

School Development plan – December 2017

Objectives	Current situation.
<p><b>Objective 1</b>                      Improve progress in writing and maths by: ensuring that writing in subjects other than English shows greater range and depth, and that pupils with middle and high prior attainment make at least good progress and further embedding strategies for improvement in mathematics, so that the recent development in pupils' mathematical skills is sustained and extended</p>	<p>The school has identified that we need to increase the level and expectation of writing throughout the year groups, in subjects other than English. We will that children are using skills that they have been taught in English to ensure that the level of writing in other subject is the same. We will increase the level of all cross curricular writing. We also increase the level of presentation of all writing in books, and the quality of marking that we give children. Progress – We will have a clearer picture of the progress that children are making in English and plan and implement ways of improve this progress, especially for children who have middle or higher prior attainment.</p>
<p><b>Objective 2</b>                      Improve leadership and management by refining strategic planning so that it focuses more on the key issues, with appropriate timescales and success criteria and improving the effectiveness with which senior and middle leaders, supported by governors, check the quality of teaching and learning to ensure that there are consistently high expectations of what pupils can achieve.</p>	<p>School development plan focuses on key development points. Governors and staff to feed in to the new plan but it will be concise and have success criteria included. Governors are developing greater understanding of where the school current is and what the next steps are. Governors will be more confident at coming in to school and will visit the school regularly They will regularly challenge the SLT. Regular lesson observation with clear focus, feedback for next steps. Teachers to observe each other and teachers from others schools. Book scrutinizes with all staff.</p>
<p><b>Objective 3</b>                      To continue to build children's self-esteem leading to higher presentation expectations and increased motivation to achieve greater progress.</p>	<p>Continued focus from last year – continue to develop children's ability to assess their own and other work, making changes to improve when needed. Raised expectations from teachers will be shared with the children in each class so that they have a good understanding of the purpose of these changes. Regular monitoring of books will enable staff and governors to see evidence of these higher expectations. Subject leaders and governors will complete regular learning walks and books scrutiny together.</p>
<p><b>Objective 4</b>                      Governors will work effectively with all staff to communicate the shared vision, ethos and strategic direction of the school, which will ensure that there is a culture of ambition, challenge and support for all.</p>	<p>Governors to complete regular learning walks, with subject leaders, and class link visits. As part of these they will look at books and gather evidence of the progress that children are making. Governors will attend regular training, both in school and via Wiltshire or the Diocese. This will enable them to have a clear understanding of their roles and responsibilities and what they need to do to ensure that they are fulfilling these things. Governors will work with the stakeholders to design and communicate a shared vision and strategic development plan for the school for the next 1, 3 and 5 years.</p>
<p>To continue to raise the school's profile in the community via links with the church to sustain the Christian Ethos of the school, and other links with neighbours, school cluster groups and the wider community.</p>	<p>The whole staff and governors will continue to build a stronger relationship with the local neighbours and the wider community. Neighbours and community groups will be invited into the school so that they have links to the school. The whole school will also continue to build their links with the local churches so that the Christian Ethos of the school continues to be strong. Staff already believe in the ethos of educating the 'whole child' and this will continue to be a pivotal drive within the school. There will be greater emphasis on children learning about and learning from spirituality.</p>

**Objective 1**

*Improve progress in writing and maths by ensuring that writing in subjects other than English shows greater range and depth, and that pupils with middle and high prior attainment make at least good progress and further embedding strategies for improvement in mathematics, so that the recent development in pupils' mathematical skills is sustained and extended*

	Action	Success Criteria	Timescale	Person responsible	Monitoring (Who by and how often)	Budget / Resource implications	Milestones / evidence	Next Steps	R A G
<b>1a</b>	<b>Assessment</b> Termly assessment weeks, pupil progress meetings and data committee.	<ul style="list-style-type: none"> <li>Through assessment weeks there will be clear understanding of where children are and evidence of the progress.</li> <li>Pupil progress meeting by whole staff team - next steps identified. Progress and attainment discussed.</li> <li>Data committee will allow governors to monitor progress. Next steps discussed, especially for those causing concern, who are disadvantaged, who are high or middle attaining.</li> </ul>	Dec 2017 – July 2018	Subject Leads  Whole staff  Govs	HT  HT / GOVs  Co-Chairs of Govs	Assessment materials - £1000			
<b>1b</b>	<b>Moderation</b> Weekly moderation of written work. Termly moderation of work with other schools and observations of teachers. Subject leaders and Governors complete book scrutiny	<ul style="list-style-type: none"> <li>In weekly staff meetings teachers will moderate subjects to ensure they can demonstrate progress being made and next steps. Also opportunity to discuss concerns</li> <li>Teachers build confidence of own assessments.</li> <li>Teachers will work with each other to enable improved practice and to challenge current thinking. Also work with teachers from cluster schools.</li> <li>Governors will complete book scrutinises with subject leaders confidently, giving feedback to HT.</li> </ul>		Subject leads  HT  Subject leads  Subject leads / Govs	HT  GOVs  HT  Co-chairs of Govs				

1c	<b>Cross curricular work</b> <b>Daily use success criteria in writing and use of high level texts as examples in class. Teachers to have high expectations of children with fortnightly monitoring of books.</b>	<ul style="list-style-type: none"> <li>• Success criteria will include literacy skills enabling children will know what needs to be included in writing. Evidence in books. Children understand and meet higher expectations.</li> <li>• High level text identified and used throughout the school</li> <li>• High standards for writing and maths, including presentation. Governors and teachers will see progress in all genres of writing, not just in English.</li> </ul>	DEC 2017 – July 2018	Class teachers  Subject Leads  Subject leads	Govs  Subject leads  HT	High level texts – Pie Corbett (approx. £20 each)  Subject leader – training including supply costs.		
				Govs	Co-chairs of Govs			
1d	<b>Monitoring</b> <b>Monthly monitoring of non negotiables in books with high quality feedback and termly monitoring of books.</b>	<ul style="list-style-type: none"> <li>• Teachers and TAs to complete monitoring of each other’s books ensuring non-negotiable are completed</li> <li>• Staff to feedback to each other and make changes to practise as needed. Teachers to raise the expectations of the children in their class – evidence from feedback in bks.</li> <li>• Governors and subject leader during learning walks will understand the progress the children are making.</li> </ul>	Dec 2017 – JULY 2018	Teachers and TAs  Teachers and TAs  Govs	HT  HT  Co-Chairs of Govs			
1e	<b>Maths / homework</b> <b>Weekly extra maths sessions</b> <b>High quality homework</b>	<ul style="list-style-type: none"> <li>• Classes to increase number of maths sessions in week. Parents to have clear idea of homework expectations. Create reading guide booklet</li> <li>• Parent reading/book group Build volunteer group to hear reading</li> <li>• Invite families in to read to year groups.</li> </ul>	In place by Feb 2018  Dec 2017 – Sept 17 May 18 May 18 March 18	Subject leads  All teachers Sub leads HT HT HT Sub leads	HT  HT HT Govs Govs Govs HT			

		<ul style="list-style-type: none"> <li>Purchase high quality books for class novels</li> </ul>	July 18						
<b>1f</b>	<b>Non Literacy writing Teachers plan broad and balanced curriculum which acquires knowledge, understanding and skills – science / topic / RE</b>	<ul style="list-style-type: none"> <li>Develop science days to link with main science themes. 2 days to allow for Planning, Prediction, Testing, Results. Alternate Days re part time teacher taking a lead.</li> </ul>							

## Objective 2

*Improve leadership and management by refining strategic planning so that it focuses more on the key issues, with appropriate timescales and success criteria and improving the effectiveness with which senior and middle leaders, supported by governors, check the quality of teaching and learning to ensure that there are consistently high expectations of what pupils can achieve.*

	Action	Success Criteria	Timescale	Person responsible	Monitoring (Who by and how often)	Budget / Resource implications	Milestones / evidence	Next Steps	R A G
2a	<b>SDP School development plan re-written</b>	<ul style="list-style-type: none"> <li>Agreed by staff and Governors</li> <li>Share with parents</li> <li>Shared with iCASP</li> <li>Monitored throughout term3/4/5/6</li> <li>Effective and concise, able to track progress of school.</li> </ul>	Dec 2017	HT	Co-chairs of gov's  Govs				
2b	<b>Lesson Observations Termly lesson observations, after which purposeful feedback is given</b>	<ul style="list-style-type: none"> <li>SLT to complete termly lesson observations with detailed feedback including next steps</li> <li>Lesson observations and book scrutiny completed together</li> <li>HT to gain CPD on lesson obs.</li> <li>HT and iCASP to complete lesson obs</li> <li>Governors informed of lesson observation outcomes and book scrutinizes in head teachers reports.</li> </ul>	Term 3 onwards  Dec 2017 – Feb 2018	SLT  HT with iCASP  HT	Govs  Co-Chairs of Govs				
2c	<b>Learning Walks Termly learning walks with new proforma and Governor training and guidance given</b>	<ul style="list-style-type: none"> <li>Teachers and Governors to complete termly learning walks</li> <li>This will enable Governors to complete high quality learning walks alongside subject leaders or HT</li> <li>Proforma will allow clear record keeping of learning walks.</li> <li>Learning walk conclusions to be shared with staff and Governors</li> </ul>	Term 3 onwards  By Jan 2018  By Feb 2018	Teachers  SLT  HT / Govs	HT  HT  GOVS				
2d	<b>Teachers to complete basic coaching training</b>	<ul style="list-style-type: none"> <li>This will enable teachers to feedback successfully and to hold each other to account</li> <li>Teachers to use coaching when feeding back from learning walks</li> </ul>	By March 2018	STV / all staff	HT				

2e	<b>Pupil Progress meetings Termly pupil progress meetings with focus on concerns and progress made.</b>	<ul style="list-style-type: none"> <li>• All staff to attend pupil progress meetings</li> <li>• Review assessment weeks with focus on concerns and next steps</li> <li>• Governors to be informed of outcomes of pupil progress meetings</li> </ul>	Term 3 onwards	Teachers	Govs				
2e	<b>Governor Data committee Termly Data committee to ensure Governors have clear understanding of progress and attainment of groups.</b>	<ul style="list-style-type: none"> <li>• Governors to look at different groups of children – identify concerns and next steps</li> <li>• Subject leaders to attend</li> <li>• All governors have clear understanding of progress achieved and concerns</li> </ul>	Term 3 onwards	HT  Subject leads	GOVs  GOVs				

**Objective 3**

*To continue to build children's self-esteem leading to higher presentation expectations and increased motivation to achieve greater progress.*

	Action	Success Criteria	Timescale	Person responsible	Monitoring (Who by and how often)	Budget / Resource implications	Milestones / evidence	Next Steps	R A G
3a	<b>Raising Expectations</b> <b>Children to have a clear understanding of the higher expectations and how to reach them.</b>	<ul style="list-style-type: none"> <li>Non-negotiable list for books which include simple presentation expectations</li> <li>Fortnightly monitoring across the classes to ensure that the non-negotiables are being used.</li> <li>Feedback given to teachers after each book scrutiny and lesson observation with focus on next steps.</li> <li>TA team given training on book scrutiny</li> <li>Headteacher informed of positives and next steps after book scrutiny.</li> <li>Subject leader to ensure all teachers have clear understanding of progression maps for subjects</li> </ul>	Jan 18 From T3 From T3 Jan 18 Ongoing Jan 18	HT / sub leads TA / Teacher HT / sub leads HT HT Sub leads	HT – termly HT – termly HT – after each obs Govs Govs – termly HT – fortnightly				
3b	<b>Marking</b> <b>Teachers to give feedback which allows children to know and use next steps.</b>	<ul style="list-style-type: none"> <li>Review marking policy to ensure teachers are giving high level feedback</li> <li>Staff to work with other school on book scrutiny to moderate work and marking</li> <li>Weekly book scrutiny to look at progress and for evidence of children acting on feedback</li> <li>Higher expectations being shared with children so that they know and understand them.</li> <li>Develop EYFS Seesaw access and assessment opportunities</li> <li>Continue with phase 2 of parent launch.</li> </ul>	Jan 18 From T3 From T3 By March 18	Staff HT Staff Staff	HT – by March 18 Govs HT – weekly HT – termly				

<b>3c</b>	<b>Cross Curricular work.</b> <b>Teachers termly planning and teaching ensures writing in all subject is same level.</b>	<ul style="list-style-type: none"> <li>• Planning as a team to ensure clear differentiation across the subjects</li> <li>• Work scrutiny to pick up if level drops in the afternoon sessions</li> <li>• Children to understand the higher expectations and be encouraged to meet these.</li> </ul> <p>Subject leaders to complete termly learning walks with focus on talking to children about work.</p>	Dec 17 Ongoing March 18 From T3	Staff Staff Sub leads Sub leads	Govs – termly HT – fortnightly HT HT – termly						
<b>3d</b>	<b>CPD</b> <b>Teachers have high quality CPD which is valued, and positively impacts on their teaching and learning.</b>	<ul style="list-style-type: none"> <li>• Skills audit to ensure that staff have appropriate CPD</li> <li>• Professional development meetings – highlighting areas for development / courses needed</li> <li>• Teachers to work collaboratively to help with areas of concern – pupil progress meetings, staff meetings ... Teachers provided with support if</li> <li>• identified in lesson obs</li> </ul>	March 18 Oct 17 Ongoing	HT HT HT	Govs – by March 18 Govs Govs – data committee meetings						

**Objective 4**

*Governors will work effectively with all staff to communicate the shared vision, ethos and strategic direction of the school, which will ensure that there is a culture of ambition, challenge and support for all.*

	Action	Success Criteria	Timescale	Person responsible	Monitoring (Who by and how often)	Budget / Resource implications	Milestones / evidence	Next Steps	R A G
<b>4a</b>	<b>Strategic Vision</b> Governors to write a shared vision which will be reviewed termly and communicated with stakeholders.	<ul style="list-style-type: none"> <li>Attend parents evenings to collect views</li> <li>Ask school council to collect children's views</li> <li>Work with whole staff to develop the 1 / 3 / 5 years vision</li> <li>Publish results for parents</li> <li>Review on termly basis</li> </ul>	Nov 17 Nov 17 Jan 18  March 18 Ongoing	Govs Sub lead Staff / Govs  Govs Govs	Co-chairs				
<b>4b</b>	<b>Training</b> Governors to ensure they regularly attend training and give feedback to FGB	<ul style="list-style-type: none"> <li>Governors to have clear understanding of role and responsibilities</li> <li>Clear understanding of how to achieve these</li> <li>Work with LEA governor services</li> <li>Work with Diocese for support</li> <li>All governors to access Wiltshire and Salisbury Diocese training throughout year</li> <li>Gather evidence from course – governor file</li> </ul>	June 18  June 18 By May 18 By May 18 Ongoing  Ongoing	Govs  Govs Govs Govs  Govs					

**Objective 5**

*To continue to raise the school's profile in the community via links with the church to sustain the Christian Ethos of the school, and other links with neighbours, school cluster groups and the wider community.*

	Action	Success Criteria	Timescale	Person responsible	Monitoring (Who by and how often)	Budget / Resource implications	Milestones / evidence	Next Steps	R A G
5a	<p><b>Church Links</b>  <b>All pupils' spiritual, moral, social and cultural development is strong so that they can reflect on and be responsible for their actions as good citizens.</b> This will be achieved through Continue to develop church days</p> <p>Continue to develop children's leading and involvement in Collective Worships.</p> <p>Pupils will be taught about prayer and develop a School prayer</p> <p>Trips to different places of worship and more regular use of The Church at West Overton as</p>	<ul style="list-style-type: none"> <li>The children demonstrate enthusiasm for and engagement with the content of Church days and are able to share their learning and demonstrate greater awareness of their own and others viewpoints on spirituality and faith</li> <li>The children can identify the difference between collective worship and other school gatherings and the importance of the need by all for spiritual reflection and quiet. Training and support for teachers ongoing by Rector has impacted on the confidence of both</li> <li>Understanding Christianity and discovery RE have been explored in depth by staff with support from training and Rector . Planning reflects growing confidence of staff to use the resources well. Monitoring of Books shows more children are moving from 'expected ' to Exceeding in KS1 and 2</li> <li>The children and staff are engaged in and able to set up spiritual reflection areas in their classrooms and in the school that are used to good effect and valued by the pupils.</li> <li>Training has impacted on staff and enabled them to participate fully in</li> </ul>		<p>HT /Rector HT</p> <p>School council lead</p> <p>HT HT Staff Staff</p> <p>HT</p>	<p>Maria Maria</p> <p>HT</p> <p>Govs</p> <p>Govs HT / Govs</p> <p>HT Govs</p>				

	<p>an 'extended classroom'</p> <p>Implement 2 year program for RE</p> <p>Continue to develop spirituality within school by auditing current provision and following training (diocese and Rector) improve access to and use of resources and opportunities for ALL stakeholders</p> <p>Develop further reflection spaces within classrooms and wider school and Audit impact Audit and buy resources</p>	<p>providing the space for collective worship and spiritual reflection to happen.</p>							
<b>5b</b>	<p><b>Community links</b></p> <p><b>Termly invitations for community groups to visit the school</b></p>	<ul style="list-style-type: none"> <li>• Building greater links with nurseries.</li> <li>• Building links with toddler groups</li> <li>• Invite in different groups Little Angels group To join during Winter and Spring months</li> <li>• Stay and Play sessions – once a term</li> </ul>	<p>March 18</p> <p>March 18</p> <p>Term 4</p> <p>Term 2</p> <p>ongoing</p> <p>Nov</p>	<p>EYFS team</p> <p>EYFS team</p> <p>HT</p> <p>HT</p> <p>EYFS team</p>	<p>HT</p> <p>HT</p> <p>Govs</p>				

