



School Development Plan

2016 - 2017

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff.

Our Vision

We are committed to ***improving the quality of the educational provision*** for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Old Leake Primary School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team
- the whole staff team working together to do its best for our children's confidence
- the whole staff team having high expectations of our children's social, behavioural and academic performance
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
- creating stimulating and attractive learning environments in which our children can take a pride
- fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
- promoting respect for other people and their property
- working in partnership with parents, governors and the local community to enrich opportunities for our children

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will ***raise the children's standards of attainment***, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- Learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.

Key Outcomes of Old Leake Primary and Nursery School Development Plan 2015-2016

	Ofsted Evaluation (Jan 2013)	Local Authority School Evaluation (July 2016)
Achievement (Now Outcomes)	2	2
Teaching and Learning (now called Teaching, Learning and Assessment)	2	2
Leadership and Management	2	2
Behaviour and Safety	2	2
Overall Effectiveness	2	2
Early Years	2	2

Three year data analysis– 2014, 2015, 2016

EYFS - Children achieving GLD

	2014	2015	2016
School	67%	70%	63%
National	60%	66%	

Children in reception at Old Leake Primary school are in line with or exceeding their peers nationally.

Children achieving Year 1 Phonic Screen

	2014	2015	2016
School	90%	85%	93%
National	74%	77%	

For the last three years, children in Year 1 at Old Leake Primary school have outperformed their peers nationally.

Key Stage 1	2014 School	2014 National	2015 School	2015 National	2016 assessments	2016 School	2016 National
Reading Level 2+	84%	90%	91%	90%	At age related Reading	73%	74%
Reading level 2b+	64%	81%	86%				
Reading Level 3	36%	31%	36%		Exceeding Reading	19%	24%
Writing Level 2+	80%	86%	86%	86%	At age related Writing	61%	66%
Writing Level 2b+	56%	70%	73%				
Writing Level 3	16%	16%	18%		Exceeding Writing	15%	13%
Maths Level 2+	92%	92%	91%	92%	At age related Maths	73%	73%
Maths Level 2b+	80%	80%	73%				
Maths Level 3	20%	24%	36%		Exceeding Maths	23%	18%

After a decline, the trend in Year 2 is now upwards and in 2015 the children outperformed their peers nationally by a narrow margin. 2016 national data is not yet available

Key stage 2

	2014 School	2014 national	2015 School	2015 national	2016 new assessments	2016 School	2016 national
Year 6 Reading L4+	83	89	88	89	@ARE Reading	79	66
Year 6 Writing L4+	79	85	92	87	@ARE Writing	71	74
Year 6 Maths L4+	79	86	80	87	@ARE Maths	68	70
Level 4+ Reading, Writing and Maths	75	79	80	80	@ARE RWM	50	53
Year 6 Reading L5+	54	49	32	48	*Exceeding Reading	9	19
Year 6 Writing L5+	46	33	44	36	*Exceeding Writing	12	
Year 6 Maths L5+	50	42	36	42	*Exceeding Maths	9	17
Level 5+ Reading, Writing and Maths	33	24	28	24	*Exceeding RWM	3	5
2 Levels progress Reading	87	91	87	91	Reading progress	-0.7	
2 Levels progress Writing	100	93	100	94	Writing progress	-2.1	
2 Levels progress Maths	83	89	87	90	Maths progress	-1.4	
3 Levels progress Reading	35	35	22	33			
3 Levels progress Writing	46	33	50	36			
3 Levels progress Maths	30	35	8	34			
SPAG Level 4	71	76	52	80	@ARE Spag	65	72
SPAG Level 5	42	52	32	56	Exceeding Spag	9	23

Attainment in KS2 has been broadly average over time.

School Context

Old Leake Primary School is smaller than average-sized rural village Foundation School situated 8 miles north of Boston, the nearest town. The children are from a variety of backgrounds, including a number who live in isolated dwellings. There is a mixed range of housing including private and Local Authority. The vast majority of pupils are from a white British background though the number of Eastern European pupils is growing. The area suffers from rural deprivation (See IDACI)

35% of pupils are in receipt of free school meals or pupil and service premium which is considerably higher than the national average. 20% of pupils are on the SEND register which is also higher than average. There are currently 17 pupils whose first language is not English. We run a Breakfast and After-school Club on school premises, allowing us to offer parents the option of wrap-around child-care from 8am until 6pm.

School strengths and weaknesses as identified by our school self-evaluation

Strengths	Areas for development
<ul style="list-style-type: none"> • Children make good progress in the Early Years Foundation Stage because good opportunities are provided to develop their skills and learning. • The vast majority of teaching is good and some is outstanding. • Behaviour, both in lessons and around school, is good. Pupils say they feel safe and can talk about how to stay safe outside school. • The strong leadership of the school ensures that pupils' progress is regularly checked. • The Head teacher and senior leaders have a clear understanding of how they can continue to improve the school and raise standards. • Governors regularly visit the school and ask challenging questions to check how well the senior leaders are doing. • High quality music teaching • The spiritual, moral, social and cultural education of pupils is strength of the school and underpins all it does. • Transition arrangements into, within and from the school are strong • The over whelming majority of parents believe the school is friendly and caring and that their children are well supported • The school is well resourced • The extensions to KS1 classrooms has enhanced the environment • High quality targeted intervention • Excellent team work • Variety of extra-curricular activities • Communication with parents • 	<ul style="list-style-type: none"> • Low aspiration in the community • EAL resources/support for SEN • General tidiness • Improve teaching so that more is outstanding • Attainment and progress in Maths in KS2 • Consistency of attainment in SPAG • Give pupils clear guidance as to the next steps in their learning • Ensure pupils have time to respond to their teachers' comments on how they can improve • Raise attainment for vulnerable pupils • Develop middle leadership in foundation subjects

Priorities - In order to address the areas highlighted above, our main priorities for improvement in 2016 to 2017 are :

SDP Priority 1: To close the attainment gap between pupils who are in receipt of the Pupil Premium and those who are not

SDP Priority 2: To narrow the attainment gap between girls and boys in Maths

SDP Priority 3: Improve attainment in reading across the school and accelerate progress, so that the percentage of pupils meeting age-related expectations is consistently above the national average.

SDP Priority 4 : To raise attainment in boys' writing

SDP Priority 5: To continue to raise standards, attainment and progress in spelling, grammar and punctuation

SDP Priority 6: Raising the attainment of pupils with SEN

SDP Priority 7: To refine new assessment procedures

SDP Priority 8 : to increase the impact of Teaching Assistants

SDP Priority 9: To enhance provision in the EYFS

SDP Priority 10: To be able to deliver a forest school programme

SDP Priority 1: To close the attainment gap between pupils who are in receipt of the Pupil Premium and those who are not

Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
To ensure that 100% of teaching for PP children is quality first teaching by the class teacher. PP children are highlighted at all moderation meetings with aspirational targets set	SR, SLT and Senco	None	By April 2017	100% of teaching over time is good or better	Has the quality first teaching improved progression for PP children?
To ensure intervention and support is provided as early as possible in school. PPP to access – RALF, RALT, RAFT, Catch UP, TRUGS, Precision teaching etc. Termly PPMs to consider PPF children as a specific item.	SR, SLT and Senco	Senco Release, PP leader , TA 2 time, LSS cost (use PP funding)	July 2017	Children likely to fall behind the required standard in phonics are quickly identified and interventions put in place. PP children are a high	Does intervention make a difference? Are PPG making accelerated progress?

Phonics tracking to be closely monitored and assessed. Staff and SLT to carefully consider the type and nature of intervention				priority in PPMs.	
To closely monitor and evaluate the impact of interventions. Baseline data to be collected on entry to intervention and updated at the end. Progress of child/group to be examined and intervention assessed for impact. Provision map to be updated termly.	SR and Senco	Senco release	Commence Sept 2016 – completed by July 2017	Interventions are of a high quality PPG make rapid progress Interventions quickly raise standards and children accelerate to age related expectations	Have interventions been successful in raising standards?
Appraisal process to take account of PPG data. PPG to be highlighted in pupil progress meetings	SR	Release time for staff for appraisal meetings and PPMS	Commence October 2017	Staff are held to account over the performance of PPG.	Are PPG making accelerated progress?
To ensure that all PP children have the opportunity to take part in after school activities. Clubs run specifically for PP pupils.			September 2016	A majority of PP children are actively taking part in after school activities.	Does data analysis for the Single Equalities scheme show a higher number of PP children taking part in extracurricular activities?
Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions HT to share with governors the annual PP overview which is published on the website. PP to become an agenda item at every FGB meeting	SR	none	Commence September 2016	Governors have a clear awareness of how PPG is spent and of its impact.	Can governors speak confidently about PP funding and impact?
Review the financial cost and impact of TA-led interventions compared to teacher-led ones.	SR	none	Commence Jan 2016	Governors are clear of the financial commitments to interventions in order to evaluate more effectively.	Are teacher-led interventions more effective than TA-led ones?

Develop a clear policy on spending the pupil premium agreed by Govs and published on the school website	SR	none	To be ratified by Jan 2017	A new PP policy is approved by governors and on the website.	Are governors more aware of PP policy details?
Ensure Teaching Assistants are highly trained (through Mobilise project) and have a good understanding of AFL	SR, KR and JS	Mobilise project 3 days release for JS - £450	July 2017	TA's support children well and deliver effective interventions	Have interventions been successful in raising standards?
Monitor the attendance, punctuality and behaviour of PP pupils	AS	None (salary funded by PP)	July 2017	Attendance, punctuality and behaviour of PP funded pupils in-line with non-eligible pupils	Do pupil premium pupils have good attendance, punctuality and behaviour?
Analyse the Education Endowment Foundation's (EEF) Teaching and Learning toolkit with a view to trying some of the methods with PP funded pupils.	SR	Dissemination at staff meeting	July 2017	SR to research and establish the best methods of T+L which have the highest impact on pupils.	Have any new ideas/ teaching methods been introduced? What has the impact been on pupils' outcomes?

SDP Priority 2: To narrow the attainment gap between girls and boys in Maths					
Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
Ensure that targeted girls are given access to pre-teaching for difficult concepts	RS then all staff	None- assembly time	To be established by October 2016	Targeted girls attainment rises	Are targeted girls making accelerated progress in Maths?
Establish a girls maths club	RS	£30 per hour	To be established by October 2015	Targeted girls attend a lunchtime or after school club	Are girls making accelerated progress in Maths?
Meticulous assessment of girl's strengths and weaknesses in Maths. Question by question analysis of 2016 Y6 Maths papers	SR and RS	SLT time 225 for analysis	By October 2016	Clear identification of girls strengths and weaknesses to be fed in to intervention	Is the provision map updated and girls' progress being tracked?
Provide opportunities to use and apply maths in real-life contexts	RS	SLT time	Jan 2016	More opportunities for using and applying in foundation subjects	Does work scrutiny of foundation subjects show a higher occurrence of maths application?
Target underperforming girls to ensure access to high quality intervention	RS, SR and Senco	SLT time and Senco release	By October 2016 then ongoing	High proportion of teachers and TA's leading targeted intervention in Maths.	Is the provision map updated and girls' progress being tracked? Are girls making accelerated progress in Maths?
Review impact of intervention programme and make adaptations as necessary	RS, SR and Senco	SLT time and Senco release	By October 2016 then ongoing	Regular evaluations of intervention with impact measured	Are interventions working?
Interview pupils to identify barriers to learning	Subject leader, special educational needs coordinator (SENCO)	SLT time	Autumn term 2016	Pupil interviews establish what may be preventing girls' making good progress in Maths	Do pupil interviews and questionnaires show girl's confidence improving? Does data show accelerated progress for girls?

Staff to encourage talking about maths and using group work and collaborative/co-operative learning Give girls opportunities to define and explain methods and rules so they can apply them later.	SR + RS	Staff meeting inset	Dec 2016	Children confidently talk to their peers and staff about their learning in Maths.	Do pupil interviews and questionnaires show girl's confidence improving? Does data show accelerated progress for girls?
Staff to encourage pupils to treat mistakes as new discoveries Risk taking should be encouraged.	SR + RS	Staff meeting inset	Dec 2016	All pupils are confident to take risks	Do pupil interviews and questionnaires show girl's confidence improving? Are girls happy to make mistakes and learn from them?
Ensure that feedback is positive – Seek opportunities to elicit ideas, knowledge and reasoning from girls to highlight their ability	SR	Inset	Dec 2016 then ongoing	Work scrutiny shows comments linked to the learning objective e.g. A reminder ('Remember what happens to the digits when you divide by 10') A question ('Which of these two answers for question 12 is correct?') An unfinished sentence ('When we divide by 10, all the digits move ...') If all questions are correctly answered ('These are all correct. Can you tell me the rule?')	In pupil interviews, are girls able to say what the next steps in their learning are?
Analyse the Education Endowment Foundation's (EEF) Teaching and Learning toolkit with a view to trying some of the methods with girls	SR	Dissemination at staff meeting	July 2017	SR to research and establish the best methods of T+L which have the highest impact on pupils.	Have any new ideas/teaching methods been introduced? What has the impact been on pupils' outcomes?

SDP Priority 3: Improve attainment in reading across the school and accelerate progress, so that the percentage of pupils meeting age-related expectations is consistently above the national average.

Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
Evaluate the quality of teaching of reading Review teaching of reading to ensure practice matches expectations and addresses weaknesses Lit Leader to observe in Autumn Term	SM	Release time for SM	Before Nov 2016	All observed guided reading sessions are at least 'good' or 'outstanding'	Are 100% of reading sessions good or better?
Curriculum review of reading Audit the quality of texts pupils access	English leader	Magazines and other publications to engage pupils in different ways to access reading £1000 on new books	By July 2017	High quality texts are available to all pupils All classrooms and reading systems are set up to promote and enthuse reading	Do pupil interviews show an increase in pupils' interest levels in reading?
Pupil progress meetings Undertake termly pupil progress meetings, and evaluate the on-going impact of teaching and interventions	Headteacher (or designated leader) and class teachers	No cost	Dec, April and July	Reading outcomes are improved, and progress is at least in line with, and often exceeding, expectations	Have pupils made appropriate progress in reading i.e. 3 points by the end of July?
Early intervention for vulnerable pupils to close gaps. Establish programme of early intervention to address gaps in reading Hold staff meetings to moderate progress in reading to and identify gaps	Special educational needs leader (SENCO) HT	Senco release time	Dec, April and July	Staff meetings moderate progress in reading and identify gaps. Reading outcomes are improved for targeted pupils.	Are Staff meetings scheduled with full attendance expected? IS progress accelerated for intervention groups?
Timetabling reading Teach KS2 reading separately from English on a daily basis for up to half an hour	English leader	No cost	September 2016	Pupils read every day SLT monitoring shows guided reading sessions are running daily as agreed and planning and milestone assessment criteria used accurately	Do timetables show discrete sessions for reading?
Review genres and gender match books	Class teachers	Range of genres and gender-matched books	By July 2017	Teaching is judged consistently 'good' and	Are all classrooms and reading systems set up to

		£1000 on new books		frequently 'outstanding' All observed guided reading sessions are at least 'good' or better Pupil voice is positive about the teaching of reading, demonstrating enjoyment and enthusiasm	promote and enthuse reading?
Whole-class teaching of reading In lessons, include effective tracking of skills when children reading aloud	English leader leads teacher actions	Reading resources and prizes £1000	By July 2017	Reading outcomes are improved in all year groups, with progress at least in line with, and often exceeding, national averages The curriculum promotes, and provides opportunities for, reading	Does Pupil voice demonstrate that pupils are enthusiastic and enjoy reading, and access a wide range of genres?
Phonics knowledge Rigorous phonics teaching is supported by KS1 colleagues Reading taught as a skill every day in phonics-based groups Pupils read aloud every day and practice high frequency words	English leader	None	September 2016 and on-going	Pupils demonstrate improved outcomes in their reading	School-specific milestones for each cohort each half-term
Planning for assessment in reading Target teaching to assessment opportunities Moderate at staff meetings	English leader	None	September 2016 and on-going	Teaching is clearly planned to fill gaps, and objectives are stated	Does staff meeting moderation show accurate assessment in reading?
Assessment against learning objectives for reading Gather evidence against learning objectives, such as reading journals	English leader	PPA time	September 2016 and on-going	By the end of term 1: pupil voice shows pupils enjoy reading and the range of books they have access to, and	

				pupil progress meetings show progress in reading across KS2 By the end of term 2: SLT sampling demonstrates that pupils in year 3 read widely and fluently to an adult, and meetings show progress in reading across KS2 By the end of term 3: End-of-KS reading outcomes are met	
Potentially purchase accelerated reader to track and evaluate children's progress. Involvement of parents in their children's reading. Target PPF pupils or SEND?	English leader	£2000 for 40 pupils	October 2016	Targeted pupils make accelerated progress in reading Parents are involved in frequent opportunities for promoting the enjoyment of reading	Are pupils making accelerated progress in reading? More parental involvement?
Partner schools Co-ordinate shared reading focus events with partner schools, such as book reviews, webcasts, challenges	HT	Transport? £300?	Summer 2017	Shared events across the collaborative partnership raise the profile of reading	Are shared events taking place?
Arrange for visiting authors to enthuse and inspire pupils	HT/SM	£1000	By Summer 2017	Reading outcomes improve in all year groups with progress at least in line with, and often exceeding, national averages Pupil voice reviews demonstrate that pupils are enthusiastic and enjoy reading, and access a wide range of genres The curriculum promotes the enjoyment of reading	Does Pupil voice demonstrate that pupils are enthusiastic and enjoy reading?
Hold pupil interviews to ascertain pupils attitudes to reading	SM	SLT time	Initial interviews Autumn 2016 Follow up summer 2017	Pupils attitudes to and enthusiasm for reading	Is there a notable difference in children's attitudes to reading over the year?

SDP Priority 4 : To raise attainment in boys' writing					
Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
Age-related expectations are understood and used to challenge low expectations of improvements in writing.	SR	No cost Staff meeting time	Autumn 2016	High expectations evident for ALL pupils. Lessons are pitched at age appropriate levels with necessary scaffolds provided for lower/middle ability	What has the impact been on pupils' outcomes?
New writing assessment criteria developed (in line with interim assessments)	SR	No cost Staff meeting time	Autumn 2016	Staff are confidently moderating work and identifying underperforming pupils for intervention	Are staff confidently assessing and moderating writing?
Data is analysed to identify strengths and specific areas for development to feed into intervention	SR	No cost Staff meeting time	Autumn 2016 then ongoing	Data from assessments is analysed, identifying underperforming pupils for intervention	Do staff know which boys and which areas of writing to target?
Provide continuing professional development (CPD) focusing on developing speaking and listening to enhance writing	SR and SM	No cost Staff meeting time	Training day in Jan (no cost)	Lesson observations, planning scrutiny	Lesson observations incorporate a growing number of S&L techniques
Select boys topics appealing specifically to boys for Talk for Writing	All staff	Team meeting time – no cost	January 2017	School themes are tailored to boys' interests	Is there a notable difference in boys' attitudes to writing over the year? Are they more engaged with the topics
Use computers in writing more frequently to motivate and challenge boys to write more		No cost Staff meeting time	Ongoing from Jan 2017	At least once a week boys can use laptops for writing	Is there a notable difference in boys' attitudes to writing over the year?
Hold pupil interviews to ascertain boys' attitudes to writing	SM	SLT time	Initial interviews Autumn 2016 Follow up summer 2017	Pupils attitudes to and enthusiasm for writing	Is there a notable difference in boys' attitudes to writing over the year?

Writing tasks broken down into smaller steps, with feedback/discussion at each stage.	SR	No cost	None	Monitoring of planning, lesson observations, work scrutiny, moderation	Evidence from work scrutiny app sees a rise in standards
Male writers to be asked into school to inspire boys as writers	SR and SM	Guest author - £500	Spring 2017	Boys are inspired	Is there a notable difference in boys' attitudes to writing over the year?
Success criteria for writing developed alongside the children through text analysis	SR	No cost	Autumn 2017	Lesson observations	In lesson observations, observer sees success criteria identified and used effectively by children
Use Drama is a successful tool to stimulate writing at all ages Monitoring of planning and lessons to ensure drama is incorporated	SR and SM	No cost	Autumn 2016	Drama conventions to explore aspects of character, setting or plot such, sides of argument etc. evident in planning and lesson obs	Is drama taking place in English lessons and in foundation subjects?
Skilful links made between reading and writing, so features of text noted and modelled by shared text or teacher models find their way into writing.	SR	No cost	Autumn 2016	Monitoring of planning, work scrutiny and assessment moderation shows children are aware of key features of different genre and are using this knowledge in their writing	Are children aware of the features and sentence of different genres?
Oral work is used well as a prelude to, and accompaniment to, writing, with conscious teaching of vocabulary.	SR	No cost	Autumn 2016	Working walls with vocabulary evident. Lesson observations and planning monitoring shows high emphasis on speaking and listening and talk for writing	Is Talk for Writing embedded in all year groups?
To use talk for writing, to increase children's enjoyment of writing as well as significantly accelerating their progress.	SR	Send JS on Tfw training if available locally	Autumn 2016	Monitoring of planning, lesson observations, work scrutiny	Is Talk for Writing raising standards?
Balance between support (plans, frames, collaboration, etc.) and independence is well maintained with scaffolding provided as appropriate.	SR	No cost	Autumn 2016	Scrutiny of children's work shows evidence of scaffolding which is lessened as the unit of work progresses or as the children's independence grows. Opportunities for independent, individual, paired and group work evident with ability and mixed ability groupings	Is children's independence growing over the year?

Teachers' good knowledge of language and writing pedagogy	SR	No cost	Autumn 2016	Monitoring of planning, lesson observations	In lesson observations teachers demonstrate good subject knowledge and understanding of the sequence of teaching writing
Design and implement intervention programmes for boys who are at risk of not meeting age-related expectations Intervention – Clued Up for spelling and Grammar/Rapid Write	SR, SM and Senco	New resources for intervention £1000	Autumn 2016	Targeted pupils make rapid progress and are closing the gap with their peers	
Analyse the Education Endowment Foundation's (EEF) Teaching and Learning toolkit with a view to trying some of the methods with boys	SR	Dissemination at staff meeting	July 2017	SR to research and establish the best methods of T+L which have the highest impact on pupils.	Have any new ideas/ teaching methods been introduced? What has the impact been on pupils' outcomes?

SDP Priority 5: To continue to raise standards, attainment and progress in spelling, grammar and punctuation					
Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
To improve standards in grammar Purchase No Nonsense Grammar scheme resources aligned to the new curriculum	SR and SM	purchase No Nonsense Grammar £250	By September 2016	No Nonsense grammar is being taught in a meaningful way in every class from Y2 –Y6	Are teachers teaching good quality grammar sessions within Talk for Writing and discretely?
To improve children’s spoken vocabulary and correct use of extended vocabulary and correct use of grammar in writing	SR and SM	None	Fully implemented by July 2017	Children’s writing has less grammatical errors.	Are there fewer grammatical errors in children’s spoken and written work?
Staff to dedicate explicit teaching time built in to timetables in KS2. Keep the discrete teaching of grammar multi-sensory and game-based.	SR	None	By October 2016	Timetables show a dedicated slot for grammar teaching as well as integrated within normal Lit lessons	Is there a discrete grammar session in classes each week? Is it fun and engaging (pupil interviews)
Assessment grids altered to reflect the interim frameworks and No Nonsense Grammar.	SR	None	By October 2016	Teacher’s teaching and assessing new grammar objectives using new assessment grids	Are staff confidently assessing using the new grids?
Staff to ensure that model texts (for imitation phase of TfW) reflect the grammar conventions being taught.	All teachers	PPA time	By October 2016 then ongoing	Staff to choose/alter model shared texts which include features of grammar currently being taught and assessed.	Do new model texts contain the correct grammatical structures etc.
Staff to Teach grammar in a way that is purposeful and meaningful. Concepts being taught are integral to model texts and children’s writing etc. (contextualised)	All teachers	None	By October 2016 then ongoing	Grammar teaching is contextualised and meaningful	Do pupil interviews reflect children enjoying their literacy/grammar lessons?

Talk for Writing to be planned for and taught on a daily basis to practice talk and develop vocab linked to key texts.	All teachers	JS to access training if available £300	September 2016	All KS1 and KS2 staff are teaching literacy using the talk for writing principles of Imitation, Innovation and Invention!	Is talk for Writing embedded across all classes?
Broaden the application of grammar across the curriculum.	All teachers	None	March 2017	In foundation subjects, children are expected to apply the principles and rules etc. taught in literacy lessons in their writing	Do staff expect good use of grammar in ALL subjects?
Use the correct terminology when teaching grammar, and use it when marking, giving feedback and setting targets. Have children use it in self- and peer-assessment.	All teachers	None	March 2017	Work scrutiny demonstrates adherence to the marking policy and grammatical conventions etc.	Are children familiar with the correct terminology in grammar and punctuation?
To improve extended writing in KS2. Develop exciting opportunities to write at length for a range of purposes, including editing and reviewing writing. More opportunities across the curriculum especially in KS2	All teachers	None	By March 2017	Work scrutiny shows more opportunities for extended writing across the curriculum	Is there evidence of extended writing in foundation subjects? Is the quality of extended writing across the curriculum beginning to match that found in Literacy lessons?
To improve the teaching of spelling in KS2 Review spelling strategies used across KS2 to ensure that spelling is taught explicitly and is in-line with the new curriculum.	SR and SM	None		Improvement in SPAG scores in Year 6	Are all classes from Year 2 to 6 teaching spelling on a regular basis from the purchased scheme? Improvement in spelling evident in Literacy books as well as summative assessments?
Staff to dedicate explicit teaching time built in to timetables in KS2. Keep the discrete teaching of spelling multi-sensory and game-based.	SR	None	By March 2017	Timetables show a dedicated slot for spelling teaching as well as integrated within normal Lit lessons	Is there a discrete spelling session in classes each week? Is it fun and engaging (pupil interviews)

Display Tricky/common exception words in classrooms for children to access for redrafting etc. Staff to provide children with spelling resources to support the writing process	SR and SM	None	By March 2017	All classrooms have displays of common exception words and age-appropriate word lists	Are appropriate words displayed in each class?
Ensure that the pupil is using a multi-sensory method to learn spellings: read the word say the letters aloud, cover the word, write the word saying the letters aloud, and check the word.	SR and SM	None	By March 2017	Monitoring of spelling (lesson obs) shows children are being taught in a multi-sensory way.	Is the teaching of spelling fun and engaging (pupil interviews)
Identify high frequency words and others being mis-spelt and proof read for these. Child taught to self and peer mark looking for spelling errors. Use dictionaries, word walls, spelling banks etc. to correct these	SR and SM	None	By March 2017	During the self-marking, editing and redrafting process, pupils are able to identify and correct own spelling errors.	Is Improvement in writing attainment and higher scores in the spelling element of Spag tests?
Precision teaching for targeted children	SR, Senco and AS	Intervention (already funded)	By July 2017	Targeted pupils (PPF or SEN) access Precision Teaching on a daily basis to improve spelling	Has the spelling of targeted pupils improved?
Monitor and evaluate the teaching of spelling	SR and Governing body	None	By July 2017	SR, Sm and Govs monitor the teaching of spelling and its impact	IS spelling being taught regularly, in an engaging way? Had it had an impact on standards?

SDP Priority 6: Raising the attainment of pupils with SEN

Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
<p>To ensure that 100% of teaching for SEN children is quality first teaching by the class teacher. SEN children are highlighted at all moderation meetings with aspirational targets set.</p>	SR, SLT and SENCO	None	By April 2017	100% of teaching over time is good or better	Has the quality first teaching improved progression for SEN children?
<p>The quality of teaching for children with SEN, and progress made by children, is a part of performance management process and professional development/training for all staff. Performance management targets for all staff include reference to SEN.</p>	SR, SLT and SENCO	Lesson observations Staff Meetings SENCO Release	By July 2017	Progress of SEN children is good or better.	Have SEN children made accelerated progress?
<p>To ensure intervention and support is provided as early as possible in school. SEN children to access – RALF, RALT, RAFT, Catch UP, TRUGS, Precision teaching etc. Termly PPMs to consider SEN children as a specific item. Phonics tracking to be closely monitored and assessed. Staff and SLT to carefully consider the type and nature of intervention</p>	SR, SLT and Senco	Senco Release, TA 2 time, LSS cost	Ongoing throughout year	Children who are vulnerable to falling behind or making limited progress are identified quickly and intervention is put in to place. SEN children discussed at all PPMs with SENCO attending all PPMs	Does intervention make a difference? Are SEN children making accelerated progress?

<p>To closely monitor and evaluate the impact of interventions. Baseline data to be collected on entry to intervention and updated at the end.</p> <p>Progress of child/group to be examined and intervention assessed for impact.</p> <p>Provision map to be updated termly.</p>	SR and Senco	Senco release	Commence Sept 2016 – completed by July 2017	Interventions are of a high quality SEN children make rapid progress Interventions quickly raise standards and children accelerate to age related expectations	Have interventions been successful in raising standards?
<p>To ensure Teaching Assistants are highly trained (through Mobilise project) and have a good understanding of AFL and quality first teaching</p>	SR, KR and JS	Mobilise project 3 days release for JS - £450 Teaching assistants training in house.	July 2017	TAs support children well and deliver effective interventions	Have interventions been successful in raising standards?
<p>To ensure support staff are effectively deployed when delivering interventions and working with children with SEN.</p>	SR, SLT, SENCO, KR	Observations focused on deployment. TAs to complete skills and knowledge questionnaire.	July 2017	Interventions have a positive impact on the progress of children with SEN.	Are children who have taken part in interventions making good progress?
<p>To implement strategies for school to work effectively with parents/carers with supporting SEN children at home and school particularly in the Assess, Plan, Do approach.</p>	SENCO	Class teachers and SENCO to be released to hold meetings.	By July 2017	Parents/carers have an opportunity to meet with class teachers and SENCO, three times per academic year to review learning plans.	Do parents feel more involved with their child's learning and support?
<p>To effectively use P Scale assessment to track the progress of children who are working at low levels</p>	SENCO	None	April 17	All children can demonstrate progress across all areas of the curriculum and teachers and children are clear of next steps.	Have all children with SEN made progress and have clear learning steps?
<p>To ensure Learning Plan targets are SMART and informed by assessment. Targets to be informed by classroom evidence, LSS, Ed Psych, WTT etc.</p>	SENCO	SENCO release time and staff meetings	April 2017	Targets are clearly fed into plans and evidence of an assess, plan, do, review approach is in action.	Is expert advice being used? Are children's targets clear, achievable and child specific?

SDP Priority 7: To refine new assessment procedures					
Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
Ensure all staff are familiar with the new assessment procedures without levels	SR	Training day Sept 2016	September 2016	All staff are carrying out the procedures	Are all new staff aware of the procedures for summative and formative assessment?
Daily Assessment Discussions with children, work with groups/individuals and marking will inform next steps within lessons and planning for subsequent lessons.	All staff led by RS and SM	None	September 2016 then ongoing.	Drops in and planning scrutiny show evidence of lessons adapted to suit the needs of the children.	Are lessons pitched correctly, meeting the needs of all pupils?
Weekly Assessment Maths All staff are to assess children weekly against the key objectives from the weekly maths lessons. Reading Staff to devise and agree on reading sheets from Focus education to assess children regularly in book study, individual and guided reading	All staff led by RS and SM	Tapestry annual subscription	September 2016 then ongoing.	Monitoring of class files shows staff are updating teacher assessment sheets weekly	Are staff keeping up to date with their recording in order that summative judgements can be made at the end of each term? IS teaching being adapted to meet the needs of pupils
Develop new criteria for assessing writing. Staff to work collaboratively to create new statements based around the Y2 and Y6 interim frameworks	All staff led by SM and SM	Staff meetings in September 2016	September 2016 then ongoing.	Staff successfully using the new frameworks to assess pupils at emerging, expected or exceeding in all years groups.	Are assessments accurate as evidenced by moderation in staff meetings?
Termly Assessment Writing Three pieces of independent work to be assessed every half term using the new frameworks.	All staff led by RS	3000 per annum for test materials	December, April and June	Monitoring by the SLT. Pupil progress meetings Test cycle in place	IS teaching being adapted to meet the needs of pupils? Are test scores moderated against teacher

<p>Maths and reading in Years 2 to 6 to be summatively assessed using NFER, GL and Testbase tests. Years 2 and 6 to use CGP and statutory assessment materials Maths no problem materials also to be used twice a year.</p>					assessments?
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SDP Priority 8 : To develop the role of the subject leader					
Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
Discuss subject responsibilities for planning, coverage, monitoring and assessment purposes	SR	October training day 2016	Commencing Oct 2015 then ongoing	Specific curriculum areas are the responsibility of named staff.	Do all subjects have a dedicated subject leader who knows what their responsibilities are?
Develop a subject leader's file for all subjects.	SR	Staff meetings	October 2015 to be complete by Summer 2016	Subject Leader's file contains sections for: <ul style="list-style-type: none"> • Long term planning • Medium term/short term planning • Assessment • Subject information • Training 	Do all subject leaders have an up-to-date file?
Subject leader to be responsible for the following monitoring: Identify where their subject is happening termly. Know when/ how the subject will be delivered(discreet lessons/blocked/as part of an integrated topic) Ensure that the subject is taught, and if not, when it will be included	SR	Release time for leaders of Science, History, PE, ICT and Geog 10 x half day sessions £780	October 2016 to be complete by Summer 2017	Subject leaders are fully informed for a subject inspection and can say: Where their subject appears in our long term planning When/how it is taught	Are targeted subject leaders fully informed about coverage etc.
Be responsible for collecting assessment information for subject and analysing this information to monitor standards by using assessment guidelines to compare individual progress to age-expected progress.	SR	Release time for leaders of Science, History, PE, ICT and Geog 10 x half day sessions £780	October 2016 to be complete by Summer 2017	Information is readily available to show pupils working with SEN/below average/average/above average/G&T/ Underachievers. Standards rise as a result of greater monitoring and evaluation.	Are targeted subject leaders fully informed about standards in their subject?

Subject leader to conduct an audit of resources and identify gaps	SR	Release time for leaders of foundation subjects 6 x half day sessions £450 £1000 on resources	October 2016 to be complete by Summer 2017	Scrutiny of timetables etc. to ensure all subjects are taught on a rolling programme. New curriculum adequate resourced for all subjects	Have themes been resourced appropriately?
To lead work scrutiny in staff meetings to monitor standards and ensure coverage	SR	Staff meeting time	October 2016 to be complete by Summer 2017	Timetable of scrutiny for Science ICT PE and History in first year. To be revisited during the year to look for progression	Are targeted subject leaders fully informed about coverage and standards in their subject?
To produce action plans	SR	Subject leader release (already included above) SLT time	SLT release half a day a week for 2 weeks (already built into budget but approximate cost is £630.)	Action plans written by all subject leaders for inclusion in 3 year cycle	Are specific subject leaders able to contribute to the SDP?

SDP Priority 8 : to increase the impact of Teaching Assistants					
Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
Appoint a school-based lead (SBL)	SR	none	By September 2016	SBL appointed in September 2016	Has a SBL been appointed?
Meet with Cluster Leads half termly through the Professional Learning Communities (PLC), and lead a similar approach to professional development in their own schools	SBL	0.5 day x 6 release £500	Each half term throughout the academic year	100% attendance at PLC meetings	Has the SBL fed back to SLT and other staff regarding key themes?
Disseminate training to teachers and TA'S	SBL	None – staff meeting time	During the course of the year as info becomes available	All Teaching Assistants are aware of the training	Are TA's beginning to implement concepts learned in training?
Advocate the EEF TA research in school, modelling and delivering a robust approach of 'faithful adoption' and maintaining fidelity to the evidence	SBL	None – staff meeting time	During the course of the year as info becomes available	All Teaching Assistants are aware of the training	Are TA's beginning to implement concepts learned in training?
Champion a research ready approach and the use of evidence based practice	SBL	None – staff meeting time	During the course of the year as info becomes available	New strategies are being carried out in school.	IS evidence of efficacy being collated and evaluated?
Monitor and evaluate provision, strategies, training and impact on outcomes for children	SBL	None – staff meeting time	Termly commencing in Dec 2016	Rigorous monitoring and evaluation of new practices.	Is the impact of new strategies being measured?
Link practice to whole school improvement and liaise closely with SLT and key strategic partners in school (e.g. SENCO, Pupil Premium Lead etc.)	SBL	Release time to liaise with SLT 3 x 0.5 days £200	December 2016 April 2017 July 2017	SDP reflects Mobilise project and is evaluated termly	Is the project being evaluated against key milestones?

Provide ongoing support for teachers and teaching assistants	SBL	None – staff meeting time and informal support	Ongoing throughout the year	TA's feel supported with the new approaches/strategies being trialled	Do support staff feel confident and supported in the delivery of new approaches?
Broker additional training, collaborative school to school working and support from Cluster and Regional Leads where necessary	SBL	TBC	Ongoing throughout the year	Appropriate training opportunities are accessed	IS training having an impact on practice?
Ensuring all work is integrated into the school strategic improvement plan	SBL	Release time to liaise with SLT 2 x 0.5 days £160	Ongoing throughout the year	SDP reflects Mobilise project and is evaluated termly Are key milestones being evaluated?	Is the project being evaluated against key milestones?

SDP Priority 9: To enhance provision in the EYFS

Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
<p>Develop the provision for the characteristic of ‘Critical Thinking’ within the learning environments, to enable greater problem solving opportunities.</p> <p>To ensure that the Outdoor Learning Environment is used and accessed regularly and included in planning. To continue to provide free-flow wherever possible.</p> <p>Staff to complete an outdoor curriculum audit – plans for the future. Order new resources if necessary.</p> <p>To ensure that there is provision/ opportunities for Critical Thinking</p> <ul style="list-style-type: none"> - Children to think of their own ideas - Finding ways to solve problems - Finding new ways to do things - Making predictions - Testing their ideas - Planning, making decisions about how to approach a task, solve a problem and reach a goal.] 	<p>EYFS Lead</p>	<p>£2000?</p>	<p>Autumn Term</p>	<p>EYFS Leader to ensure that resources provide opportunities for Critical Thinking is planned for and based on children’s interests where possible.</p> <p>TA’s to be upskilled on the observations, next steps and moving learning on cycle.</p> <p>Teachers to support TA’s on developing their practice when supporting open ended activities – non literacy / numeracy based activities (during child initiated time).</p> <p>To consider the intended learning when setting up provision – challenge, engaging, open-ended.</p>	<p>Do children have access to quality outdoor learning/ play areas with a range of high quality learning provision. (Not always expensive). Does the provision reflect boy’s interests?</p> <p>Does being outdoors have a positive impact on all aspects of child development?</p>

<p>To develop school practice to ensure we meet the needs of children with speech and language difficulties. To ensure that phonics is being taught frequently within the nursery – Phase 1 adult led activities and adult initiated activities available throughout the week.</p> <p>Develop increased opportunities for adult initiated and adult led phonics activities outside of the daily phonics session.</p> <p>Provide more opportunities for talking – pictures to support activities to stimulate language. Provide more real life opportunities – visitors, trips out into the local area.. To phonics audit – analyse learning environment</p>	<p>EYFS lead</p>	<p>Time – staff meeting Courses – SM / AH £400?</p>	<p>October-onwards</p>	<p>SM/RP – to support AH to ensure quality phonics is taught.</p> <p>AH to go on phonics and EYFS training.</p> <p>Staff to receive speech & language training from RP during staff meeting time.</p> <p>RP to ensure that children with speech and language needs receive tailored intervention.</p>	<p>Have EYFSP results in C&L increased?</p> <p>Are all EYFS staff confident in leading phonics activities?</p> <p>Has there been a decrease in the number of children referred to speech & language?</p> <p>Do children have improved vocabulary.</p>
<p>Improve communication with parents for children who have English as an additional language through the use of Tapestry.</p> <p>To reduce the language barrier between school and home.</p> <ul style="list-style-type: none"> • Ensure parents have access and know how to access Tapestry • Refer to EMTET in necessary 	<p>EYFS Lead SLT</p>	<p>September- onwards</p>	<p>Time – For meetings with parents.</p>	<p>RP to ensure that parents of EAL parents are accessing Tapestry – communicate</p> <p>RP/SM/AH to carry out home visits to EAL parents.</p> <p>RP to refer children to EMTET if we are having difficulty communicating with them or if we need support with SEND.</p>	<p>Do parents of EAL children access Tapestry regularly?</p> <p>Is there improved communication with EAL parents?</p>

SDP Priority 10: To be able to deliver a forest school programme

Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
Train a member of staff in the Forest School programme	SM	Free course but SM out for 10 days for course and 2 days for First Aid. Approximately £1800 Resources for Forest school unknown at this stage	Commencing November 2016	SM passes assessment criteria and leads the first 6 in a series of planned forest school sessions	Can we launch a Forest School with adequately trained staff and appropriate resources?
To be able to assess the impact of Forest School on participants	SM	As above	Commencing November 2016	SM observe and assess the impact on behaviour and leaning of a group of pupils. Make recommendations for further sessions	Are the forest school group making good progress?
To be able to evaluate a Forest School programme	SM	As above	Commencing November 2016	SM to evaluate each forest school sessions and make amendments to next session and plan as appropriate. SM carry out a summative evaluation at the end of the initial 6 forest school sessions and explain how this will inform future sessions.	Can SM plan and adapt effective Forest School sessions?
Assess the ecological impact of running forest school on the site.	SM	As above	Commencing November 2016	SM to assess the ecological impact or running a Forest School on the school site. SM to Develop a 3 year management plan for the sustainable use of own forest school area, based on the ecological impact assessment	Is the school site suitable for use as a Forest School/ What are the implications in terms of ecology and cost?
To plan a forest school programme	SM	As above	Summer 2017	SM to plan an initial 6 week sessions, sowing links to groups learning and development needs.	Can SM plan and adapt effective Forest School sessions?

Key Milestones		
Autumn Term	Spring Term	Summer Term
No teaching is inadequate and 67% is consistently good in Mathematics and English. 11% of teaching is outstanding.	No teaching is inadequate and 77% is consistently good in Mathematics and English. 11% of teaching is outstanding.	No teaching is inadequate and 89% is consistently good in Mathematics and English. 22% of teaching is outstanding.
80% of pupils make good progress in Mathematics in each year group (1 point)	80% of pupils make good progress in Mathematics in each year group (2 points)	80% of pupils make good progress in Mathematics in each year group (3 points)
80% of pupils make good progress in Reading in each year group (1 point)	80% of pupils make good progress in Reading in each year group (2 points)	80% of pupils make good progress in Reading in each year group (3 points)
80% of pupils make good progress in Writing in each year group (1 point)	80% of pupils make good progress in Writing in each year group (2 points)	80% of pupils make good progress in Writing in each year group (3 points) More children at age related expectations in the prime areas than at baseline assessment in the Early Years

Improvement in children's writing – 3 points per year on average
Improvement in SPAG scores in Year 6 to 75%

Targets for 2017

Subject/level	Percentage	Subject/level	Percentage	Subject/level	Percentage
% Achieving 2+ in the ELGs	70	Year 6 SPAG at age expected outcomes	75	At age-related in reading Year 4	75
Year 1 Phonics Screen	85	Year 6 RWM at age expected outcomes	73	At age-related in Writing Year 4	75
Year 2 Reading at age expected outcomes	83	At age-related in reading Year 1	75	At age-related in Maths Year 4	75
Year 2 Writing at age expected outcomes	76	At age-related in Writing Year 1	75	At age-related in reading Year 5	75
Year 2 Maths at age expected outcomes	76	At age-related in Maths Year 1	75	At age-related in Writing Year 5	75
Year 6 Reading at age expected outcomes	80	At age-related in reading Year 3	75	At age-related in Maths Year 5	75
Year 6 Writing at age expected outcomes	70	At age-related in Writing Year 3	75		
Year 6 Maths at age expected outcomes	80	At age-related in Maths Year 3	75		