'Charanga' music scheme. 	<ul style="list-style-type: none"> To achieve at least the 'Bronze Artsmark Award'. All children are provided with and enjoy a creative curriculum that covers all areas of the arts. 	<ul style="list-style-type: none"> LP – Arts Subject Leader 	<ul style="list-style-type: none"> To be completed by January 2018 	

Strategy 4: To ensure outstanding leadership and management across the school community

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
1. To provide support to new curriculum subject leads	<ul style="list-style-type: none"> Staff are assigned curriculum leadership according to skill set and necessity. Staff are supported either by the LA leads or established leads from other schools either in cluster or wider. Staff are given specific training on new aspects within the subject or updates regularly. English and Maths teams to attend the cluster leaders meetings termly. Curriculum Leaders provide advice and support to rest of the staff through staff meetings, regular informal and formal support, discussions and advice. 	<ul style="list-style-type: none"> Curriculum Leaderships are formed successfully and feel they are well trained and support in their new roles. Staff are confident in their new found skills and knowledge to be able to provide advice and support to others when and where needed. 	<ul style="list-style-type: none"> SS and LA leads 	<ul style="list-style-type: none"> On going 	
2. Develop the leadership skills for all subject leaders (continued from last year) and new Pupil Premium Champion/Senior teacher	<ul style="list-style-type: none"> CJ to join SLT and develop leadership skills and role of PP Champion. Look for opportunities for further develop leadership by the school through cluster meetings/supporting other small schools. 	<ul style="list-style-type: none"> Successful and effective SLT meetings on a regular 2 weekly basis. Subject leaders to support other small schools/cluster school through assisting with cluster meetings etc. 	<ul style="list-style-type: none"> SLT and training 	<ul style="list-style-type: none"> On going 	
3. To develop the role of the new North Road SENCo.	<ul style="list-style-type: none"> Following the successful appointment of a new SENCo (From September 2017) ensure a quality handover in order for high quality provision to be maintained and collaboratively work with other small schools to be 	<ul style="list-style-type: none"> A SENCo will be in role and leading SEN across the school from November 2017. 	<ul style="list-style-type: none"> SS/EW 	<ul style="list-style-type: none"> September 2017 	

	maintained and extended.				
4. To improve the quantity of input into the Termly Impact Report by all school members.	<ul style="list-style-type: none"> Increased input on GoogleDoc RAP document and increased attendance at Termly RAP review by Governors. 	<ul style="list-style-type: none"> All Governors contributing to Impact document. Each Governor to attend at least one Impact review a year. 	<ul style="list-style-type: none"> All Governors 	<ul style="list-style-type: none"> Ongoing 	
5. To have clarity of the Governors Actions and priorities for the future and be proactive in working towards these.	<ul style="list-style-type: none"> To review/update Action Plan Working Party to work together on Actions from the Governor's Action Plan and deliver at FGB. 	<ul style="list-style-type: none"> All Governors to provide input and feedback into the Action Plan. 	<ul style="list-style-type: none"> All Governors 	<ul style="list-style-type: none"> Ongoing 	
6. To review the impact of Leaders on achieving improvement.	<ul style="list-style-type: none"> Link governor reporting Suitable challenging of Leadership Impact of interventions 	<ul style="list-style-type: none"> All Link Reports to be agreed and on the website by the end of the term in which they took place. Pupil Premium Governor to develop the role of ensuring Governors have information about the Impact of interventions for PP pupils. SEN Governor to develop the role and be responsible for reporting to all Governors on the Impact of Interventions/data and tracking for SEN pupils. 	<ul style="list-style-type: none"> All Governors PP Governor SEN Governor 	<ul style="list-style-type: none"> Ongoing 	

Now the school looks at each strategy to consider its resource implications in terms of:

- ❖ Buildings
- ❖ Equipment
- ❖ Staffing and Staff development needs

Resource Implications

Buildings –	2016/17	2017/18	2018/19
1. Railings – sanding down/undercoating and painting.		£200 – paint £500 grant provided by Smurfit Kappa towards work costs. Undercoat and painting materials (brushes and gloves etc.) provided.	
2. Outdoor provision upgraded	FONR Fund raising/Grants	FONR – Shelter areas for playground (estimated £1,500)	

Equipment – estimated costs	2016/17	2017/18	2018/19
3. New resources for new curriculum	£1,500 (utilising existing resources)	£2,000	
4. New resources for Artsmark award	£600	N/A	
5. Updating IT hardware	£3,000 (iPad)	£5,000 (final set of laptops)	
6. Opening of the new Library		£220 – raised through school fundraising (sponsor a book)	
7. Outdoor signage and resources for Rec/KS1 areas		£1,000	
8. Spellzoo spelling scheme		£100	
9. New Assessment materials - CGP		£250	

Staffing – estimated costs	2016/17	2017/18	2018/19
1. CPD	£2,000	£2,000	
2. New SENCo/Gifted and Talented lead – One day a week		£10,000	
3. TLR for PP Lead		£2,500	