

North Road Community Primary School

SCHOOL DEVELOPMENT ACTION PLAN 2018 – 2019

Year 3



Identified actions and targets for School Improvement (SIA) 2018/19:

- The objective to develop mastery of maths across the school has not been met, as there is no evidence of an increase in standards for the more able. This will be the main focus of the SDP Year 3.
- The school has met their objective to increase pupils' achievement in reading comprehension, however the HT recognises PP pupils achieve less well than their peers in this area.
- Although there has been a focus on the challenge of more able pupils in lesson observations and book scrutiny, attainment for this group is below expected.
- The HT reports that the introduction of a new spelling scheme has had a positive impact on writing in upper KS2. This progress needs to be supported across KS1 and lower KS2.
- The school marking policy has been reviewed to address discrepancies in application – this is to be consolidated.
- The HT reports that there has been good progress towards ensuring good teaching, learning and assessment, particularly through the introduction of high quality texts to support writing, the implementation of cursive writing and the new phonics initiative. This is to be consolidated through Year 3.
- The school has been particularly successful in developing strategies to improve mental health and is currently supporting 2 schools – this is to be developed further with the use of outdoor spaces.
- The school's success in developing pupils' awareness of healthy lifestyles has been recognised by the Silver level 'Health in Schools' award – this is to be developed further.
- The impact of the HT's input into developing the skills of subject leaders to lead their subjects has led to more accurate and effective monitoring and evaluation. This needs to be developed further so that subject leaders are proactive leaders, bringing about increased attainment in their subjects.

School Improvement Priorities for 2018/19

- The attainment and progress of more able pupils including the identification and tracking of more able pupils in each year group from their previous key stage attainment
- EYFS – consolidate improvements to the learning environment, particularly the outdoor area.
- Standards in Mathematics including more emphasis on times tables.
- Reading comprehension – Consolidation of new initiatives.
- Writing
- Middle leaders – Maths, Reading and Writing
- Developing an effective relationship within the Alliance of schools to bring about an improvement in standards.



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. Local Authority Support including whole school Maths Review. Introduction of Times Table Rockstars for supporting Maths Homework across KS1 and KS2 See Maths Action Plan 	<ul style="list-style-type: none"> Staff are confident to teach using the mastery approach. 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. 	<p>LH – Maths leader</p> <p>Liz Thomas – Maths LA/Alliance support</p> <p>Local Authority Support including whole school Maths Review – 23rd November 2018</p>	<ul style="list-style-type: none"> September 2018 INSET Training: Where next for Math teaching at NRCP? 3rd September (LH/SS) Tuesday 18th Sept (all day). Alliance Heads Meeting at the Tynings. Thursday 27th Sept (am). Y2 Teachers Maths training with Liz Thomas - Baileys Court Thursday 4th October (am). Maths Subject Leaders training (Liz Thomas). Venue TBC. Tuesday 13th November 4-5. Twilight Alliance meeting at Baileys Court. Whole School Maths Review 23rd November Monday 14th January 2019 (Liz 	

				Thomas) Maths support (all day). Y2 and moderation (am). Subject Leaders (pm) – reasoning Venue TBC? • Tuesday 26 th March. (Liz Thomas) Maths support (am). Focus and venue TBC.
2. To increase ALL pupil's achievement in reading comprehension especially inference.	<ul style="list-style-type: none"> • Introduce Cracking Comprehension. • The teaching of reading will include a focus on comprehension and 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) • New assessment scheme to be consolidated to allow teachers/Subject Leader to better track achievement and areas of weakness so that support can be put in place/specifically PP Pupils (CGP) • A new approach to the teaching of phonics in Foundation and KS1 to be consolidated. • See English Action Plan (Reading) 	<ul style="list-style-type: none"> • Increased achievement by pupils (ARE tracking /SATs) • Increased focus demonstrated in Intervention planning. • Increased staff confidence and enjoyment for teaching reading skills. • Increased focus demonstrated in Intervention planning. • Increased achievement by pupils (Year 1 phonics testing) • Evidence collected/submitted to SSIF Phonics Programme (Year 2) 	<p>LP All Staff</p> <p>All Staff</p> <p>All Staff/LP</p> <p>LP/LH</p>	Ongoing

<p>3. To ensure more able pupils make exceeding progress</p>	<ul style="list-style-type: none"> Identify and track pupils' attainment from previous end of KS results. Identify and track 'most able pupils' in each year group from their previous key stage attainment in order to ensure progress for this group of pupils and increase expectations. Pupil progress meetings to track pupils who are identified as 'most able' and ensure progress is maintained and exceeded. All planning and particularly English and Maths to include appropriate challenge for more able pupils To provide weekly high quality 'able learner' interventions in KS2 for Writing and Maths 	<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 breadth and depth of learning opportunities. 	<p>SS</p> <p>Maths Leader LH English Leader CJ English Leader (Reading) LP</p> <p>All Staff</p> <p>Maths Leader LH English Leader CJ English Leader (Reading) LP</p> <p>EW – Teacher of Most Able Interventions</p>	<p>From September 2018</p> <p>Term 2 (EW – Return from Maternity Leave)</p>	
<p>4. To ensure all PP pupils have specific interventions appropriate to need to narrow the gap – specifically Writing and Maths.</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 learning and improving outcomes, for Pupil Premium pupils. 	<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 attainment for reading is narrowing 	<p>CJ/ All staff</p> <p>All staff/Subject Leaders. ELSA – AD Sand Box Therapist - SLT</p> <p>SS Subject Leaders</p>	<p>Ongoing</p>	

	<ul style="list-style-type: none"> To continue to provide the opportunity for pupils to read daily with a reading mentor. 				
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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 Class Dojo – 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 Class Dojo within the first year 	SS/All staff	From September 2018	
2. To improve outdoor provision for curriculum delivery in Foundation and KS1.	<p>Track pupils' progress from their end of EYFS attainment in Reading, Writing and Maths</p> <ul style="list-style-type: none"> Closely monitor the development of good practice in the EYFS outdoor learning environment. Closely monitor the development of good practice in the EYFS outdoor learning environment. Improve Rec/KS1 outdoor area (environment and resources) in order to improve directed and learning through play opportunities – specifically English and Maths. 	<ul style="list-style-type: none"> Increased opportunities for developing independent learning. Regular/daily time for pupils to have opportunities to develop their learning in the outdoor environment. 	SS ST Maths Leader LH English Leader CJ English Leader (Reading) LP EYFS/KS1 Class teachers	From September 2018 Termly monitoring	

	<ul style="list-style-type: none"> Increased use/opportunities for outdoor learning in Rec/KS1 especially during English and Maths lessons. 				
3. To develop use of the Sensory Area during playtimes and for outdoor learning in KS2.	<ul style="list-style-type: none"> Sensory Area to be officially opened and used to support classroom learning and strengthen Mental Health opportunities. 	<ul style="list-style-type: none"> Increased areas for quiet times during playtimes/lunchtimes Increased areas for outdoor learning. 	Class Teacher ELSA	September 2018	
4. To develop an awareness of healthy personal development	<ul style="list-style-type: none"> To achieve the 'Health in School' award To ensure all children take part in a weekly 'Children's Mile' to increase children's physical activity. Introduce changes to Snack Time Menu to promote Healthy eating Wow – extend further our work in Year 2 on the Wow Walking project 	<ul style="list-style-type: none"> To achieve the 'Gold Award' for Health in Schools All children are aware of the importance of physical activity on their bodies and for learning. 	LP Class teacher LP/All staff Catherine McCoy Project Coordinator (South Glos) Living Streets Working in partnership with South Glos Council	Ongoing Ongoing 19 th September – Wow Assembly Launch Wow Travel Tracker Staff Training	
5. Pupil Leadership – PE/Sports	<ul style="list-style-type: none"> 'Sports Crew' to be set up. This crew will lead a sporting event once 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 Gold School Games Award. 	LP	September 2018	

6. To introduce the philosophy of proximal development – Purple Learners and Growth Mindset.	<ul style="list-style-type: none"> 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 are held weekly. 	CJ	Ongoing	
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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. 	CJ	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. 	CJ	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. 	<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. <p>Expectations:</p> <ul style="list-style-type: none"> Children consistently joining diagraphs by the end of EYFS 	CJ All staff	On going	

		<ul style="list-style-type: none"> Children consistently joining high frequency words by the end of Year 1 Children consistently joining by the end of KS1 and throughout KS2 			
4. 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. 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 of this being able to explain the impact. Vulnerable Learners (including PP pupils) are provided with weekly 1:1 feedback time with a TA 	<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. Pupils use their pens to demonstrate their understanding. All pupils make good progress against their next steps. 	Subject leaders - scrutiny of books All staff	On going	
5. 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 	On going	

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. Ensure effectiveness of Pupil Premium Champion on raising standards to PP Pupils	<ul style="list-style-type: none"> • Termly Meetings with PP Lead to monitor actions and impact of Action Plan • Monitoring of the timetable of agreed actions and use of release time 	<ul style="list-style-type: none"> • Successful and effective SLT meetings. • Increased attainment of PP pupils, specifically in Reading, Writing and Maths. 	<ul style="list-style-type: none"> • CJ • SS 	On going	
2. 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 Impact 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 	Ongoing	
3. To review the impact of Leaders on achieving improvement.	<ul style="list-style-type: none"> • Ensure Subject Leaders' effectiveness on leading their subjects to bring about increased achievement and attainment. • Link Governor reporting • Suitable challenging of Leadership by Governors 	<ul style="list-style-type: none"> • Increased attainment and achievement of pupils • Link Reports to be published 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 • SS/Chair of Governors 	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/Welly Walk – Shelter areas for playground (estimated £1,500)	Tesco Bags of Help Grant
3. Washroom refurbishment (KS2)		FONR - £5,000 Capital Devolved - £5,000	

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

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