

North Road Community Primary School



SCHOOL DEVELOPMENT ACTION PLAN 2019 – 2020

Year 1

Identified actions and targets for School Improvement (SIA) end of academic year 2018/19:

The very positive outcomes seen this summer are the culmination of three years of well planned, lead and managed improvement. Leadership at all levels is strong and improving being underpinned by very effective performance management.

The school has identified curriculum development as a key priority for next year in order to make the learning experience for pupils more coherent and relevant.

The other priority is teacher wellbeing to complement the already established focus on pupil welfare.

School Improvement Priorities for 2019/20

- Introduction across the whole school of the New North Road Primary Curriculum for life long learning
- EYFS – increased progress in phonics and independent writing
- Continue to raise standards in Mathematics including an emphasis on number facts, times table knowledge, problem solving and reasoning.
- Reading comprehension – introduction of 'Reading Vipers' and daily focused teaching of reading.
- Writing – high quality cross curriculum writing opportunities and outcomes.
- Middle leaders embedding the CPD (2018/2019) to bring about increased attainment in their subjects.
- Science – Introduction of new scheme of teaching/assessment for learning
- Staff and pupil well-being including a continued focus on mental health
- Increasing the work of the Domino Alliance of schools to bring about further improvement in standards, attainment and enrichment opportunities,



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
To embed mathematical problem solving and reasoning across the school, with pupils developing a greater understanding of mathematical concepts that will allow them to make links within learning.	<ul style="list-style-type: none"> • See Maths Action Plan • Review and embed new calculation policy. • Implementation of Daily No Nonsense Number Facts. • Introduction of new yearly overviews linking mathematical concepts. • Review Maths planning so that links between concepts are explicit and are revisited throughout the year. • Training with Domino Alliance for 'Number Talk'. • Ensure gaps analysis and AFL is used across the school to identify children's learning needs and teachers to adapt planning accordingly. • Provide CPD on the five steps of reasoning (NRich) • Introduce a wider variety of stem sentences and mathematical talk across the school. • Introduce whole school low threshold, high ceiling problem solving activities. • Mapping of mathematical opportunities within the new North Road Curriculum: Science, computing, PE, Art and Geography. 	<ul style="list-style-type: none"> • Staff are confident to teach all mathematical concepts including the use of manipulatives/bar model in order to support children's achievement of reasoning. • Staff are able to adapt teaching to ensure maths mastery is developed especially for more able pupils. • Pupils of all abilities are verbalising their mathematical understanding and learning. • Staff are confident to use AFL and are using daily Maths Interventions to support and extend learning. • Correct use/pitch of Mathematical Language is used across the school • Correct pitch and expectation in Mathematical learning is seen across the school • Pupils of all abilities are accessing problem solving activities and verbalising their understanding. 	<p>LH/HD – Maths leaders</p> <p>Liz Thomas – Maths LA/Domino Alliance support</p>	September 2019	

	<ul style="list-style-type: none"> To ensure pitch and expectation within other curriculum areas is in line with expected standard. To support all staff with subject knowledge and their teaching of mathematics. Year 5/Year 2 Maths Mentors (number facts) 	<ul style="list-style-type: none"> Staff are making cross-curricular links to extend/support learning in Maths. EYFS CPD provided by The Early Years Team (Claire Perry) – focus increased higher level attainment in EYFS Year 3/4 Maths CPD group (Domino) led by Liz Thomas – increased used of manipulatives to ensure pupils' understanding of concepts and ability to explain understanding. Pupils in Year 2 complete KS1 with a strong understanding on number facts which will support times table facts as they move into KS2. 			
To increase ALL pupil's achievement in reading comprehension especially vocabulary and inference.	<ul style="list-style-type: none"> Introduce Reading Vipers across KS1 and KS2. Continue to embed the use of PM Benchmarking for Reading across the school to monitor and assess progress in reading (Terms 2, 4 and Term 6 (June)) Teaching of phonics for SEND pupils KS2 to have increased impact on attainment A new approach to the teaching of phonics in Foundation and KS1 to be consolidated. 	<ul style="list-style-type: none"> Daily Teaching of Reading Skills (VIPERS - Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) Increased achievement by pupils (ARE tracking /SATs) Increased focus demonstrated in CT planning and delivery and attainment monitored by SENCo Increased achievement by pupils (Internal Tracking/Year 1 phonics testing) 	<p>All Staff</p> <p>SS All Staff</p> <p>All staff EW</p> <p>LH/LP/ST</p>	<p>September 2019</p> <p>Ongoing</p> <p>September 2019</p> <p>Ongoing</p>	

	<ul style="list-style-type: none"> Teaching of Phonics in Reception to be ensure all children complete Phase 4 phonics by the end of EYFS 	<ul style="list-style-type: none"> Class teacher's and Subject Leader's Data monitoring and tracking of attainment 	ST/SS		
Raise the profile of reading across the school	<ul style="list-style-type: none"> Class book areas to be developed to inspire a love of reading Teacher's Book Shelf Daily Class Story Time 3:00 – 3:15 New Poetry Curriculum across the school/class recitals to parents/peers. Book Shed/Reading Area on the playground for increasing reading opportunities at lunchtimes 	<ul style="list-style-type: none"> Classrooms demonstrate a love of reading and inspire children to share/borrow books. Developing a love for stories and extending the rich vocabulary of the language of stories Developing the language and vocabulary of poetry and promoting opportunities for recitals. The school environment demonstrates a love of reading. 		<p>September 2019</p> <p>Curriculum – September 2019</p> <p>Class recital assemblies – Term 5 onwards</p> <p>September 2019</p>	
To introduce the new North Road Curriculum 2020 – A curriculum for our pupils for their future	<ul style="list-style-type: none"> To consult pupils on the knowledge and skills they feel they require to prepare them for life. To consult with parents, pupils, governors and staff about what makes our school special. To relook at our school vision, values and aims to ensure relevance for the pupils of 2020. To develop a curriculum which is unique to our pupils and reflects the needs of the pupils who make up North Road Community Primary School. 	<ul style="list-style-type: none"> An enhanced two year rolling Curriculum for pupils will be launched. Increased opportunities for 'outdoor' and 'hands on' learning experiences will be incorporated. Over-arching topics will umbrella the whole school with specific topic titles to inspire learning based on 'what if.....?' questions. Three topics will be studied each year with prior knowledge ascertained at the start of each topic. Areas of learning/key themes will deepen 	SS All Staff	<p>April 2019</p> <p>May 2019</p>	

	<ul style="list-style-type: none"> To develop a curriculum around the heart, head and hands model so that it reflects everything that is special about our school. To develop a Curriculum Intent Statement for our new curriculum that reflects the ethos, vision, values and aims of our school and its curriculum 	<p>learning systematically as children progress through school, in order to build on knowledge.</p> <ul style="list-style-type: none"> The Curriculum will use local links/history as a starting point for learning and will celebrate the achievements/explore the issues in the local area/Britain/the wider world. 			
To introduce the new North Road Science Curriculum 2020 – A curriculum which demonstrates our intent for knowledge and skills.	<ul style="list-style-type: none"> Introduction of a North Road Science Curriculum Intent Document with key questions for pupils. Introduction of Termly Science Quizzes (Scientific knowledge – Low threat/high gain) to increase rates of retainment and retrieval. Introduction of The Kent Scheme of Work for Science. 	<ul style="list-style-type: none"> Increased attainment in Science across the school Increased retainment and retrieval of scientific facts by pupils Increased monitoring and assessment of Scientific Knowledge 		<p>June 2019</p> <p>End of Term 1 2019</p> <p>To be introduced September 2019</p>	

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
New Curriculum to include a further focus on personal development and mental well-being for pupils and staff	<ul style="list-style-type: none"> A further focus on mental well-being to be woven into the development of the new enhanced curriculum. All class topics to include links to well-being. All classrooms to promote mental well-being and self-help strategies Increased support for Young Minds charity including 'Hello Yellow Day'. 	<ul style="list-style-type: none"> Staff and pupils together explore opportunities for ensuring mental health is looked after. Staff are able to model/share with pupils the importance of ensuring good mental well-being. 	Curriculum Development by all Staff and Subject Leaders	September 2019	
To introduce Well-being Wednesdays	Termly (Terms 1/2) and then increasing to twice a term, children will be provided with the opportunity to spend an afternoon 'off timetable' at an chosen 'well-being' activity (chosen by CTs) These could include sporting, creative, musical experiences etc.	<ul style="list-style-type: none"> Staff and pupils together explore opportunities for ensuring mental health is looked after. Staff are able to model/share with pupils the importance of ensuring good mental well-being. 	SS	October 2019	

Increased outdoor physical exercise opportunities (field)	Development of the school field, to include a Climbing Stack, to allow for an increased opportunities for physical activities.	<ul style="list-style-type: none"> Children's physical health is improved further. 	SS FONR	February 2020	
Develop further Pupil Leadership – PE/Sports	<ul style="list-style-type: none"> 'Sports Crew' to be developed. This crew will lead a house 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 2019	

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
To continue to embed a focus on improving writing through 'high quality texts' (North Road Curriculum 2020)	<ul style="list-style-type: none"> English Leaders CPD led by Vicky Gordon (Domino Alliance) See English Action Plan 	<ul style="list-style-type: none"> Planning and teaching shows progression through lessons and follows the high quality texts of The North Road Curriculum 2020 	CJ	Ongoing	
To increase the quality of cross-curricular writing' across Key Stage 1 and 2.	<ul style="list-style-type: none"> See English Action Plan Introduction of 'Learning Books' to replace 'Topic Books' Whole school emphasis on 'quality of writing' during foundation subject lessons. Weekly planned opportunities for all pupils to write independently in EYFS (afternoon sessions). EYFS staff to receive CPD from Early Years team (Claire Perry) 	<ul style="list-style-type: none"> When moderated work in all books demonstrates high quality writing. 	CJ	Ongoing	
Ensure the Feedback Policy is consistent and that pupils receive verbal feedback/ immediate interventions and respond to feedback, when appropriate.	<ul style="list-style-type: none"> Monitor marking of Maths, English & Science and across the subjects. Daily timetable for verbal feedback and interventions in Maths. 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. 	<p>Subject leaders - scrutiny of books</p> <p>All staff</p>	On going	

	<ul style="list-style-type: none"> Red, yellow, green cup system used for pupils' self-assessing learning progress. 	<ul style="list-style-type: none"> Pupils use their pens to demonstrate their understanding. All pupils make good progress against their next steps. 			
Teaching and Learning is moving from consistently Good to Outstanding	<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 	September 2019	

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
Ensure the effectiveness of Pupil Premium Champion on raising standards of PP Pupils	<ul style="list-style-type: none"> Termly Meetings with PP Lead to monitor actions and impact of Action Plan (second Wednesday of each Term) 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	
Ensure the effectiveness of the Pastoral Lead on ensuring good physical and mental health of all pupils.	<ul style="list-style-type: none"> Termly Meetings with Pastoral Lead to monitor impact of role Termly Meeting between PP Lead and Pastoral Lead to monitor the actions and impact of Action Plan (second Wednesday of each Term) Monitoring of the timetable of agreed actions and use of release time 	<ul style="list-style-type: none"> Successful and effective meetings. Increased well-being of vulnerable pupils and their families. Successful working relationship with PP Lead, SENCo, PSA, ELSA and SBT Achievement of a Mental Health Award 	<ul style="list-style-type: none"> CA CJ SS 	September 2019	
To ensure a positive impact of all Leaders on achieving improvement and raising standards in their subjects.	<ul style="list-style-type: none"> Ensure Subject Leaders' effectiveness on leading their subjects to bring about increased achievement and attainment. CPD with AD (SIA) Link Governor reporting Governor input onto Impact Review Suitable challenging of Leadership by Governors 	<ul style="list-style-type: none"> Increased attainment and achievement of pupils Pastoral Lead to report on role to Governors 4 times a year though C&P meetings. PP Lead to report on role to Governors 4 times a year though C&P meetings. 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 	<ul style="list-style-type: none"> All Leaders/ Governors PP Governor SEN Governor SS/Chair of Governors 	September 2019	

		<p>to all Governors on the Impact of Interventions/data and tracking for SEN pupils.</p> <ul style="list-style-type: none"> Science Leader to introduce and monitor changes to Science curriculum including the intent/knowledge of our new Science Curriculum. 			
Develop the role of the Pupil Premium/NRVP Lunch Time Crew	<ul style="list-style-type: none"> Class Teachers to refer pupils to CJ who require a role of responsibility in order to raise self-esteem. PP Lead to meet with Lunch Crew at the start of each term/check in with pupils to develop nurture role PP to reward pupils with dojos/certificates, as required, in recognition for personal achievements within the role. 	<ul style="list-style-type: none"> Increased opportunities for demonstrating responsibility and raising the self-esteem of vulnerable pupils. 	<ul style="list-style-type: none"> CJ 	September 2019	
Sports Premium/PE Lead to ensure the achievement of a Health in Schools Award and School Games Award, including the development of the role of Sports Leaders	<ul style="list-style-type: none"> Sports Premium Lead to meet with Sports Leaders at the start of each term to allow pupils to plan an inter house event. Sports Leaders to plan event, under the guidance of Lead, which will take place on a Friday lunchtime in the penultimate week of each term. Sports Premium Lead to announce the winner and present the trophy to the winning House Captain during Stars Assembly. 	<ul style="list-style-type: none"> Increased opportunities for demonstrating responsibility and developing leadership skills. Achievement of a Gold School Games Award Achievement of a Health in Schools Award Achievement of a Mental Health Award 	<ul style="list-style-type: none"> LP LP/CA 	To be achieved by July 2020	

Introduce Year 5 Funkey Maths Mentoring (Year 2)	<ul style="list-style-type: none"> Initial Training for one Maths Leader and one TA (10.9.19) Year 5 pupils to be trained on delivering the game based Maths intervention (Number facts) One TA (JC) to take on the role of overseeing the Year 5 mentoring programme. 	<ul style="list-style-type: none"> Increased number knowledge specifically aimed at lower attaining Year 2 pupils. 	<ul style="list-style-type: none"> HD JC 	Training for staff - September 2019 Training for Year 5 – Term 1 Start of Mentoring roles – Term 2 2019	
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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 –	2019/20	2020/21	2021/22
1. Re re-roofing of the KS2 building	TBC		
2. Replacement door on Burrow	TBC		
3. Damp due to roof in staff Ladies toilet	TBC		
4. Outdoor Field provision upgraded £20,000	FONR Fund raising/Grants		

Equipment – estimated costs	2019/20	2020/21	2021/22
5. New resources for new curriculum/book areas	£1,500 (utilising existing resources)	£1,000	£500
6. Outdoor Book Shed and Reading Area	£500 for Book Shed and Reading Shelter (books to be recycled from classrooms)	n/a	n/a
7. Updating Classroom Whiteboards x4	Board 1	Board 2/3	Board 4
8. New Assessment materials to track progress/attainment in Science	TBC		
9. Enrichment activities (Domino) including travel	£1,000	£1,000	£1,000

Staffing – estimated costs	2019/20	2020/21	2021/22
1. CPD	£1,500	£1,500	£1,500
2. TLR for PP Lead/Senior Teacher	£2,600	£2,600	£2,600
3. Funkey Maths Mentoring	£175 training cost £300 resourcing	£150	£150

