

**RAVENS COTE JUNIOR SCHOOL  
SCHOOL DEVELOPMENT PLAN**



**2019 - 2020**

**ENGAGE, ENRICH, EXCEL**

Green – complete  
Yellow – in progress  
Red – to do

## Key targets for Improvement

2019 - 2020

The key targets for this academic year are as follows:

- 1. For all pupils to achieve at least 100% expected progress from their starting points in reading, writing and mathematics in years 3 to 6. Central to our progress judgment is our quality assurance system.**

Our 2019 data illustrated that the pupils made at least good progress. Our progress scores that appear in published data do not reflect the exact progress our pupils make, this is the key reason we use a range of evidence to illustrate progress. Our quality assurance system focuses on books, learning, case studies and a variety of discussions. This information enables us to have a rounded view of progress at RJS. Preparing children for the world beyond school is essential which is why we focus on reading, writing and mathematics. We recognise we still have more work to do with reading and as a result their will be a sharp focus on CPD for the teachers. 2019/2020 sees the last year for setting in year 6 as we continue to embed the mathematics scheme of work.

- 2. To develop and embed a clear curriculum strategy focused on intent, implementation and impact. Central to this target is ensuring high expectations in every subject and with every stakeholder.**

In 2019 we took part in a pilot inspection using the new Education Inspection Framework, whilst this recognised that we need to enhance our implementation in foundation subjects it illustrated a strong intent for what we teach. Reading across the curriculum is a key component and we are aiming to ensure all pupils have a love of reading in a range of subjects.

- 3. To continue to have the highest expectations for vulnerable pupils so they make better than expected progress.**

In 2018/19 we focused on solely on disadvantaged pupils and whilst we will continue to do this we have expanded this target to ensure we are focused on the key vulnerable groups. Our key vulnerable groups are disadvantaged and SEND pupils. We are developing the methods of teaching and the provision for these pupils across the school and the curriculum. A key drive is to ensure that these groups achieve the best possible outcomes.

- 4. To deliver outstanding personal development, behaviour and welfare (PDBW). This is central to our culture and links with two key aims – equality and inclusion. Central to this target is the support we provide for the emotional well being of our learners and staff.**

The challenges we face as educational professionals are huge and it is vital that we support the emotional well-being of pupils and staff. As we evaluate our curriculum we will continue to focus on the well-being of both pupils and staff. We will develop an outdoor learning strategy and ensure that our curriculum provides a wealth of opportunities to develop the pupils emotional well-being. Ensuring that our staff are resilient is key and as such we need to amend our working patterns to ensure we can motivate and engage our learners. Over the course of the year we will evaluate our behaviour and bullying strategies to ensure the children and staff feel safe, listened to and valued.

## 1. School Development Plan 2019 - 2020

### **For all pupils to achieve at least 100% expected progress from their starting points in reading, writing and mathematics in years 3 to 6. Central to our progress judgment is our quality assurance system.**

Our 2019 data illustrated that the pupils made at least good progress. Our progress scores that appear in published data do not reflect the exact progress our pupils make, this is the key reason we use a range of evidence to illustrate progress. Our quality assurance system focuses on books, learning, case studies and a variety of discussions. This information enables us to have a rounded view of progress at RJS. Preparing children for the world beyond school is essential which is why we focus on reading, writing and mathematics. We recognise we still have more work to do with reading and as a result there will be a sharp focus on CPD for the teachers. 2019/2020 sees the last year for setting in year 6 as we continue to embed the mathematics scheme of work.

### **Success Criteria – what will be the impact by the end of the action plan? – What will be better?**

- 2019 data showed that 80% of pupils achieved the expected standard in reading, writing and mathematics, 18% achieved the higher score in this area. We will be aiming for 82% in 2020 at the expected and 22% at the higher score.
- Our progress score in reading was -1.8, in writing it was -1.3 and in mathematics it was -0.1. As a junior school we suffer from not having any influence on the key stage 1 data. Ofsted has stated that progress scores are lower in junior schools than in primary, yet attainment is higher in junior schools. This recognises the challenge we face. Our quality assurance information shows our progress is higher than these unreliable figures.
- It should be noted that despite the 2019 cohort having 8% of pupils with SEN and 10% EAL the progress data states that we only had 1 child out of 154 with a low prior attainment.
- Books in core subjects will illustrate a consistent approach to marking and feedback.
- Appraisal targets will reflect a whole class target and a specific target for 2 vulnerable pupils in each class to focus on these 2 improving one whole level e.g. from below to expected, or expected to above.
- Regular reporting will enable progress to be tracked regularly, SEN reviews will form part of the pupil progress meetings and only be as a separate meeting for high-level SEN pupils. Combining these meetings will enable a shared responsibility and will highlight the low need SEN children that make a significant difference to our progress data. We will develop a bank of effective teaching strategies that will be shared with all staff.
- As a school when we define progress we are looking at the progress a pupil makes from their starting point. 1 point on our scale is expected, 2+ is more than expected. Data will be examined alongside quality assurance documents
- The quality of teaching will be explained in termly school improvement reviews. The School Improvement Team will produce these and AHTs will produce a report for the HT to use with governors and the Trust. The HT will QA this process.
- Key groups, most able, disadvantaged, disadvantaged most able and SEND will be monitored so that the gap closes compared to national figures and within school data. This monitoring will be evident at the C&L meetings.
- Pupil conferencing will focus on attitudes to learning and teachers will collate pupil's views on barriers to learning.
- Vulnerable groups will continue to progress at a greater rate than the average, addressing gaps from previous learning. These pupils will be identified by SLT and targeted with one to one tuition and interventions. All pupils' targets will be reviewed and adjusted if necessary and reported in pupil progress meetings.
- All staff will share responsibility for quality in all areas of teaching and learning; shared responsibility resulting in a deeper understanding of teaching and learning at RJS for all.
- TAs will take part in the QA system in the spring term.
- All school staff, children and parents will use the 'language of learning' so that all stakeholders have a greater understanding of children's learning and are able to make links across the curriculum.
- Language used in Maths No Problem will be common across the school.

- Quality of teaching and learning will be monitored half termly through visits to classrooms and around the school by HT and AHTs will report their findings from weekly learning walks to the HT.
- HT will monitor the weekly quality assurance sessions in year groups to ensure consistently high standards across the school.
- The ScholarPack assessment system will support teaching and learning so that children with gaps can be easily identified and addressed.
- Teachers will pull reports from ScholarPack for their use in teaching.
- Standardised scores entered into ScholarPack will be used to monitor estimated progress measures across the school, feeding into the KPI document.
- The culture of regularly reading for enjoyment positively impacts children's vocabulary, grammar, punctuation and overall reading outcomes.
- The curriculum will promote a love of learning.
- The children's growth mindset will enable them to be intrinsically motivated to achieve their best.

Action	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
<ul style="list-style-type: none"> <li>• To target specific children for small group gap closing sessions during assemblies, with a sharp focus on maths and reasoning</li> </ul>	CTs	Ongoing	During assembly	Maths leads and AHTs ensure all CTs are using this time
<ul style="list-style-type: none"> <li>• Termly pupil progress meetings with AHTs. All children are discussed with a focus on vulnerable groups (including DAP).</li> </ul>	AHTs	Termly	PPA day	AHTs ensure complete for team. Termly
<ul style="list-style-type: none"> <li>• Marking and feedback - To ensure marking and feedback are in line with the school's policy.</li> </ul>	CTs	Ongoing	During the teaching day	QA – led by AHTs
<ul style="list-style-type: none"> <li>• To help the children to develop their growth mindset and take ownership of their work. This will progress into 'Live Marking' over time.</li> </ul>	CTs and LSAs	Ongoing	During lessons	CTs and AHTs to ensure constant reminders for growth mindset vocabulary
<ul style="list-style-type: none"> <li>• Children begin to write their marking feedback into their own books using the 'I spoke to my teacher and...' stamp, where teachers feel appropriate. This will progress into 'Live Marking' over time.</li> </ul>	CTs and children	Ongoing	During lessons	Monitored by AHTs through QA and book looks
<ul style="list-style-type: none"> <li>• To use a sixth class teacher with year 6 to boost growth mindset and self-esteem whilst teaching the maths, grammar and reading curriculum to children with lower prior attainment.</li> </ul>	RJ and DW	Ongoing	Additional Y6 teacher	Appraisal and observations of DW by RJ
<ul style="list-style-type: none"> <li>• To target support from our extra CT for vulnerable groups and pupils showing stagnant progress.</li> </ul>	Inclusion AHT and MJ	Autumn term	Additional teacher 3 days a week	Monitored for effectiveness by NS
<ul style="list-style-type: none"> <li>• To share the language of learning in a staff meeting with teachers and LSAs in a meeting to roll out through the school.</li> </ul>	HT & RJ	Autumn 2	Staff meeting	Staff meeting

<ul style="list-style-type: none"> <li>CTs to use the language of learning in learning objectives and feedback so children can make connections and understand their learning.</li> </ul>	CTs	From Autumn 2	In class	Appraisal observations and observation days
<ul style="list-style-type: none"> <li>LSAs to use the language of learning when working with children.</li> </ul>	LSAs	From Autumn 2	In class	Appraisal observations and observation days
<ul style="list-style-type: none"> <li>To create a culture of reading for enjoyment to impact pupils' vocabulary, grammar, punctuation and overall reading outcomes and progress.</li> </ul>	ALL STAFF	Ongoing	School day	Pupil conferencing, questionnaires, observations
<ul style="list-style-type: none"> <li>To monitor the effectiveness of taught spellings during EMW</li> <li>To monitor the teaching and learning of our grammar scheme of work to understand the mastery of grammar skills.</li> </ul>	English team	Spring subject release time	Time allocated	Book monitoring, pupil conferencing, observing EMW and grammar, monitor planning
<ul style="list-style-type: none"> <li>To promote and embed our reading vision</li> </ul>	English team	Half termly	Time allocated	Half-termly updates with HT, agree targets with HT and staff, pupil conferencing, observing GR, update library
<ul style="list-style-type: none"> <li>To run a STEM which builds cross-curriculum links with Science and Computing and enables children to see real life situations where these specific skills can be used.</li> </ul>	Maths Science and Computing teams	Autumn 2	Parent helpers. Outside providers financed by the PTA.	Monitored by the teams planning for effectiveness. Complete evaluation after the week.
<ul style="list-style-type: none"> <li>Termly staff meeting to continue to support staff with MNP implementation and on our curriculum days observing teachers with MNP vocabulary.</li> </ul>	Maths team	Termly	Staff meetings	Termly
<ul style="list-style-type: none"> <li>Continue to assess the impact that MNP has in Year 3, 4 and 5 and supporting teachers who are new to MNP with monitoring and observations</li> </ul>	Maths team	Autumn 1	Using release on a half termly basis	Maths team, half termly
<ul style="list-style-type: none"> <li>To continue to participate in the Teacher Research Group in order to improve links with other schools and to assist with MNP implementation.</li> </ul>	Maths team	Autumn 1	After school	Twilight sessions
<ul style="list-style-type: none"> <li>To book in MNP training for Year 6 next year and informing trust schools of the training dates.</li> </ul>	Maths team	Booking in during Autumn 2 for the training to take place in Summer 2	TBC	Maths team
<ul style="list-style-type: none"> <li>Maths objectives stuck in their journals after a unit and children to review – For year groups following the MNP scheme</li> </ul>	Maths leads	Autumn 1	In lesson	Monitoring half termly using maths release days and during QA sessions.

<ul style="list-style-type: none"> <li>Improve times table recall across the school using TT Rockstars and bringing in certificates and badges during celebration assembly on a monthly basis.</li> </ul>	Maths leads	Autumn 1	Cost of TT Rock stars and of badges and rewards	Maths leads for each year group, on a monthly basis during celebration assembly.
<ul style="list-style-type: none"> <li>Meeting with our feeder and secondary schools to further close the gap between the Key stages and to improve links</li> </ul>	Maths leads	Ongoing	PPA and AHT time	Feedback to HT following meeting
<ul style="list-style-type: none"> <li>Appraisal cycle incorporates a data target set by HT – maths, reading and writing targets.</li> </ul>	SLT	Autumn 1	Appraisal	Monitored by appraisers during appraisal meetings. HT at year end.
<ul style="list-style-type: none"> <li>Ensure each teacher is using the formative assessment system in ScholarPack to monitor progression in maths and in English against the curriculum.</li> </ul>	All CTs	Ongoing	Lesson time and PPA	Monitored half termly by HT
<ul style="list-style-type: none"> <li>Through QA, to write case studies on specific children that receive interventions and different types of support. These case studies will be used as exemplars for reporting to governors and to help lead discussions on effective learning welfare support.</li> </ul>	All CTs	Termly	QA – Monday assembly	Monitored by AHTs, inclusion AHT and HT.
<ul style="list-style-type: none"> <li>To offer children the opportunity to write across all curriculum to maximise their understanding that writing should maintain a consistent standard whether it be in English or another subject; and to embed grammar, punctuation and composition skills taught in English lessons.</li> </ul>	English team (+all staff)	Termly subject release time	Time allocated	Book monitoring, pupil conferencing, observing teaching, monitor planning
<ul style="list-style-type: none"> <li>To monitor the writing of disadvantaged children across the curriculum to maximise their opportunities to develop their skills at all times.</li> </ul>	English team			
<ul style="list-style-type: none"> <li>To monitor the progress of high level SEND need children throughout the year using individual testing resources.</li> </ul>	Inclusion AHT	Ongoing	Part of directed time Cost of assessments	Inclusion AHT – ongoing.
<ul style="list-style-type: none"> <li>To train and support CTs with the <u>new</u> writing assessment objectives and to raise children’s awareness of their targets within this.</li> </ul>	English leads	October 6 <sup>th</sup> – Staff meeting All staff to raise awareness following this	Staff meeting time	Liaise with EHT and HT prior to staff meeting
<ul style="list-style-type: none"> <li>To continue to monitor the guided reading scheme which challenges pupils and prepares pupils for end of year expectations.</li> <li>To update assessment for VIPERS</li> </ul>	English leads	4 <sup>th</sup> December subject release time	Time allocated	Ongoing

<ul style="list-style-type: none"> <li>For teaching staff and LSAs to take part in QA to ensure classes are consistently challenging children in marking, work and English across the curriculum.</li> </ul>	All staff	Ongoing	QA – Monday assembly	Monitored by AHTs and HT
<ul style="list-style-type: none"> <li>To moderate writing in year groups to ensure consistency and challenge is appropriate. The sharing of work will help identify strengths in different classes and a chance to share expertise.</li> </ul>	English leads	Termly	Staff meeting time	English leads, after moderation
<ul style="list-style-type: none"> <li>To use ScholarPack assessment system to download reports to identify gaps and celebrate successes.</li> </ul>	AHTs	Termly	AHT time	After all summative data is submitted each half term
<ul style="list-style-type: none"> <li>Maths calls back sessions for children to practice the skills they have learnt to assist with fluency and mastery.</li> </ul>	CTs	Weekly	Assembly time and lesson time	Maths leaders and AHTs to ensure effectiveness

## 2. School Development Plan 2019 - 2020

**To develop and embed a clear curriculum strategy focused on intent, implementation and impact. Central to this target is ensuring high expectations in every subject and with every stakeholder.**

In 2019 we took part in a pilot inspection using the new Education Inspection Framework, whilst this recognised that we need to enhance our implementation in foundation subjects it illustrated a strong intent for what we teach. Reading across the curriculum is a key component and we are aiming to ensure all pupils have a love of reading in a range of subjects.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- We will have enhanced implementation and impact across the curriculum including in foundation subjects.
- Curriculum leaders drive the implementation of the curriculum across the school and hold subject leaders to account to know how the curriculum is implemented.
- A curriculum policy that outlines the vision that leaders have in the school and the purpose for each subject.
- Curriculum leaders know how the big picture of the curriculum translates into plans and know what it looks like in the classroom.
- To know the impact that the curriculum is having on the pupils' knowledge and understanding.
- To have a clear broad and balanced curriculum.

Action	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
<ul style="list-style-type: none"> <li>To develop staff knowledge of curriculum expectations through staff meeting CPD.</li> </ul>	VB& JB	November 2019	Curriculum release time	Leadership- Curriculum leaders, subject leads to check implementation of tasks.
<ul style="list-style-type: none"> <li>To use Language for Learning across the curriculum to develop children's understanding of the connections between subjects.</li> </ul>	RJ	Ongoing	None	SLT and subject leaders during half termly monitoring / subject allocated time

<ul style="list-style-type: none"> <li>To introduce knowledge organisers for all subjects.</li> </ul>	VB & JB	November 2019	Curriculum release time and PPA	Subject leads to check knowledge organisers link correctly with topic requirements. Pupil conferencing of children in December.
<ul style="list-style-type: none"> <li>To check children's acquired knowledge through topic mini-quizzes for each unit. These should link to the knowledge organisers.</li> </ul>	VB & JB	December 2019	Curriculum release time and PPA	Subject leaders-release time. Pupil conferencing of children in December. Pupil conferencing of children in December.
<ul style="list-style-type: none"> <li>To map the curriculum across the school in all subjects.</li> </ul>	VB & JB	Jan 2020	Curriculum release time and PPA.	Each subject lead to map their subject across the school within a given school format. Each lead to create a topic web of requirements expected their subject linked with the knowledge organisers and National Curriculum.
<ul style="list-style-type: none"> <li>To develop a trust wide resource of curriculum training and resources to enable a strong implementation across the school.</li> </ul>	VB & JB	Jan 2020	Curriculum release time and PPA.	To develop a trust wide curriculum group where termly meets enable shared best practice and conversation.
<ul style="list-style-type: none"> <li>To create a curriculum policy which states the desired outcomes and vision of our curriculum offer.</li> </ul>	VB & JB	November 2019	Curriculum release time and PPA.	This will be written alongside training materials and be discussed with a member of the governing body within the autumn term.
<ul style="list-style-type: none"> <li>To develop the use of books as stimulus across the curriculum.</li> </ul>	VB & JB	January 2020	Budget required for books. Cost to be researched within the autumn term.	Research books required across the school within autumn term release time. Map books within the subject overviews from subject leads.
<ul style="list-style-type: none"> <li>To create a staff curriculum folder to be provided to every teacher including: an overview of topics, long term plans, medium term plans and topic webs.</li> </ul>	VB & JB	February 2020	Cost of folders to be researched.	Core team meetings and staff meeting to be used to discuss aims with the folders. To be in place and with all teaching staff by January 2019.
<ul style="list-style-type: none"> <li>To communicate the curriculum offer to school stakeholders including governors and parents.</li> </ul>	VB & JB	January 2020	Subject release time	Include within year group newsletters, Dojo and the website. Meet with the assigned curriculum governor.
<ul style="list-style-type: none"> <li>To produce a cross-curriculum themed week.</li> </ul>	VB & JB GS.	June 2020	Cost to be confirmed by the end of the autumn term.	To co-ordinate with curriculum leaders and subject leads to produce a cross-curricular week that engages all students across the school. To incorporate Ancient Greece, sports and reading during an Olympiad. Year leads to monitor and support planning



				in year groups.
<ul style="list-style-type: none"> <li>To monitor the teaching of the curriculum. AHTs will have a target for monitoring this in year groups and will decide who will ensure breadth and curriculum coverage.</li> </ul>	VB & JB	Ongoing	Subject release time	To conduct pupil conferencing with book studies to monitor teaching. To conduct regular learning walks to monitor the teaching and impact across the school.
<ul style="list-style-type: none"> <li>To monitor the planning across the curriculum</li> </ul>	VB & JB	Ongoing	Subject release time	To use the core subject meetings to liaise with subject leaders. Ensure that planning and teaching is monitored to match the curriculum aims.
<ul style="list-style-type: none"> <li>Subject leaders will ensure there is a progressive curriculum and clear overview.</li> </ul>	Foundation subject leaders	Summer term	Subject release time	Curriculum leaders
<ul style="list-style-type: none"> <li>Cross curricular links will be identified through educational visits, writing opportunities and other subjects</li> </ul>	Year group CTs	Summer term	Subject release time	Curriculum leaders
<ul style="list-style-type: none"> <li>Books related to key topics will be selected for class reading to deepen pupils understanding.</li> </ul>	CTs	Summer term	Subject release time	English leaders and Curriculum leaders
<ul style="list-style-type: none"> <li>To monitor the writing of disadvantaged children across the curriculum to maximise their opportunities to develop their skills at all times.</li> </ul>	English Team	Termly subject release time	Subject release time	Book monitoring, pupil conferencing, observing teaching, monitor planning
<ul style="list-style-type: none"> <li>To ensure that the standard and quality of writing is of the same standard across the curriculum and all subjects</li> </ul>	English Team (+all staff)	Termly subject release time	Subject release time	Book monitoring, pupil conferencing, observing teaching, monitor planning
<ul style="list-style-type: none"> <li>To ensure that most, if not all, English units are based upon or linked to a high-quality text.</li> </ul>	English Team	Termly subject release time	Subject release time	Book monitoring, pupil conferencing, observing teaching, monitor planning
<ul style="list-style-type: none"> <li>To produce a plan for the website which illustrates which rich books are read in which year groups.</li> </ul>	English team with curriculum leads	By November 2019	Release time	AHTs
<ul style="list-style-type: none"> <li>Re-invent the library/book stock to ensure they are used to their full-effect but also to ensure that texts are available and recommended to planners across all subject areas and year groups to ensure cross-curricular links are made through books.</li> </ul>	English Team	Ideally, by April latest	Time allocated through subject release time PTA money English Budget Cost -TBA	Ongoing
<ul style="list-style-type: none"> <li>Ensure that all staff understand and are a part of the vision for English, both reading and writing. Vocabulary and reading with the largest focus.</li> </ul>	English Team (+all staff)	Allocated staff meeting time	Time allocated	Ongoing
<ul style="list-style-type: none"> <li>For Carolyn to run a staff meeting on how to teach reading to maximise pupils success</li> </ul>	CL	Allocated staff meeting time	Time allocated	By the end of January 2020

<ul style="list-style-type: none"> <li>Subject leadership training</li> </ul>	DH with all staff	Allocated staff meeting time	Time allocated	December 2019
<ul style="list-style-type: none"> <li>QA and subject leader monitoring to ensure lessons and planning are being taught effectively and to the highest standard for all pupils, including all vulnerable groups.</li> </ul>	English Team	Termly subject release time and QA time	Time allocated	Ongoing Book monitoring, pupil conferencing, observing teaching, monitor planning
<ul style="list-style-type: none"> <li>To monitor the standard of vocabulary taught in vocabulary lessons to ensure this is consistently high throughout lessons. This will broaden children's understanding of vocabulary for comprehending texts.</li> </ul>	English team	Termly subject release time	Time allocated	Book monitoring, pupil conferencing, observing teaching, monitor planning

### 3. School Development Plan 2019 - 2020

#### **To continue to have the highest expectations for vulnerable pupils so they make better than expected progress.**

In 2018/19 we focused on solely on disadvantaged pupils and whilst we will continue to do this we have expanded this target to ensure we are focused on the key vulnerable groups. Our key vulnerable groups are disadvantaged and SEND pupils. We are developing the methods of teaching and the provision for these pupils across the school and the curriculum. A key drive is to ensure that these groups achieve the best possible outcomes.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- All staff will know this key group across their year group
- Interventions will be reviewed by QA to evaluate effectiveness
- Disadvantaged pupils will make better than expected progress from their starting points
- Governors will have a clear understanding of pupil premium expenditure and impact
- Case studies will help evaluate the impact of interventions and actions
- Self-esteem of disadvantaged pupils will improve and will be evaluated in governor pupil conferencing
- 2018 data will illustrate the disadvantaged pupils make better than expected progress
- Disadvantaged pupils will have more opportunities both socially and academically as a result of higher profile recognition

Action	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
<ul style="list-style-type: none"> <li>To identify the monitored children list of vulnerable pupils and update this weekly.</li> </ul>	HT and DSLs	On-going		Weekly
<ul style="list-style-type: none"> <li>Pupil progress meetings will spend half the time evaluating interventions for disadvantaged pupils</li> </ul>	AHTs	Termly		
<ul style="list-style-type: none"> <li>To ensure all staff know who the disadvantaged pupils (and other vulnerable pupils) are so they can help support their needs at every opportunity, on the playground, in different lessons and in clubs.</li> </ul>	SLT	By half term	None	DHT + SLT
<ul style="list-style-type: none"> <li>To devise Venn diagrams which help identify key pupils that are in more than one key group</li> </ul>	AHTs	AHTs	Termly	Part of PP meetings
<ul style="list-style-type: none"> <li>To evaluate the progress of disadvantaged and SEND pupils in KS2 2019 results once the Inspection Data Dashboard is published in November. Evaluate progress of pupils from their starting points with other children with similar starting points nationally.</li> </ul>	Inclusion AHT	SLT	Within 2 weeks of ROL publication	2 hours prep 3 hours presenting to CTs and gov's

<ul style="list-style-type: none"> <li>The Inclusion AHT will devise and approve a pupil premium strategy which explains our rationale for funding and expectations of progress.</li> </ul>	Inclusion AHT	By November	AHT time	Annual
<ul style="list-style-type: none"> <li>Science books of disadvantaged pupils to be monitored in science team meetings to look for areas to help them. Science leaders to do call backs to directly feedback to pupils during PPA time.</li> </ul>	Science Leaders	First science team meeting	None	Termly
<ul style="list-style-type: none"> <li>For governing monitoring visits to focus on the interventions and support for disadvantaged pupils. To spend time talking to children about their learning and all groups will consist of 50% disadvantaged</li> </ul>	HT & gov's	Termly gov visits	Gov time and supply costs for staff involved	Termly – gov's
<ul style="list-style-type: none"> <li>To examine books of vulnerable groups during QA and governor committee level and compare with the progress of other pupils in the same year group.</li> </ul>	SLT & Governors	1 hour per CT incorporated into release time	None	Termly visits
<ul style="list-style-type: none"> <li>Scholarpack is used to identify and track vulnerable pupils and the HT will use this to identify DAPs at danger of not making progress. This will be in conjunction with the Inclusion AHT.</li> </ul>	HT and Inclusion AHT	Ongoing	release time	Ongoing
<ul style="list-style-type: none"> <li>Quality first teaching for DAP focus in lesson visits</li> </ul>	SLT	Ongoing	Release time/ AHT time	HT to monitor on lesson visits
<ul style="list-style-type: none"> <li>Observe all SEN children in class</li> </ul>	Inclusion AHT	Ongoing	Part of directed time	Inclusion AHT to monitor the effectiveness of SEND provision
<ul style="list-style-type: none"> <li>SEN and PP reviews held termly to focus on the vulnerable pupils.</li> </ul>	CTs and Inclusion AHT	Ongoing	PPA/release time	Inclusion AHT termly
<ul style="list-style-type: none"> <li>Part time teacher working with vulnerable children in small groups focusing on maths and reading.</li> </ul>	MJ	Ongoing	Lesson time	Effectiveness monitored by Inclusion AHT half termly
<ul style="list-style-type: none"> <li>Small group reading sessions for SEN and Pupil Premium children to build vocabulary and create a love of reading.</li> </ul>	MJ	Ongoing	Lesson time	Effectiveness monitored by Inclusion AHT half termly
<ul style="list-style-type: none"> <li>For all AHTs to organize experiences for vulnerable pupils within their year groups</li> <li>There will be at least one educational visit a year</li> </ul>	AHTs	Organised by December 2019	PPA	Termly

#### 4. School Development Plan 2019 - 2020

**To deliver outstanding personal development, behaviour and welfare (PDBW). This is central to our culture and links with two key aims – equality and inclusion. Central to this target is the support we provide for the emotional wellbeing of our learners and staff.**

The challenges we face as educational professionals are huge and it is vital that we support the emotional well-being of pupils and staff. As we evaluate our curriculum we will continue to focus on the well-being of both pupils and staff. We will develop an outdoor learning strategy and ensure that our curriculum provides a wealth of opportunities to develop the pupils' emotional wellbeing. Ensuring that our staff are resilient is key and as such we need to amend our working patterns to ensure we can motivate and engage our learners. Over the course of the year we will evaluate our behaviour and bullying strategies to ensure the children and staff feel safe, listened to and valued.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- All staff will ensure there is a shared responsibility for safeguarding and the children's wellbeing
- The values and vision of the school will be lived and walked by all
- Incidents of behaviour will be less frequent
- Attendance will be above the national average
- Behaviour will be outstanding
- Staff will be consistent in all approaches
- Data analysis of behaviour ladders will show progress with key pupils over three terms.

Action	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
<ul style="list-style-type: none"> <li>• To evaluate the Equalities policy with SLT</li> </ul>	HT	End of September	Incorporated into release time	HT and governors through visits termly
<ul style="list-style-type: none"> <li>• To do termly learning walks focusing on equality and how our culture promotes equality</li> </ul>	HT	Half termly		
<ul style="list-style-type: none"> <li>• To continue the way we give pupils responsibilities. This will be evident with head boy/ head girl, prefects, house captains, and school councillors.</li> <li>• Only school councillors will be elected the house captains will need to apply for the role and base their application on the school values and how they align with them.</li> <li>• House captains will be in year 6 only and vice captains will be in year 5 – these will be chosen by SLT to avoid a popularity vote.</li> </ul>	SLT	By the end of September	None	SLT
<ul style="list-style-type: none"> <li>• To review the behaviour policy to link with the anti-bullying policy and work with children to write this.</li> </ul>	HT	End of November	None	
<ul style="list-style-type: none"> <li>• To ensure that key pupil roles help promote our core values and promote Fundamental British values – school councillors will have to submit an application and then children will vote for them based on their speeches.</li> </ul>	All staff	Weekly	None	SLT termly observations

<ul style="list-style-type: none"> <li>To promote equality and inclusion at every opportunity with parents through newsletters and policy. We will always look at any issue from a neutral stance and apply the equality act.</li> </ul>	All staff	Weekly	None	
<ul style="list-style-type: none"> <li>To continue to build on effective external agency links to meet the needs of specific children and key groups</li> </ul>	Inclusion AHT	Half termly	None	
<ul style="list-style-type: none"> <li>To talk to the children termly to discuss safeguarding and how they feel</li> </ul>	AHTS	QA process	Part of QA	
<ul style="list-style-type: none"> <li>To establish a well being committee of staff to focus on workload and school expectations. This will be a cross section of staff roles</li> </ul>	HT	End of November 2019	Assembly time	Termly
<ul style="list-style-type: none"> <li>To organise and run a RAW conference based on the power of Stories-aimed at year 5 pupils from within the Trust for the summer term 2020. The aim of this conference will be to support reading sdp targets for reading.</li> </ul>	RAW leaders	Ongoing planning to culminate in a conference in the summer term	Cost of workshop leaders, transport and food.	Monitoring of effectiveness to be carried out by SSaleh and RSage
<ul style="list-style-type: none"> <li>To ensure our PSHE and RAW provision celebrate and promote the variety of beliefs and cultures across our school.</li> </ul>	RAW leaders	Termly	Cost of updating resources to be used in assemblies	Festivals to be celebrated through whole school assemblies as and when appropriate- to be led by Pupil Voice and Asian Culture Club
<ul style="list-style-type: none"> <li>To develop a staff well-being policy and record support for well being issues and how we help staff</li> </ul>	EHT & HT	Monthly	EHT and HT time	Monthly
<ul style="list-style-type: none"> <li>To identify and build on international activities and work within the curriculum.</li> <li>To establish professional partnerships with overseas schools and institutions.</li> </ul>	A. Seaman	On-going	To be further discussed	Termly - DHT
<ul style="list-style-type: none"> <li>For the specialist teachers to meet fortnightly to ensure the disadvantaged pupils are receiving a broad curriculum and the most able are being given extensive opportunities to develop further</li> </ul>	HT + specialist CTs	On going	DHT time – 30 minutes per fortnight	HT
<ul style="list-style-type: none"> <li>To stay up to date with all safeguarding requirements – Lead DSL will attend regular training and staff will be sent regular email updates and INSET</li> </ul>	HT and inclusion AHT	Ongoing. Cost of update training		DHT, HT, SENCO regular meetings

<ul style="list-style-type: none"> <li>To meet weekly as SLT to discuss and review safeguarding requirements and the impact on pupil welfare</li> </ul>	HT and SLT	Weekly meeting scheduled time		
<ul style="list-style-type: none"> <li>To liaise with social services when appropriate to ensure our children achieve the best they can</li> </ul>	HT & inclusion AHT	None – as appropriate		
<ul style="list-style-type: none"> <li>To organise additional PE, music and MFL activities on Wednesday afternoons, which allow the children to choose between a range of activities or carry on with their topic – this help develop their decision-making and emotional well being.</li> </ul>	PE, Music and MFL leads	Ongoing	Release time incorporated into timetables	SLT and reports to LAC
<ul style="list-style-type: none"> <li>To continue an Internet safety week (in February) which will provide pupils, parents and staff opportunities to understand recent developments when using the Internet and how to stay safe online.</li> <li>To make links with Farnborough 6<sup>th</sup> to see if they would be willing to come in and do workshops if possible.</li> </ul>	Computing leaders	Autumn term	None	Computing leaders and update HT
<ul style="list-style-type: none"> <li>ELSA sessions for identified children</li> </ul>	ELSA	Ongoing	Having ELSAs who work with the children in lesson/lunch/break times.	Monitored by Inclusion AHT
<ul style="list-style-type: none"> <li>Young carers lunchtime club set up to support the children who are young carers</li> </ul>	Inclusion AHT and LSA	By October	Very little cost for activities. Possible use of minibus for travel. LSA during work hours.	Monitored by Inclusion AHT
<ul style="list-style-type: none"> <li>To write a curriculum plan for Sex and Relationships Education that is compliant with the newly-published DfE guidance. It should be specified what will be taught in year 5 and what in year 6 and ensure the children receive knowledge that is age-appropriate so they are emotionally ready for it.</li> </ul>	PSHE subject leader	By end of spring term (SRE taught in summer term). No additional resources as Jigsaw already purchased and there is compliant material in there.		PSHE subject leader

SLT will monitor weekly through either lesson observations, learning walks, pupil conferencing, pupil progress meetings, drop in sessions, morning walk, after school SLT walks focusing on resourcing and effective storage.

- Please note that each week AHTs will walk their year groups to ensure continuity of delivery and expectations.

Long term Targets/ objectives/ projects

• To add a canopy outside the hall (by year 3) to extend the eating area for lunch time	1	
• To change the interior doors around the school	2	
• To review the use of the EEEA offices once the trust move their offices	3	
• To develop a wellbeing area for children to relax	4	
• To source a contractor to develop the grounds	5	
• To refurbish the staff room so it is a place of relaxation and rest.	6	
• To bid to the EFA for work to be done on the boilers	7	
• To investigate how we can provide music outside for pupils wishing to sing and dance at break times	8	
• To review Babcock SLAs	9	
• To investigate a sports pavilion on the field	10	
• To investigate lottery funding for a sports gym	11	
• To plan for the replacement of new pupil toilets –year 3	12	
• To extend year 3 to develop cloakrooms further	13	
• To develop the woodland walk into a learning zone – clear this area, theme the walks – a pirate area, etc...	14	
• To review the low wooden fence around the school paths and investigate a new 'top – curved' for them.	15	
• To get rid of the bamboo and wood chip the area amongst the trees – investigate if we can sell it to a zoo?	16	
• Atrium into the hall	17	

Curriculum Cycle

Through the Year:

- Lesson observations
- Monitoring planning
- Moderation of work
- Evaluate books
- Pupil conferencing
- Target group discussions
- Termly pupil progress meetings
- Termly discussions on targeted groups of children – disadvantaged pupils

Subject reports to link governors  
June Review and bid

May action plan with financial implications and bids

Core Subjects:

English  
Mathematics  
Science  
Religion and World Views  
Computing

Foundation Subjects:

History  
Geography  
Art  
Design Technology  
PSHE

German

Music  
Physical Education