

School Development Plan 2019-20

Overview

Improvement Areas	Context	Intended Impact
1. Language	The school has a significant proportion of children with speech and language issues. Despite a number of initiatives previously, not enough children read for pleasure and this impacts on progress.	<ul style="list-style-type: none"> • Provide support for children with speech and language so they make the best progress possible. • Progression in reading materials is carefully planned for all ages • Children are developing a capacity for sustained reading and a love of books. • Improve key stage outcomes within reading • Children's breadth of vocabulary is increased and that they use it within day to day conversations and written work. • Children are introduced to imaginative story telling and those children who come to school without the experience of small world and creative play are enabled to develop these skills effectively.
2. Curriculum	The school has started to review its curriculum and aims to create a long term plan that builds knowledge and skills over time. The school is part way through a redesign of its EYFS provision and this year staff will be putting into place initiatives based on training accessed during the summer term.	<ul style="list-style-type: none"> • A completed long term plan which specifically allows children to revisit themes and knowledge as they progress through school and build on previous steps. • Staff to use knowledge organisers for history, geography and science. Children increasingly able to recall facts taught and use them as a starting point for further learning • Consolidate problem solving from the 2018/19 cycle and ensure new staff are able to deliver a wide range of problem solving activities. Children experience high quality problem solving activities within maths and beyond at regular intervals • EYFS curriculum is driven by new gap and strength analysis. Children are accessing a range of well-designed continuous provision opportunities
3. Health and wellbeing	<p>To improve the children's emotional health and well-being in school.</p> <p>Context – There are a number of children that are not coming into school ready to learn. This is having an impact on the children's behaviour and it is setting the tone for the school day. Barriers to learning are children are not always properly equipped for their day and are not emotionally resilient to cope with this and it can affect attendance. Children often lack in independence. There is a lack of aspirations both for themselves and from home. Children also lack self-motivation.</p>	<ul style="list-style-type: none"> • Vulnerable children are ready to learn. • Children will show self-motivation and show greater resilience to tasks and be able to emotionally express themselves about what they have achieved and their future aspirations. • A clear PSHE using SEAL is implemented to support children's emotional health and well-being that will enable them to express themselves.

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	There is no robust PSHE curriculum to support the children's emotional health and well-being.	
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Improvement area	
Priority 1	Language
Barriers to learning	An increasing number of children have poor speech and language on entry to school. Children spend increasing lengths of time on 'screens.' Support from home is varied with some poor parental Literacy skills and a lack of parental engagement in several cohorts. Across the school, there are a growing number of children who have a limited exposure to a wide range of vocabulary.
Intended impact	<ol style="list-style-type: none"> 1) Children use a wider expressive vocabulary. Children will use more tier 2 vocabulary. 2) Children have an awareness of how to talk to and write for different audiences. 3) More reluctant readers will be engaged in reading. 4) There is fidelity in the delivery of the RWI programme. 5) Improving the way reading is taught and assessed.

Milestones					
Short term	RAG	Medium term	RAG	Long term	RAG
1) Staff meeting with teachers and TA's to identify what tier 2 vocabulary is. Key words are identified for each year group, are displayed in classrooms and all adults are modelling the use of them.		Children know the meanings of those key words and can use them correctly in a sentence.		90% End of year assessments for writing show improvements in spelling	
2) Staff meeting on talk for writing. All classes are using talk for writing- children using orally with some sentence structure.		Children can identify places where they have used sentence structures within their writing. (pupil interviews) Review Talk for writing-what is the place of Active English?		Writing shows impact of vocabulary and appropriate sentence structure. (book scrutiny) Review talk for writing	

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<p>3a) Staff identify reluctant readers within their classes. Staff explore ways to raise the profile of particular authors/books for over the academic year.</p> <p>3b) Audit reading books and match to phonic progression at both schools. Ensure all new staff at WCT are aware of range of books in KS2 so they can signpost effectively. Any unbanded books are allocated to existing bands All classes allocate time for quality silent reading. Teachers to focus on signposting children to suitable reads All teachers reading class stories daily and extracts from recommended reads</p>		<p>Strategies are in place. Reluctant readers are reading more. Book talk is established and evident in classroom display. Children are able to talk about a new author. All KS2 books are re banded to continue from KS1</p> <p>Silent reading established and regular. Pace of reading for reluctant readers improving i.e completing more books in a shorter period of time.</p> <p>Staff target reluctant readers to hear read and discuss books / sign post to new books.</p> <p>Identify any gaps in book selections and purchase materials</p>		<p>% of reluctant readers are reading (look at reading records for evidence) Children will be reading a wider variety of books.</p> <p>% of children on track from starting points in reading shows overall good progress or better. Evidence that LPA children are narrowing the gap.</p>	
<p>4)RWI training will have been delivered tailored to the school's needs. Staff will be using this consistently, evidenced through lesson drop-in's.</p>		<p>There will be fidelity in the delivery of RWI across both schools. Evidenced through lesson drop-in's.</p>		<p>There will be fidelity in the delivery of RWI across both schools. Evidenced through lesson drop-in's.</p>	
<p>4)Staff to begin to explore possible links between RWI lessons and enhanced provision.</p>		<p>Evidence of teaching or reading/phonics in enhanced provision in the learning environment.</p>		<p>Children are naturally identifying and using phonics in their talk.</p>	
<p>4)Assessment will have informed future groupings for RWI. Pupils are being targeted at the correct levels. RWI lead</p>		<p>Target children will be making progress.</p>			

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will have met TA's to discuss target children.				
5)We will have collated research evidence for the best ways to teach and assess reading.		Best practice in the teaching of reading will start to take place in classes.		Staff are beginning to use a common assessment approach to assessing reading, incorporating FROG.

Priority 1 actions & implementation	When	Who	Resources /cost	Monitoring (what/when/who)	Evaluation (what/when/who)
1)Staff meeting with Ta's and Teachers to explore what tier 2 vocabulary is and identify key words for each year group.	September/ October	Whole staff		Nov- learning walk by RW to look at classroom, talk to pupils, observe talk in the classroom	
2)Staff meeting on talk for writing	September	Teachers led by JR		Nov- learning walk/lesson obs.	
2)Pupil interviews to explore the impact talk for writing is having on pupils.	January	RW			
2)Book scrutiny to look at the impact of talk for writing on writing-evidence of sentence structure.	May	RW			
3) Twilight to audit and reorganise KS2 books (WCT) Implement silent reading sessions and reading surgery approach All staff to discuss reading level and next steps with parents at parents evening. 3)Staff meeting to explore reluctant readers and identify key children in each year group. Book displays in classrooms.	September October	All staff	Money for new books throughout the year to raise profile of reading	Learning walk to look at book displays. Pupil interviews later in year to explore attitudes to reading.	

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4)Redo RWI training- staff to be using this consistently.	September	Matthew Dodsworth?		RW- Oct/Dec lesson drop-ins	
4)Enhanced provision for phonics-links between RWI lesson and the real world.	September	EYFS teachers and RWI lead	Supply for release	Sept- group discussion SR/NM/RW Jan-lesson observation/learning walks SR/NM/RW April-Lesson observation/learning walks SR/NM/RW	
4)RWI leads at both schools will use RWI assessments made at the six checkpoints during the year to inform decisions about groupings and targeted support.	Oct, Dec, Feb, April, May,	RWI leads- NM, RW			Feb-to look at targeted children and their progress
5)Middle leaders to research current best practice for the teaching of reading, looking at whole class and guided reading groups.	Autumn term	JR RW	Supply for release		Dec- evaluate research and identify next staff to share with whole staff
5)Staff meeting to share best ways to teach and assess reading.	Jan	RW JR		Lesson observations of guided reading (March/April)	Evaluate with whole staff-April
5)Senior leadership to meet and identify a common assessment approach and disseminate to staff.	May	RW JR NM AS			

Improvement area

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Priority 2	To develop a curriculum which meets the needs of our children.
Barriers to learning	There has been a lack of staff continuity and a change in class structures. We are aware there is a lack of balance and progression within foundation subjects. Foundation subjects are delivered by a wide range of staff, including PPA cover, with varying degrees of subject knowledge. The use and understanding of FROG for assessment is inconsistent.
Intended impact	A broad, balanced framework which shows clear progression in skills and knowledge is in place. A curriculum that fosters outward looking global citizens, curiosity and critical thinking. There is high quality, day-to-day continuous provision in EYFS. An assessment system, used consistently throughout the school, is in place to inform planning. High quality maths problem solving/reasoning in all classes.

Milestones					
Short term	RAG	Medium term	RAG	Long term	RAG
Teachers know the geography and science skills and knowledge for their units and how they fit into the whole school progression.		There will be some evidence of progression in geography/science skills and knowledge. Teachers know the history, art, DT, music skills and knowledge for their units and how they fit into the whole school progression.		A whole school curriculum framework will be in place, with clear progression of skills and knowledge within subjects. Some links between subjects will have been made. Staff can confidently talk about how the skills and knowledge for all non core subjects fit into the whole school framework.	
Some children can talk about their place in the world.		Staff know a range of ways to foster curiosity and critical thinking.		Opportunities for curiosity, critical thinking and global citizenship has been planned into the curriculum.	
Supported independent learning is taking place through the home corner and role		Children are learning from high quality, day to day continuous provision in EYFS.			

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play in EYFS				
There is problem solving/reasoning in all classes.		Teachers are aware of strategies to support children who find problem solving difficult.		
In maths and writing all staff to be identifying key objectives to be taught in light of pre-learning assessments.		Pre-learning assessment, learning, post-learning assessment cycle to be working in all classes.		

Priority 2 actions & implementation	When	Who	Resources /cost	Monitoring (what/when/who)	Evaluation (what/when/who)
1. Staff meetings to identify geography/science skill and knowledge.	Sept	All staff		JR to collate Discussion with staff about understanding of progression. Book scrutiny / pupil interviews to monitor progression in skills / knowledge - Feb	
2. Each class to have knowledge organisers for geography and science.	Aut term	All staff		JR to collate and look at progression in line with identified skills / knowledge progression.	
3. Mobilise training on Knowledge organisers to be attended and information to be shared with staff.	Nov	J Reid	Supply for release		
4. Staff meeting to identify history, art, DT, music skills and knowledge.	Feb	All staff		JR to collate Discussion with staff about	

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				understanding of progression. (Book scrutiny / pupil / staff interviews to see progression - May)	
5. Staff meeting to identify PE, ICT, MFL, RE skills and knowledge.	May	All staff		JR to collate Discussion with staff about understanding of progression.	
6. Staff meeting to brainstorm ideas to help children 'know their place within the world' and agreed to actions each class will take.	Oct	All staff		Staff discussion about questions on display / actions they have taken and the impact it has had - March	
7. Part of a staff meeting to review strategies for 'global awareness'.	Jan	All staff			
8. INSET for staff on curiosity and critical thinking.	Jan/Feb	All staff	Cost for experts	Teacher questionnaire to review/ learning walk to look at questions on display – Apr	
9. Key questions to foster curiosity / critical thinking will be put onto knowledge organisers.	Feb/Mar	All staff			
10. Staff will have acted upon ABC training.	Sep-Nov	NM/SR		Discussion with EYFS staff / pupils – Mar	
11. EYFS staff to meet and share ideas about continuous provision.	Sep-Nov	NM/SR			
12. Book scrutiny to show problem solving taking place in all classes.	Nov	JR/RW		Book scrutiny outcomes shared with staff.	
13. Staff training on ways to support children who find problem solving/reasoning difficult.	Feb	All staff	Cost of experts	Discussion with staff	
14. SLT to look at match between assessment and planned learning	Oct / Dec / Feb	JR/RW	Release time	Scrutiny of book / highlighted assessment sheets	Evaluate if staff CPD needed.

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Improvement area	
Priority 3	<p>To improve the children's emotional health and well-being in school.</p> <p>Context – There are a number of children that are not coming into school ready to learn. This is having an impact on the children's behaviour and it is setting the tone for the school day. Barriers to learning are children are not always properly equipped for their day and are not emotionally resilient to cope with this and it can affect attendance. Children often lack in independence. There is a lack of aspirations both for themselves and from home. Children also lack self-motivation. There is no robust PSHE curriculum to support the children's emotional health and well-being.</p>
Intended impact	<p>1) Vulnerable children are ready to learn.</p> <p>2) Children will show self-motivation and show greater resilience to tasks and be able to emotionally express themselves about what they have achieved and their future aspirations.</p> <p>3) A clear PSHE using SEAL is implemented to support children's emotional health and well-being that will enable them to express themselves.</p>

Milestones					
Short term	RAG	Medium term	RAG	Long term	RAG
All children are having PSHE lessons.		PSHE leaders are aware of the new curriculum and beginning to create a PSHE program.		A clear PSHE program to support children's emotional health and well-being that will enable them to express themselves.	
Children are able to talk about their achievements, next steps and hopes for the future.		More children show resilience when engaging in problem solving activities.		More self-motivated children showing resilience particularly targeted children.	
Targeted children will be able to identify how they feel in the morning.		Increase in positivity for targeted children towards school.		Vulnerable children are learning.	

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Priority 3 actions & implementation	When	Who	Resources /cost	Monitoring (what/when/who)	Evaluation (what/when/who)
3.1 - PSHE lead to access training materials and signpost staff to the teaching sequences and materials to deliver good or better PSHE lessons. (and later in the year 2020 curriculum)	Sept/ Feb/ May	NM, SR	Cost of release	Staff to implement PSHE lessons.	
3.2 - Staff to implement PSHE lessons	Oct	NM, SR		See timetables and lesson drop-ins.	
3.3 – Staff meeting to identify key themes, where gaps are and where training is needed.	Jan	NM, SR – training All staff – gap analysis		Collate gap analysis and look into training.	Andrew to look at the new PSHE framework devised from gap analysis.
3.4 – Book training for RSE and the new 2020 curriculum in light of gap analysis.	April	All staff	Training costs and supply costs.	Attendees of training to feedback in staff meeting.	
3.5 –Identify the children who lack resilience.	Sept	All staff		Staff discussion on children’s resilience – Feb/May	
3.6 – Staff meeting to discuss strategies e.g. use of assembly, parent engagement and important vocabulary used by staff, careers day, for raising self-esteem and promoting children’s achievements.	Sept/Feb	All staff		Staff meeting minutes of decisions made.	
3.7 – James Nottingham’s strategy of ‘The Pit’ to be introduced to staff in connection with more problem solving activities.	Jan	All staff		Book scrutiny, learning walk, pupil interviews	SLT – analyse the results of the monitoring in connection with

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					the identified children.
3.8 – identify key vulnerable children who are not ready to learn and the associated barriers.	Sept	All staff		Staff meeting	Highlight key group on Frog and monitor their progress across the year. (Sept, Feb, May)
3.9 – Decide on strategies / actions to be put into place for vulnerable children. (e.g. uniform, feelings chart, attendance monitoring)	Sept	All staff		Monitor children's change in feelings/attitude by discussion with staff (Feb / May)	