



## **School Development Plan 2016 – 2017**

### **Set in September 2016, our whole school priorities for 2016-17 were:**

Priority 1 - To improve the attainment and progress in writing across the school (with a focus on spelling skills)

Priority 2 – To use Pupil Asset to record assessments across the curriculum and ‘plan from the gaps’

Priority 3 - To challenge low-level disruptive behaviour across the school

### **Priorities (post-Ofsted January 2017)**

### **Following an Ofsted inspection in January 2017, the school’s whole school priorities for 2016-17 have been updated:**

**Priority 1 – To increase pupils’ progress in writing by ensuring that pupils have sufficient opportunities and guidance to apply their grammatical, punctuation, presentation and spelling skills by writing at length and in their topic work**

**Priority 2 – To embed the use of Pupil Asset so that assessment evidence is recorded accurately and frequently across the curriculum and use this information to inform differentiation and target setting for children**

**Priority 3 - To embed the new behaviour policy to ensure low-level disruptive behaviour across the school diminishes**

**Priority 4 – To provide middle/subject leaders with sufficient opportunities to measure the impact of their work to improve the quality of teaching in their areas of responsibility**

**NB: Colours related to sections within the SEF**

**Priority 1 - Increase pupils' progress in writing by ensuring that pupils have sufficient opportunities and guidance to apply their grammatical, punctuation, presentation and spelling skills by writing at length and in their topic work**

<p><b>Responsibility:</b> Laura Martin &amp; Leadership</p> <p><b>Link governor(s):</b> Richard Leonard &amp; John Grant</p>	<p><b>Cost/Resources Implications</b> 2016-17 - Reading Scheme £500-£1000; Cataloguing (time) FREE (cover in house where possible) Resources £500; INSET £500; Interventions £300; Annual Library support £1000 (PTA possibly); <b>£3300 (mostly covered in 2016-17 by funds ring-fenced)</b> <b>2017-18 TBA</b></p>	
<p><b>Action To increase the opportunities for sustained pieces of independent writing</b></p>	<p><b>Timescale</b></p>	<p><b>On Track</b></p>
<p>As an independent assessment task, each child should produce 6 pieces of independent sustained / creative writing per year – recorded in an assessment folder and passed up through the year groups</p> <p>We will use folders rather than stuck in books. We need to be stricter about what is 'Expected' and use ITAFs through Y2 and Y6</p> <p>During sum1 staff meeting, LM delivered message to staff that X3 pieces of work would be set for whole school to assist us with standardisation. See assessment section below (whole school assessment tasks for maths, reading and writing, GPS. Possibility to use TESTBASE, PM Benchmarking, NGRT or Rising Stars for some tasks. Re-instate spelling and reading ages)</p> <p>Predicted outcomes for each child will also show clear targets based on 7 stages or its replacement per year and therefore whole class % targets that we already do. Identified in summer ready for aut. All staff to be aware of ITAFs, not just SW, RR and LM. Use definitions of independent writing from SPARK moderation doc and ensure all staff are aware. Key in books to show whether ind or supported work. See policy for codes.</p>	<p>From autumn 1 2017 / ongoing</p>	<p>In place from summer 1. Writing used in moderation tasks. DN, LM and RR to meet early Sept to plan schedule.</p> <p>Summer update (See left)</p>
<p>Writing books should show independent sustained writing regularly, at least once a week</p> <p>DN shared message at marking policy review and new policy agreed. LM at English meeting, but many staff absent. LM will have time in Sept to reiterate clear Eng expectations (all info compiled on one document to be added to planning folder) for whole staff team, including new staff. LM asked for evidence of GPS and HW practice in books x1 week, and some form of editing/redrafting. Staff sent LM current curric maps. Eng maps need to go on website ASAP, once reviewed. Remind staff that the focus is on writing skills, not genre. Check Y1,Y2 and Y3, y4. LM suggested Power of reading. DN declined <u>due to budget</u>. More focused monitoring should ensure: a good pace through units, checking guided group work sessions are taking place within lessons, ensure non-fiction and poetry coverage as poetry seems limited at the moment. Creative writing opps should be built in too. Use Hamilton Trust. LM has requested Twinkl school account from LQ. Eng policy submitted in July 2016. Needs to go on website.</p>	<p>From spring 2 / ongoing</p>	<p>Now in place and in policy. TBA English policy.</p> <p>Summer update (See left)</p>
<p>Opportunities to write across other subjects, should be included in planning for at least half the activities – e.g in a 6 week unit, 3 sessions should include a writing task</p> <p>At least 3 pieces of writing should be expected over a 12 week term in History, Geography, PSHE, RE and science. The subject leads will share this expectation.</p>	<p>From summer 1 / ongoing</p>	<p>Review in RE and Humanities during summer 2 / Aut1</p> <p>Summer update (See left)</p>

<p>Home Learning guidance to include some writing activities. Each year group will provide GPS and writing tasks on website (see Y5 trial)</p> <p>Do you have the Y5 trial? You mentioned a grid of activities. I am happy to take this on, but you told parents at the Ofsted meeting that you would be developing this. Just let me know. We also briefly discussed giving teachers some time during inset days to create their own grids.</p>	<p>From autumn 1 2017 / ongoing</p>	<p>Will begin in Aut 1 2017</p> <p>Summer update (See left)</p>
<p>Opportunities to write in other 'modes' such as whiteboard work, projects, etc. Recorded within Pupil Asset as valuable evidence of attainment and progress</p> <p>I still don't see the need to record on pupil asset, I'd rather put it in the books! Could ask staff their thoughts.</p>	<p>From autumn 1 2017 / ongoing</p>	<p>Ongoing and monitored from Sept 2017</p> <p>Summer update (See left)</p>
<p><b>Action To improve pupils' progress in writing</b></p>		
<p>At least semi-annual moderation of writing with local schools in order to standardise working towards, at and exceeding</p>	<p>From spring 2 / ongoing</p>	<p>DN liaising with locality schools on timelines.</p>
<p>Internally and externally, share examples of writing working at greater depth</p> <p>Different styles of moderation meetings – would be good to know who is responsible for moderation meetings. Sonia and Michael used to run these. I'm happy to be involved as I ran the last one.</p> <p>Examples of work already saved on staffshare, but need to remind staff of this resource and its value.</p>	<p>From spring 2 / ongoing</p>	<p>TBA – see above plans for whole school writing., Shared area in lobby will continue. Exemplars will be available for each teacher of EXS and GSD work.</p> <p>Summer update (See left)</p>
<p>Leaders to attend LA trialling sessions (Y2, Y6, etc.)</p>	<p>From spring 2 / ongoing</p>	<p>DN and DHT to ensure leaders have all dates and are booked to attend.</p>
<p>Leaders track attainment and progress and analyse results half-termly. Leadership meet weekly and discuss progress. This must be rigorous and frequent to ensure leadership have a clear picture</p> <p>Are the activities challenging for the most able?</p>	<p>From spring 2 / ongoing</p>	<p>HT to compile data half-termly and team to analyse in leadership meetings and report on actions.</p> <p>Summer update (See left)</p>
<p>Continued timely communication with parents of children falling into 'just below' rates of progress to address areas of need</p>	<p>From spring 2 / ongoing</p>	<p>Reports to change following feedback to termly reports and targets</p>

<p>Targets for improvement set accurately, based on 'gaps' and when achieved new ones set and communicated. Information communicated clearly to parents through reports and parent consultations</p> <p>Have you heard of Dawn Copping's marking policy? I think this could be used very effectively in line with children's personal targets. I would like to discuss this at leadership please. I know another school where it is working brilliantly</p> <p>I think we need to check writing personal targets – are all KPIs highlighted in bold? Are we all happy with content? All staff to provide chdn with Twinkl writing mats. Can ne laminated and re-used. Examples of personal target content on mats. Peer assessment personal target strtgey to be shared with whole team</p>	<p>From spring 2 / ongoing</p>	<p>Pupil targets working well using Pupil Asset – impacting on children's progress</p> <p>Summer update (See left)</p>
<p>Staff are providing regular 'spoken language' activities and recording assessment in Pupil Asset</p> <p>Potential to be involved in a spoken language project with Kingston school. TBC</p> <p>Consider introducing helicopter stories. ES to show staff and its effectiveness</p>	<p>From autumn 1 2017 / ongoing</p>	<p>Will be monitored from Sept 2017</p> <p>Summer update (See left)</p>
<p><b>CPD:</b> As part of professional development, intervene early and support teaching where necessary in order to improve outcomes</p> <p>Whole school messages must be shared regularly through KS/staff meetings, and followed up</p>	<p>From spring 2 / ongoing</p>	<p>Ongoing – Support provided in Year 1 and new teachers mentored by Learning Partnerships Lead.</p> <p>Summer update (See left)</p>
<p>English Leader to liaise with Inclusion lead on quality of differentiation in English lessons</p> <p>Will be good to have these meetings.</p>	<p>From spring 2 / ongoing</p>	<p>Monitored by team from Sept 2017. Meet with HT for updates</p> <p>Summer update (See left)</p>
<p>English Leader to liaise with Phonics lead on:</p> <ul style="list-style-type: none"> <li>Evaluation of new phonics books ordered for YR – Y2</li> </ul> <p>No new phonics books ordered. No funding foe this, LM advised ES to put a phonics' budget together for next year.</p>	<p>From autumn 1 2017</p>	<p>Monitored by team from Sept 2017. Meet with HT for updates</p> <p>Summer update (See left)</p>
<p>Parents informed and engaged with the teaching of writing through evening workshops/presentations. Increase value of the school website for parents supporting children at home. New handwriting font exemplars sent home</p> <p>LM sent out Oxford Owl link to all parents in sum1</p> <p>Parents to be invited in annually for National Writing Day – workshop provided for all chdn.</p>	<p>From spring 2 / ongoing</p>	<p>Reading and Writing and home presentation. Parents reported this as helpful. To continue regularly x 2 year.</p>

<p>HW exemplars sent home at MTT evenings</p>		
<p>Continue to promote writing through reading and the use of the new school library to engage and inspire, including:</p> <ul style="list-style-type: none"> <li>• New KS2 Reading scheme</li> <li>• Library 'maintenance schedules'</li> </ul> <p>Review GR systems across whole school</p> <p>Literacy Shed – reading VIPERS, LITERACY CICRCLES, REVISIT 6UP STRATEGIES</p> <p>VOCAB, INFER, PREDICT, EXPLAIN, RETRIEVE, SUMMARISE AND SEQUENCE</p> <p>Library account for FFS and staff  Reading scheme currently being trialled for Y2-6 chdn  All chdn in KS2 to have reading journals in class to evidence GR activities  LM has one hour per week to rotate stock, send out reminders etc.  Library reward card and chdn/parents questionnaire Aut 17.  Foyle's application ready for re-submission.  Well-attended lunchtime club and daily opening hours.  Classes visiting x1 per half-term  Annual summer reading challenge  TA to run Chatterbooks book club after school or BOTB club? Julie's BOTB idea.</p>	<p>From spring 2 / ongoing</p>	<p>Library opening a success and chn enjoying.</p> <p>Summer update (See left)</p>
<p><b>Action To improve guidance in applying children's grammatical, punctuation, presentation and spelling skills</b></p>		
<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Monitoring of new handwriting scheme across the school shows improvement in application across all subjects</li> </ul> <p>INSET and monitoring</p> <p>Did you put the help videos on website?</p> <p>New resources shared.  Y4 need to be ordered now I have new budget.  Clear expectations provided sum1, to be reiterated. LM has requested time to do this in early Sept.</p> <p>HW examples to be provided to parents at MTT</p> <ul style="list-style-type: none"> <li>• Check staff are using Oxford videos to support HW</li> </ul>	<p>From spring 2/ ongoing</p>	<p>New resources for Handwriting purchased.</p> <p>TBA Coverage review</p> <p>Summer update (See left)</p>
<p>Whole school revision of Feedback, Marking and Presentation policies ensures staff are adhering to current policies and practices and are fully conversant with any revisions to these policies</p>	<p>From spring 2 / ongoing</p>	<p>Done March 2017</p>
<p><b>Spelling:</b></p>	<p>After INSET summer 1/ ongoing</p>	<p>TBA Coverage review</p> <p>Feedback to all staff</p>

<ul style="list-style-type: none"> <li>• A review of mixed Y3/4 spelling setting trial KS2 sending home pattern, not words. HF statutory word list and adding to Home Learning Sheet</li> <li>• There is a high level of competency in HF word spelling in KS1 and 2 (statutory word list)</li> <li>• Instigate a Spelling Bee Competition</li> </ul> <p>Monitoring and evaluation of new spelling scheme across the school reveals improvements in spelling of key words/application in all writing. Spelling and Reading Journals (+ folders for evidence)</p> <p>Ensure all staff are sending pattern/rules home as well as words. My parents have mentioned that this is helpful.</p> <p>3-6 times a year, spelling checkpoints for Y2-6 (statutory word lists). Could be led by TA</p> <p>All children to have spelling folders with spelling practice book and spelling test book inside.</p> <p>Teachers' planning to include 5/6 statutory spelling each week alongside planned high quality vocab</p> <ul style="list-style-type: none"> <li>• Chdn should be asked to learn stat spellings as part of HL and tick off i reading logs when known.</li> </ul>	<p>From summer 1 / ongoing</p>	<p>from monitoring</p> <p>Summer update (See left)</p>
<p><b>GPS:</b> Training input from English consultant Lindsay Pickton (AfC) and others impacts positively on staff confidence and delivery</p> <p>Literacy Shed/ Pie Corbett training? Lit Shed slow writing strategy and show, don't tell</p> <p>Staff have been provided with whole school coverage chart to assist progression and planning</p> <p>Each class to have punctuation pyramid on display</p>	<p>April 26<sup>th</sup> 2017 INSET / ongoing</p>	<p>Returned summer 1 – positive impact</p> <p>Grammar Bug being used by staff.</p> <p>TBA Opps to demonstrate progress</p> <p>TBA Coverage review Summer update (See left)</p>
<p>By showcasing excellent examples of children's writing, children show intrinsic motivation to improve</p> <ul style="list-style-type: none"> <li>• 'Colours' or metallic badges celebrating achievements in handwriting, spelling, writing 'champions'</li> </ul> <p>Writing competitions internally and with 'link' school (trailing Y4 summer 2017)</p> <p>Remind staff of expectation of changing writing termly. Synopsis needed for the display. Ask Ben about link school</p> <ul style="list-style-type: none"> <li>• Develop badges idea for maths and other subject too?</li> </ul>	<p>From autumn 2017 / ongoing</p>	<p>Changed termly – celebrates work. Chn want work mounted in main area.</p> <p>Summer update (See left)</p>
<p>A staff review of marking, feedback and presentation policy to include:</p> <ul style="list-style-type: none"> <li>• Pen license guidelines clarified for Y4 and up</li> <li>• Line guides for Y2 – narrow lines from when?</li> <li>• Staff use of visualisers for feedback/modelling</li> <li>• New resources for Nelson Handwriting Y1-3 evaluated – expectations reviewed</li> </ul> <p>Have you heard of Dawn Coping's marking policy? I think this could be used very effectively in line with children's personal targets. I would like to discuss this at leadership please. I know another school where it is working brilliantly.</p>	<p>From summer 1 2017</p>	<p>Review done. Policy being re-written and then to Gobs. New narrow line books from Aut.</p> <p>Summer update (See left)</p>

**Priority 2 – To embed the use of Pupil Asset so that assessment evidence is recorded accurately and frequently across the curriculum and use this information to inform differentiation and target setting for children**

<p><b>Responsibility:</b> Darren Norman (HT, Assessment) Leadership Team – Laura Martin, Nell Webb, &amp; whole staff inclusion</p> <p><b>Link governor(s):</b> Sabina Mangosi, Richard Leonard, John Grant, Keren Meneshe (C&amp;A chair &amp; co-vice chairs)</p>	<p><b>Cost/Resources Implications</b> CPD £500-£1000 (Training for admin staff on MIS to replace INTEGRIS eventually) Summative Assessments £500 INSET See above Supply for time out in house cover plus £1000 £500 Parental reports addition of MIS <b>£3000 – incl new assessment system (£1800 p.a. from May includes MIS system and Reports and will cover ParentMails, payments systems etc.)</b></p>	
<p><b>Action To set and track aspirational targets across the whole school and to ensure they are impacting on achievement</b></p>	<p><i>Timescale</i></p>	<p><b>On Track</b></p>
<p>To ensure teachers are successfully using Assessment for Learning principles within their daily teaching</p>	<p>From spring 2/ ongoing</p>	<p>Work done with DC in Autumn/Spr 2017 Targets set Observation notes To embed in 17/18</p>
<p>Staff are confident in using Pupil Asset to record a range of assessment evidence and not just books (eg photos, scans, audio...)</p>	<p>From summer 1 / ongoing</p>	<p>Good evidence for writing in Y2 and Y6. Not using PA fully at present</p>
<p>Monitoring internally and moderation externally with other local schools show our judgements to be accurate</p>	<p>From summer 1 / ongoing</p>	<p>Ongoing monitoring internally. Not successful in mod with other schools although RR and SW have individually. Successful Mod in Y6</p>
<p>Children know targets and what they need to improve</p>	<p>From summer 1 / ongoing</p>	<p>Seen in monitoring - ongoing</p>
<p>Parents feel knowledgeable about targets and what their child needs to improve on</p>	<p>From summer 1 / ongoing</p>	<p>Ongoing monitoring. Changes needed for parents to feel more informed.</p>
<p><b>Action To use output from Pupil Asset to plan further outcomes</b></p>		
<p>Staff use Pupil Asset to confidently plan 'from the gaps', ensuring coverage of subject at a level that ensure deep learning for the child</p>	<p>From spring 2 / ongoing</p>	<p>Ongoing monitoring. Staff planning successfully from gaps. Ongoing monitoring</p>

		needed.
Staff can make summative judgements at the end of each half term from the formative information they input at the point of learning  Whole school assessment tasks needed for maths, reading and writing, GPS. Possibility to use TESTBASE, PM Benchmarking, NGRT or Rising Stars for some tasks. Re-instate spelling and reading ages or not?	From spring 2 / ongoing	Spring 1 accurate – ongoing Accurate judgements continued. Check with Leadership/agreed. Mod in Y6 and EYFS.
The needs of groups of children within class (PPG, EAL etc) are met	From spring 2 / ongoing	Ongoing monitoring. Some areas of development see gaps report.
<b>Action To ensure all stakeholders benefit from a greater analysis of attainment and progress</b>		
Parents are satisfied with the degree of communication regarding their child’s attainment and progress every half term	From spring 2 / ongoing	Survey going out Spring 2 Communication generally positive. Some areas of concern about clarity of reports. Changes will be made in Aut 2017.
Parents understand the system and references through regular workshops, meetings and published guidance	From spring 2 / ongoing	Further curriculum and assessment evening summer 2017. Aut 1 meeting planned with new changes + documentation. HT with Pupil Asset 11-7-17
By constant evaluation of the effectiveness of Pupil Asset, improvements are made that benefit all stakeholders	From spring 2 / ongoing	Ongoing
Staff understand and can produce the analysis needed to track the attainment and progress of their children and make adjustments to planning and teaching where necessary to improve	From spring 2 / ongoing	Ongoing. Developing. Wider leadership team will make data analysis routine

### Priority 3 - To embed the new behaviour policy to ensure low-level disruptive behaviour across the school diminishes

<b>Responsibility:</b> Darren Norman (HT, Behaviour) Leadership Team – Laura Martin, Nell Webb & Whole Staff <b>Link governor(s):</b> Sabina Mangosi & John Grant	<b>Cost/Resources Implications</b> Time (part of process to deal with behaviour in class/playground then escalate) Supply £500; CPD £500; Raffle Prizes £90 (HT)
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<b>Action To ensure staff feel empowered to act to reduce incidents of disruptive behaviour at KRPS</b>	<b>Timescale</b>	<b>On Track</b>
Staff feel informed of procedures and practices and empowered to act where necessary	From spring 2 / ongoing	Ongoing. Successful impact of training/setting standards/following up/holding to account.
Incidents reduce due to action at 'warning' level	From summer 1 / ongoing	Strong evidence of reduction. Ongoing. Good evidence of reduction in incidents.
Logging incidents accurately and timely/communicating with teachers, ensures all parties informed including parents/carers	From summer 1 / ongoing	Ongoing Good evidence of procedures followed
Children know rules and consequences and have a greater feeling of justice	From summer 1 / ongoing	Ongoing children report understanding clear to parents and to Ofsted
<b>Action To communicate with stakeholders what the expected standard of behaviour is at KRPS and what happens when behaviour falls below the expected standard</b>		
Parents feel satisfied that their children are safe and cared for. Parents feel that bullying does not occur but when it happens, the school deals with it effectively	From summer 1 / ongoing	Ongoing. Ofsted positive on children feeling safe. Ongoing children report understanding clear to parents and to Ofsted
That all children know and understand what bullying is and what we do to prevent it	From summer 1 / ongoing	Workshops booked. Training to be developed further.
<b>Action To track behaviour patterns and analyse these with help from outside agencies where necessary</b>		
Over time, incidents escalated beyond 'warning' level, reduce	From summer 1 / ongoing	Some evidence of reduction. Ongoing Evidence of success
<b>Action To ensure low attendance and poor punctuality is followed up and stakeholders held to account</b>		
Through tighter adherence /work with EWO, absences (especially persistent absenteeism) reduces	July 2017 Quarterly	Some evidence of reduction. Ongoing Evidence of success
Through tighter adherence to school policies and procedures, punctuality improves	July 2017 Quarterly	Some evidence of improvement Evidence of success needed. Ongoing

**Priority 4 – To provide middle/subject leaders with sufficient opportunities to measure the impact of their work to improve the quality of teaching in their areas of responsibility**

<p><b>Responsibility</b> Darren Norman (HT, CPD) Leadership Team – Laura Martin, Nell Webb &amp; Whole Staff <b>Link governor(s):</b> Sabina Mangosi, John Grant, Richard Leonard, Katie Rodney-Smith, Graham Webber, Jamie Holloway (pay committee &amp; PM team)</p>	<p><b>Cost/Resources Implications</b> Supply £500 CPD £500</p>	
<p><b>Action To ensure middle leaders have time to reflect on action plans for their subject area</b></p>	<p><b>Timescale</b></p>	<p><b>On Track</b></p>
<p>Supply, HT and ASHT cover in place will enable at least one half day every half term to concentrate on subject areas</p>	<p>Beginning spring 2 2017</p>	<p>New Leadership team to be in place for Aut 2017. DHT, ASHT and two leaders forming STL. Extra capacity from cCover teacher. Release for subject leaders.</p>
<p>A more informed set of middle leaders (especially Eng, Maths and EYFS) will result from meeting with Leadership every month for wider team updates</p>	<p>From summer 1 / ongoing</p>	<p>Ongoing. Strategic SLT set up to include EYFS/Maths. See above plus data analysis and other leadership support</p>
<p>A more informed set of middle Leaders to have ‘subject’ meetings with HT (ENG, MATHS, SCIENCE, EYFS) every half term</p>	<p>From summer 1 / ongoing</p>	<p>TBA See above</p>
<p>A more skilled set of middle leaders will result from data analysis training with HT (in subject update meetings)</p>	<p>From summer 1 / ongoing</p>	<p>TBA See above</p>
<p><b>Action To enable practitioners to learn from experienced and effective colleagues in developing their own practice</b></p>		
<p>CPD ‘Triads’ will produce ‘action research’ in areas of development in informal groups – not as part of Performance Management</p>	<p>From summer 1 / ongoing</p>	<p>TBA summer 2017 See above and moving to start Aut 2017 with new Lead</p>
<p>ENG, EYFS and Maths leaders, as well as INCLUSION, will work with other teachers across the school in ‘pockets’ of development need</p>	<p>From summer 1 / ongoing</p>	<p>TBA summer 2017 See above</p>