

Wootton St Peter's School Development Plan 2018-2019

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3 key priorities for school improvement 2018-2019

- To develop Middle Leadership across the school & Governance
- To improve the quality of teaching so that it is consistently good, in line with Ofsted grade descriptors and it responds to pupils changing levels of development/ needs and provides high levels of challenge, so that progress is rapid
- Improve progress and attainment in maths and writing so that more pupils are working at the expected level (ARE) in year and increase challenge for the more able

All priorities and resulting objectives are being addressed within our budgetary constraints, and it can be assumed the cost is nil unless otherwise stated.

Effectiveness of Leadership and Management

Objective 1.1- Embedding the new staff member		Success Criteria:	
Specific objective: To embed the new member of staff in September 2018 by providing high quality induction so that new teacher is able to teach effective lessons and follow key procedures and policies		For the new teacher to feel confident in school procedures and processes and for there to be evidence that new teacher is using agreed whole school approaches in their teaching.	
Objective lead: Fiona Rose Governor link: Yvonne Oppon			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. To follow the school's induction policy and procedures for new staff so they are aware of school policies, daily routines and risk assessments. 2. For new staff to be safeguard trained and made aware of the school safeguarding policy and procedures. 3. New Teacher to familiarise themselves with RWI phonics teaching. 4. Teacher to access new to teaching EYFS 1 day CPD & other relevant CPD 5. For Literacy & Maths co-ordinators to meet with new teacher and share long term planning and resources to support specific areas of learning 6. For SENCo to share SEN procedures, expectations and paperwork requirements. 	<ol style="list-style-type: none"> 1. September 2018 2. September 2018 3. July 2018 4. September 2018 5. November 2018 ongoing 6. Term 1 2018 	<p>Lesson observations and learning walks (see annual schedule)</p> <p>DBS checks in place by September & entered onto CSR</p> <p>SENCo to monitor the teacher is successfully completing SEN paperwork.</p>	<p>Induction pack shared with teacher.</p> <p>RWI teacher resources shared.</p> <p>Maths & English coordinators meet to share LTP INSET</p>

Objective 1.2- Improve progress and attainment across the school, especially in KS2		Success Criteria: The majority of pupils are at ARE for maths, reading & writing in all year groups and a higher percentage are achieving 'Greater Depth' in-line with national expectations.	
<ul style="list-style-type: none"> Specific objective: Develop the effectiveness of Middle Leaders in maths & literacy and teachers leading other subjects in understanding the provision and driving up standards across the school 			
Objective lead: Fiona Rose Governor link: T&L Chair			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. Maths & literacy subject lead to analyse KS2 SATs data to identify weaknesses in provision & feedback to staff. 2. Ensure more opportunities are planned to allow pupils to apply maths knowledge in problem solving activities. 3. Monitor effective use of TAs 4. Differentiation is robust and effective in developing children to become more independent learners. Embed Concrete, Pictorial & Abstract (CPA) models for maths 5. Planning/resources match the rigour of the revised national curriculum and are being implemented across the school.(Power of Reading & Hamilton maths/White Rose) 6. Improved outcomes are evident in the attainment made for all year groups throughout the year 7. Ensure staff are developing the teaching of mathematical skills through attending relevant CPD. 8. LA maths and literacy support in term 1 in developing pedagogy & skills to be an effective middle leaders 9. LA support. Teaching responds to pupils' changing levels of development and needs and provides high levels of challenge, so that progress is rapid. 10. LA System Leader will work with leaders to analyse performance data and identify priorities for improvement. 11. The System Leader will evaluate the impact of teaching. 12. The System leader/SLE will undertake lesson observations with the Headteacher and/or subject leads 	<p>September 2018</p> <p>Termly</p> <p>Progression in CPA is embedded across the school starting in September '18 then ongoing</p> <p>Ongoing formative assessment – class teachers.</p> <p>CPD accessed throughout the year for all staff through links with outstanding school coordinators</p> <p>Leaders have a clear understanding of strengths and areas for improvement in relation to pupil progress and outcomes. Teaching</p>	<p>Lesson observations and learning walks</p> <p>Book monitoring in staff meetings</p> <p>FR & SLB to lead monitoring of outcomes. 3x through the year.</p> <p>SLT monitor impact of middle leaders.</p> <p>Learning walks by FR & SLB termly.</p>	<p>Core subject meeting time weekly</p> <p>Key resources to support Maths teaching ie Hamilton Trust & CLP planning to be used across the school</p> <p>Release for core subject leaders to monitor provision.</p> <p>CPD training through Abingdon Partnership.</p>

<p>to identify strengths and weaknesses in the teaching of reading/writing/maths</p> <p>13. Subject leaders folders are robust & monitoring the quality of provision is actioned</p>	<p>is better matched to pupils' needs</p> <p>The quality of teaching and learning opportunities for R/W/M is consistently good across all classes.</p>	<p>Systems Leader support starting September '18.</p>	
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<p>Objective 1.3- Developing Governance</p>		<p>Success Criteria: All governors have a comprehensive understanding of their role and can demonstrate they are challenging middle leaders/ subject coordinators on the quality of teaching, learning, outcomes & progress for their subjects.</p>	
<ul style="list-style-type: none"> Specific objective: To strengthen governing body and their ability/confidence in holding middle leaders & subject leaders to account for the quality of teaching & learning, progress & outcomes in relation to Reading, Writing & Maths 			
<p>Objective lead: Fiona Rose Governor link: Andrew Morgan. Resources Committee</p>			
<p>Specific Actions</p>	<p>Date to be achieved by</p>	<p>Monitoring</p>	<p>Resources</p>
<ol style="list-style-type: none"> To ensure governors receive 'in house' training with regards to safeguarding and processes and procedures of the governing body. To show new governors 'governor hub' to ensure they have access to relevant documents to support their role. To allocate governors to a committee and make sure they are clear about their role on the committee To share the contents of the school website with governors including specific areas they must be aware of such as how the pupil premium and sports premium funding is being spent. To make sure governors understand any current priorities or challenges faced by the school e.g. the budget pressures To explain to governors the importance of 'governor visits' and how these days play an important part in governor 	<ol style="list-style-type: none"> Within a month of new governors joining the governing body. Ongoing training through the year As above Immediately Within a month of new governors joining the governing body Immediately Immediately 	<p>Governing body minutes</p> <p>Governor skills audits</p>	<p>Access to governor hub</p> <p>Part funding unlimited access to governor training package. Funded 18 months Gold membership to NGA.</p>

<p>understanding of the school.</p> <p>7. LA support to develop leadership skills in challenging middle leaders for QfT, learning & outcomes</p> <p>8. Governing Body will be audited by the end of the academic year in July.</p> <p>9. Outstanding School governors will be made available to support governors in developing skills to assess the quality of teaching & learning</p>	<p>7. To start term 1 then ongoing.</p> <p>8. Immediately</p> <p>9. September 18</p>		
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Objective 1.4- SIAM SEF		Success Criteria:	
Specific objective: For all stakeholders to input into the completion of the SEF and its implementation in preparation for inspection in March 2019.		SEF completed and ready for inspection.	
Objective lead: Fiona Rose Governor link: Jon Williams FGB			
Specific Actions	Date to be achieved by	Monitoring	Resources
<p>1. Diocese advisor to attend FGB to discuss school vision statement.</p> <p>2. All stakeholders to read 'Vision for Education' document which sets out the tone of what we are as a church school.</p> <p>3. Plan ways to apply above into school practise</p> <p>4. JW to investigate the life of St Peter's stories to link with school values of perseverance, compassion & generosity</p> <p>5. Worship to include qualities of the life of St Peter to be shared throughout the year.</p> <p>6. Increase pupils involvement in assemblies e.g writing prayers to read out</p>	<p>23rd July 2018</p> <p>September 2018</p> <p>INSET September 2018</p> <p>September 2018</p> <p>September '18 ongoing</p>	<p>SIAMs group & FGB</p> <p>KR Collective worship coordinator</p>	

The Quality of Teaching, Learning and Outcomes

Objective 2.1- Quality of teaching provides high levels of challenge		Success Criteria:	
Specific objective: Teaching responds to pupils changing levels of development/ needs and provides high levels of challenge, so that progress is rapid		The quality of teaching and learning opportunities for Reading, Writing & Maths is consistently good across all classes and meets the needs of all pupils especially the more able.	
Objective lead: Fiona Rose Governor link: Marian McLachlan. T&L Committee.			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. The LA System Leader, Catherine Hayward, will work with leaders to analyse and identify priorities for improvement. 2. The System Leader will evaluate the impact of teaching. 3. Lesson observations will be carried out by the Systems Leader/SLE with the Headteacher &/or subject leaders to identify strengths & weaknesses in the teaching of R/W/M 4. Regular book monitoring (in staff meetings and in school moderation by coordinators) to ensure there is evidence of good progression and learning taking place 5. Partnership moderation is accessed by all class teachers to confirm judgements in writing/ maths so they are accurate and outcomes meet national standards across the school 	<ol style="list-style-type: none"> 1. Summer & Autumn 2018 2. November '18 3. Autumn 2018 4. Termly. 5. 3x per year 	<p>Leaders will have a clear understanding of strengths & areas for improvement in relation to pupil progress & outcomes.</p> <p>Observations of teaching show the quality of teaching & learning opportunities for R/W/M is consistently good across all classes.</p>	LA involvement

Objective 2.2- Good or better teaching and learning opportunities for reading/writing & maths supports rapid progress		Success Criteria: Consistently good lessons are delivered across the school	
Specific objective: To ensure teaching is consistently good, in line with Ofsted grade descriptors.			
Objective lead: Fiona Rose Governor link: Elena Oancea. T&L Committee			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. The System Leader will evaluate the impact of teaching through data analysis 2. Introduce new lesson observation recording sheet to link quality of teaching to teaching standards. 3. Lesson observations will be carried out by the Systems Leader/SLE with the Headteacher &/or subject leaders to identify strengths & weaknesses in the teaching of R/W/M 4. The commissioned English & Maths consultants/SLEs will support teachers through: <ul style="list-style-type: none"> • Provision of targeted training • Team teaching • Joint planning • Lesson/activity observations 	Summer & Autumn 2018 - ongoing	<p>Learning walks</p> <p>Observations</p> <p>Evidence in planning and in lessons the quality of questioning deepens children understanding and challenges the more able.</p>	Release for core subject leaders to monitor provision

Personal Development, Behaviour and Welfare

Objective 3.1- The importance of developing a healthy lifestyle		Success Criteria: Pupils have a better understanding of a healthy lifestyle and why exercise can have an impact on their physical and mental well-being.	
Specific objective: To teach pupils about healthy lifestyles and why exercise is important and the physical and mental benefits it can have on well-being.			
Objective lead: Gemma Moore Governor link: Mirco Meniconi. Resources Committee.			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. PE sessions to begin with a focus on healthy lifestyles and understanding of why exercise is important and the physical and mental benefits it can have on well-being 2. PE Sports Funding strategy to be updated for the next academic years funding 3. PE lead to raise the profile of PE and ensure the increased funding is spent effectively to achieve maximum impact. 4. PE funding used to develop 'Sports Crew' where pupils are working alongside GM to improve sport provision for all pupils across the school 5. Develop opportunities to provide more 'intra sports' activities throughout the year 6. Develop links with 'The Manor' to organise opportunities to participate in joining together for sports events 7. CPD sessions to be sought for all teachers from PE specialist/coaches. 8. KS2 to implement the daily mile 9. PE funding used to train 2 members of staff to support with swimming tuition. 	<p>September onwards 2018</p> <p>Term 2 2018</p> <p>From term1 ongoing</p> <p>September 2018-19 links with The Manor Prep School Introduce Sept - ongoing</p>	<p>Feedback from training at staff meetings following each meeting. Sport's premium document</p> <p>Pupils engagement in programme</p> <p>PE coordinator</p>	<p>Release for teacher to attend PE conference.</p> <p>Release to meet with Sports Council pupils termly.</p> <p>Swimming qualification for TA June 2018</p> <p>PE TA to have release to organise sports events.</p> <p>PE specialist teacher to provide CPD for all staff.</p>

Objective 3.2- To introduce the 'Hope not Hate' programme		Success Criteria: For a small group of pupils to engage with the programme and disseminate what they have learnt to other pupils.	
Specific objective: To teach pupils about day-to-day prejudice, discriminatory language and to discuss society's shared values to promote more inclusive environments			
Objective lead: Kath Ridley Governor link: Jon Williams. T&L Committee			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> Session 1 - <u>Values</u>: Children from each school meet together to understand why our society holds values such as equality, fairness and respect so dearly. Session 2 - <u>Tackling Harmful Language</u>: Children learn about the impact of 'lazy' discriminatory language. Session 3 – <u>HOPE not hate conference</u>: Guest speaker (tbc) and children and staff meet to share outcomes of their work during the year. 	<p>January 2019</p> <p>March 2019</p> <p>June 2019</p>	<p>Feedback from training at staff meetings following each meeting.</p> <p>Pupils engagement in programme</p>	<p>Release for teacher to take pupils to conference.</p> <p>Transport to venue.</p>

The Effectiveness of Early Years Provision

Objective 4.1 – Continue to maintain the high standard of EYFS provision	Success Criteria: For the SEF to have clear evidence that provision in the early years is Good and the percentage of pupils reaching GLD continues to be above national average.
Specific objective: For the EYFS co-ordinator/teacher to work with the TA to ensure the continued high standard of provision in the early years and sustain the high levels of attainment and progress	
Objective lead: Gemma Moore Governor link:	

Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. EYFS co-ordinator and HT to monitor progress, attainment and provision 2. EYFS teacher to attend Abingdon Partnership EYFS network meetings 3. Attend courses to kept up to date with most recent pedagogy in EYFS (Teacher and TA) 4. For EYFS teacher to gain DSL training for EYFS 5. Improve progress & attainment in CL & problem solving 6. Embed Read Write Inc phonics teaching 7. Weekly Talk Boost groups for targeted children (Reception) 8. Further develop the environment to promote opportunities for developing understanding and skills in number. 	<ol style="list-style-type: none"> 1. September 2018 onwards 2. September 2018 onwards 3&4. Throughout 2018-19 5. November 2018 first assessment point then ongoing 6-10. September onwards 	<p>Maths and Literacy coordinators involved in regular monitoring through:</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Planning scrutiny</p>	<p>Funding for training</p> <p>Release for core subject leads.</p>