

Wootton St Peter's School Development Plan 2017-2018

Contents

Effectiveness of Leadership and Management	2
Objective 1.1- Embedding the new staff member	3
Objective 1.2- Improve attainment and progress for maths.....	4
Objective 1.3- Disadvantaged pupils	5
Objective 1.4- Training new governors	6
The quality of teaching, learning and assessment	
Objective 2.1- Assessment of foundation subjects	7
Objective 2.2-Improve quality first teaching	8
Personal development, behaviour and welfare	
Objective 3.1- Hope not Hate Progamme	9
Objective 3.2- Global learning/Citizenship	10
Objective 3.3 - Healthy lifestyles and mental well-being.....	11
Outcomes for pupils	
Objective 4.1- Continue to work on raising standards in writing across the school with an emphasis on GD standards	12
The effectiveness of Early Years provision	
Objective 5.1 – Maintain the high standard of EYFS provision	13

3 key priorities for school improvement 2017-2018

- Improve progress and attainment in maths so that more pupils are working at the expected level (ARE) in year and increase challenge for the more able
- Continue to work on raising standards in writing for all groups of children across the school whilst increasing the challenge for the more able

- To embed the new staff member in September 2017 by providing high quality induction so that new teacher is able to teach effective lessons and follow key procedures and policies

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 2017 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 Oppen			
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 access RWI phonics training in the term before starting in September. 4. For Literacy co-ordinator to meet with new teacher and share long term writing planning and resources to support specific areas of learning such as writing. 5. For maths co-ordinator to share maths scheme and approaches for maths mastery which had is a focus for school development in 2017-2018. 6. For SenCo to share SEN procedures, expectations and paperwork requirements in our school. 7. For Headteacher, Literacy co-ordinator and Maths co-ordinator to work together to identify key priorities for staff meetings to share good practice with new teacher. 8. Whole school behaviour and marking and feedback policy to be 	<ol style="list-style-type: none"> 1. September 2017 2. September 2017 3. June 2017 4. September 2017 5. September 2017 6. September 2017 7. October 2017 8. September 2017 	<p>Lesson observations and learning walks (see annual schedule)</p> <p>Book monitoring in weekly staff meetings</p> <p>Staff meetings agendas</p>	<p>Key resources to support Literacy and Maths teaching</p> <p>Release for core subject leaders to monitor provision.</p>

agreed with the input of new staff team			
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Objective 1.2- Improve progress and attainment in maths especially at KS2		Success Criteria:	
<ul style="list-style-type: none"> Specific objective: To ensure more pupils are working at the expected level (ARE) in year and increase challenge for the more able 		The majority of pupils are at ARE for maths in all year groups and a higher percentage are achieving 'Greater Depth' in-line with national expectations.	
Objective lead: Sally Hayden Governor link: Graham Maddocks			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. Maths 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 5. Maths Planning/resources match the rigour of the revised national curriculum and are being implemented across the school. 6. Improved outcomes are evident in the attainment made for all year groups throughout the year 7. Bar method taught as a strategy & added to calculation policy to show progression in teaching method through the school. 8. Introduce maths 'mastery' across the school. 	<p>September 2017</p> <p>Termly</p> <p>Progression in teaching bar method shared at staff meeting by FR Sept '17.</p> <p>Ongoing formative assessment – class teachers.</p> <p>SH to lead on maths information session for parents in term 1.</p> <p>Third Space Learning</p>	<p>Lesson observations and learning walks</p> <p>Book monitoring in staff meetings</p> <p>SH leading monitoring.</p>	<p>Key resources to support Maths teaching ie Hamilton Trust planning.</p> <p>Release for core subject leader to monitor provision.</p> <p>Problem solving resources to be sourced guided by SH</p> <p>CPD training through</p>

<p>9. Ensure staff are developing the teaching of mathematical skills through attending relevant CPD.</p>	<p>intervention is accessed to support underachieving Pupil Premium pupils in KS2. September Additional teachers to boost underperforming pupils in KS1 & 2. September. CPD accessed throughout the year for all staff</p>		<p>Abingdon Partnership maths lead.</p>
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Objective 1.3- Disadvantaged pupils		Success Criteria:	
Specific objective: To improve the attainment of SEN & disadvantaged pupils by continuing to target accelerated progress in maths and writing		The percentage of disadvantaged children making accelerated progress in maths and writing to increase and as a result there will be higher attainment for these pupils	
Objective lead: Helen Earl SENCo/ Sally Hayden (PP Champion) Governor link: Emily Easton			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. SenCo to monitor attainment and progress of SEN and PP Champion (SH) pupils termly. 2. Staff training and staff meetings specifically targeted to maths and writing. 3. ELSA trained TA to work with identified pupils at specific times through the year focussing on primary needs 4. SenCo to monitor all areas of key pupils' learning (including social and emotional) so we are able to target the main barriers to making progress. 5. Focus pupils identified at pupil progress meetings through detailed analysis of data & discussion. 6. Monitoring of key pupils' books by PP Champion & subject co-ordinators. 7. Provision map scrutinies to ensure all interventions in place are having an impact on pupil's learning. 8. Pupil Premium case studies are in place and updated 3x per year. 9. Pupil premium children to be a focus of observations and book monitoring (pp books marked first) and external reviews this academic year. 	<ol style="list-style-type: none"> 1. Termly 2. Throughout the year 3. When required 4. Throughout the year 5. Three times a year and before the start of the year. 6. Part of regular book monitoring. 7. Three times per year 8. September 2017 and throughout the year. 	<p>Pupil premium and SEN analysis</p> <p>Pupil progress meetings</p> <p>Staff meeting agendas</p> <p>Pupil premium case studies records are in place & regularly updated. SH</p> <p>SH as Pupil Premium Champion to report to Governors termly</p>	<p>Non-teaching SENCo employed 1 day per week to improve the quality of provision for SEN/disadvantaged pupils.</p> <p>Pupil Premium Champion release to monitor progress of PP pupils & the effective use of funding.</p>

Objective 1.4- Training new governors		Success Criteria:	
Specific objective: To ensure new governors are trained effectively		New governors have a comprehensive understanding of their role and are able to support and challenge the school effectively holding senior leaders to account	
Objective lead: Fiona Rose Governor link: Andrew Morgan			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. To ensure new governors receive ‘in house’ training with regards to safeguarding and processes and procedures of the governing body. 2. To show new governors ‘governor hub’ to ensure they have access to relevant documents to support their role. 3. To allocate new governors to a committee and make sure they are clear about their role on the committee 4. To share the contents of the school website with new governors including specific areas they must be aware of such as how the pupil premium and sports premium funding is being spent. 5. To make sure new governors understand any current priorities or challenges faced by the school e.g. the budget pressures 6. To explain to new governors the importance of ‘governor visits’ and how these days play an important part in governor understanding of the school. 	<ol style="list-style-type: none"> 1. Within a month of new governors joining the governing body 2. As above 3. Immediately 4. Within a month of new governors joining the governing body 5. Immediately 6. Immediately 	<p>Governing body minutes</p> <p>Governor skills audits</p>	<p>Access to governor hub</p> <p>CPD</p>

The quality of teaching, learning and assessment

Objective 2.1- Assessment		Success Criteria:	
Specific objective: To continue to improve assessment procedures across the school to ensure accurate judgements are being made across all year groups in all subjects		For teachers to feel confident that their judgements are accurate and assessment across the school is informative for teachers and pupils to enhance progress.	
Objective lead: Fiona Rose Governor link: Marion McLachlan			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. Regular book monitoring (in staff meetings and in school moderation by coordinators) to ensure judgements are accurate. 2. A consistent approach to recording assessment of foundation subjects is in place 3. On-going use of a range of materials to support teacher judgements- Pira, Puma, assessments to provide standardised scores. Headstart (maths and comprehension formative tests ongoing or at the end of a unit of work) 4. Moderation of Pira & Puma test marks to be carried out by maths & English lead teachers after assessment points beginning in term 2. 5. Partnership schools to confirm judgements in writing are accurate and expectations to meet national standards for years 1,3,4 and 5 are robust. 	<ol style="list-style-type: none"> 1. Ongoing through the year 2. In place by the end of term 1 3. 3 x per year for summative tests in core subjects. 4. After assessment points 3x per year 5. At network meetings through the year 	<p>Discussions at staff meetings</p> <p>Subject coordinators</p> <p>Data analysis three times a year- November, March and June after every assessment point</p>	<p>Test materials- Pira/ Puma. Headstart maths and comprehension</p> <p>Agreed assessment format for foundation subjects.</p> <p>Documents to support teacher judgements- statements linked to NC</p>

<p>▪ Objective 2.2- Improve quality first teaching so that a greater percentage of teaching is consistently good to outstanding.</p>		<p>Success Criteria: Focussed activities are differentiated robustly so that pupils can access learning without over scaffolding from Teaching Assistants.</p>	
<p>Specific objective: To focus on quality differentiation in core subjects for pupils to access activities independently</p>			
<p>Objective lead: Fiona Rose Governor link: Alis ?</p>			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. Staff meetings to discuss research from Education Endowment Foundation Research on 'Effective use of Teaching Assistants' 2. Displays and resources in all classrooms used to promote independent learning 3. To build resilience amongst pupils and remind them about the importance of their attitude in succeeding with their learning. 4. Opportunities for challenge and mastery provided for all pupils. 5. A selection of Blooms taxonomy questions laminated to aid quality questioning for all staff to develop robust questioning skills so that the more able are challenged in their thinking 6. TA meeting to share research on the role of TAs in promoting pupil independence 7. TAs to provide written feedback for all supported activities throughout the week and for teachers to annotate weekly planning to provide evidence of secure AfL. 	<ol style="list-style-type: none"> 1. September 2017 2. September 2017 onwards 3. On going 4. September 2017 onwards 5. Term 1 6. Term 1 7. December 2017 onwards. 	<p>Learning walks</p> <p>Observations (teacher and TA)</p> <p>Feedback in books</p> <p>Interviews with pupils</p> <p>Evidence in planning and in lessons the quality of questioning deepens children understanding and challenges the more able.</p>	<p>Release for core subject leaders to monitor provision</p> <p>Blooms Taxonomy questions. TA feedback sheet.</p>

Personal development, behaviour and welfare

Objective 3.1- 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			
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 2018</p> <p>March 2018</p> <p>June 2018</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>

Objective 3.2- Global Learning/Citizenship		Success Criteria: For children to develop an understanding and an awareness of the wider world and their place as a Global Citizens.	
Specific objective: Lead teacher to access a series of training events to promote both learning and action for a more just and sustainable world to implement across the school.			
Objective lead: Sally Hayden Governor link: Alis? /Jon Williams			
Specific Actions	Date to be achieved by	Monitoring	Resources
<p>1. SH to attend Abingdon Partnership CPD training sessions through the year.</p> <p>Meeting 1 - <u>Globalisation and interdependence (with thoughts of Christmas)</u>: We'll be reminding ourselves of what this means, using some of the materials from the GLP. There will also be the chance to share ideas for celebrating/thinking about Christmas.</p> <p>Meeting 2 - <u>Images and perceptions</u>: We'll be reminding ourselves of what this means, using some of the materials from the GLP. We'll also be looking at how we can use the curriculum to promote global citizenship (Literacy and books).</p> <p>Meeting 3 - <u>Poverty</u>: We'll be reminding ourselves of what this means, using some of the materials from the GLP. We'll also be looking at how we can use the curriculum to promote global citizenship (Numbers).</p> <p>Meeting 4 – <u>Encouraging critical thinking</u>: Using the news, debating and P4C to promote global awareness.</p>	1.November 2017, January, March, April 2018	Feedback from training at staff meetings following each meeting.	

Objective 3.3- 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: Alex Mirrington/Sally Hayden (PE Sports funding lead) Governor link: Mirco Meniconi			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. New PE coordinator to access CPD and disseminate knowledge to staff. 2. 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 3. PE Sports Funding lead (SH) to raise the profile of PE and ensure the increased funding is spent effectively to achieve maximum impact 4. PE funding used to begin a 'Sports Council' where pupils are working alongside SH to improve sport provision for all pupils across the school 5. Develop opportunities to provide more 'intra sports' activities throughout the year 6. Quality CPD sessions to be actioned by SH/AM for all teachers 	<p>September onwards 2017</p> <p>Term 2 2018</p> <p>From term1 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>PE TA to have release to organise sports events.</p>

Outcomes for pupils

Objective 4.1- Continue to work on raising standards in writing across the school with an emphasis on GD standards		Success Criteria: More pupils in every year group reach ARE in writing and there is an increase in the percentages of pupils gaining Greater Depth.	
Specific objective: To ensure more children in every year group are at ARE for writing by the end of the academic year and increase the challenge for the more able groups.			
Objective lead: Sam Le Breton Governor link: Alis/Sarah?			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> 1. For co-ordinator to analyse progress and attainment in writing and identify pupils at risk of underachieving 2. Continue to seek support from the literacy moderator/ Abingdon Partnership to moderate writing 3. For Literacy co-ordinator to monitor the quality of work and progress in books & feedback to staff 4. To identify any training needs or booster sessions/interventions to accelerate closing the gaps or stretching the more able and have evidence to show impact of these initiatives 5. TA trained to deliver 'Fresh Start' KS2 phonics 6. Teachers to provide opportunities for cross curricular sustained writing 7. Teachers to encourage pupils to evaluate & redraft their own /peers work 8. Writing progress books for assessment pieces to be embedded in every year group and updated throughout the year. 9. Re-deployed 2 part-time teachers to support in raising standards across the school targeted at key groups 10. Ensure teacher feedback is effective 11. Introduce using the outdoors to engage pupils especially boys in writing & for teachers to evidence the provision in planning. 12. All staff to attend Somerset Literacy CPD 3x per year. 13. Teacher new to KS1 accesses SATs training & moderation of writing 14. Presentation guidelines and expectations shared & agreed at 	<ol style="list-style-type: none"> 1. Sept, Nov, March & June 2017 2. Every term throughout the year 3. Ongoing at staff meetings or with individuals 4. Terms 2,4 & 6 onwards staff meeting focus 5. Term 2 onwards 6-11.From September ongoing <p>Termly. January 2018 March 2018</p> <p>September 2017</p>	<p>Data available on tracking/analysing tool</p> <p>Literacy lead.</p> <p>Evidence in pupil's books from book monitoring</p> <p>Discussions and book monitoring with other local schools</p>	<p>New online tracking/analysis tool</p> <p>Staff meeting time for co-ordinators to monitor books</p> <p>Release for observations & other monitoring.</p> <p>Teacher release to attend SATs training.</p>

<p>the start of the academic year</p> <p>15. Regular handwriting lessons and practise in place</p> <p>16. Marking shows poor presentation is addressed in all subjects</p>	Ongoing		
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The effectiveness of Early Years provision

Objective 5.1 – Continue to maintain the high standard of EYFS provision		Success Criteria:	
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		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.	
Objective lead: Nicola Harris Governor link: Emily Eastham			
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. Begin to introduce 'In the Moment' planning 7. Embed Read Write Inc phonics teaching 	<ol style="list-style-type: none"> 1. September 2017 onwards 2. September 2017 onwards 3&4. Throughout 2017-2018 5. November 2017 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>

<p>8. Weekly Talk Boost groups for targeted children (Reception) 9. Further develop the environment to promote opportunities for developing understanding and skills in number. 10. Mastery language is introduced</p>			
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