

SCHOOL DEVELOPMENT PLAN 2015-2019

CORE VALUES STATEMENT

Following various development meetings within the school community we decided on two key drivers for improvement, namely; "Know Every Child" and "Universal High Expectations".

In September 2014, the phrase "In Pursuit of Excellence" became the core guiding principle that we use to guide all our work to deliver on the two key drivers.

In order to become excellent and sustain it over time, we need to deliver on the following outcomes:

- 1. Fully subscribed September entry for Reception & Nursery Places
- 2. EYFS children to achieve a Good Level of Development in line with or above national expectations
- 3. Year 1 to Year 6 90%+ at or above Age Related Expectation (NRSS 96+) with a significant proportion at or above NRSS of 115+ (Gifted & Talented) in Reading & Maths. We also expect 90%+ to be at least 'Secure' in Writing & GPS (Grammar, Punctuation & Spelling)
- 4. Remove the Tail of Underachievement Less than 10% of whole school population below Age Related Expectation
- 5. To become 'probably the best school in the world' by providing an enriched and absorbing learning experience with world class facilities, resources and staff.

	SCHOOL DEVELOPMENT PLAN		
	Issues for Improvement	Key Staff	Key Governors
1. OUTCOMES FOR PUPILS	Raise standards in Reading to ensure all groups are in the top 25% of schools nationally	SLT & SMT	, , , , , , , , , , , , , , , , , , , ,
	B. To take steps to ensure that all pupils make rapid and sustained improvement, particularly: a. Children eligible for Pupil Premium in Reading b. Girls in Mathematics (Linked to Ofsted AP3)	All staff AG TF	
	C. Improve provision for pupils working below age related (BAR) expectations at the end of Y3 and Y5 so that they make better than expected progress by the end of KS2	AG, DW MT, HP	
	D. Ensure more able pupils are challenged in all lessons and that they take greater responsibility for their own learning (Ofsted AP2)	TF All staff	
	E. Increase the percentage of children leaving FS1 and entering FS2 emerging 40-60 months in Communication and language, literacy and mathematics	KC Senior FS1 Teacher	
2. QUALITY OF TEACHING, LEARNING AND ASSESSMENT	A. Ensure the quality of teaching continues to improve from Good to Outstanding (Ofsted AP1)	SLT & SMT	
	B. Raise standards of attainment and progress in Writing (Ofsted AP3)C. Raise Standards of attainment and progress in Science		

		SCHOOL DEVELOPMENT PLAN 2016-2019		
		Issues for Improvement	Key Staff	Key Governors
3.	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	A. Meet all requirements of 'Keeping Children Safe in Education' document update.	AG	
		B. Strengthen Pupil Voice	SLT , AG, JB	
	A. Meet all requirements of 'Keeping Children Safe in Education' document update. B. Strengthen Pupil Voice C. Ensure school Behaviour Policy is well established and embedded in school practice. D. Continue to raise awareness of E-safety with all children and stakeholders. E. Ensure delivery of SMSC & British 'Values' to a high standard All Staff , AG JN A. Review planning in FS1 B. Introduce Target Tracker to look at progress in all areas and use in planning C. Transition arrangements for staffing changes in FS1 KC	SLT ,SMT, JB		
			All Staff	
		E. Ensure delivery of SMSC & British 'Values' to a high standard	All Staff , AG JN	
4.	4. EARLY YEARS PROVISION A. Review planning in FS1 KC			
			КС	
		C. Transition arrangements for staffing changes in FS1	КС	
		D. Review or introduce teaching and delivery of Phonics in FS1	MN	
		E. Review and adapt reading provision in FS2	to a high standard All Staff KC ess in all areas and use in KC ges in FS1 KC MN	
		F. Increase parental involvement in their children's learning	КС	

	SCHOOL DEVELOPMENT PLAN 2016-2019				
	Issues for Improvement	Key Staff	Key Governors		
5. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	A. Introduce new assessment system to replace levels B. Develop plans for school expansion site and plan for bulge classes on site in the interim C. Review Performance Management arrangements D. Deliver on pupil outcomes and attainment	RS, TF RS SLT SLT	Key Governors		
	E. Reduce expenditure and review of financial management F. Seek funding sources to address the needs of families who have nil recourse to public funds	RS Governors			

OUTCOMES FOR PUPILS					
Moving away from	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost
	 Embed Accelerated Reader in all year groups from Y2-6 Ensure all children regularly and consistently select books from their ZPD range Look at practice at Redriff Primary with a specific focus on AR 	children in all year groups to achieve a PR of 75 or above	RS Class teachers Toni Ford	Autumn 2016 Spring 2017	
	Deliver INSET for all staff (class teachers, NQTs, new staff and Teaching Assistants) with a focus on: • Early Reading Skills • Inference training • Comprehension • Guided reading		Alison Rose Eileen Pike Mark Nawrot Toni Ford	Summer & Autumn 2016	
	Continue to raise the profile of reading through rewards and resources linked to books		Richard Summer Slade 2017		
	Train Reading Volunteers to support reading in school for identified individuals/groups		Alison Rose Sandra Beckley	Summer	
	Plumcroft to join a Dyslexia Screening Pilot project to help early identification of children's needs for referral		Hetal Patel		
	Plan, carry out, monitor, adapt specific actions/interventions to raise attainment of children below age related expectations in reading e.g.: • Ensure regular timetabling of teaching of reading from EYFS to KS1 and KS2 • Identify 'On Watch' children and target for a 6 week block of		Class teachers Toni Ford Phase leaders		
	 intervention with Reading Volunteer Release teachers to lead small group booster sessions Implement Inference Training intervention and resources Continue to deliver high quality Reading Recovery, FFT and GROW interventions Ensure all Dyslexic children have 1:1 programmes in place and are supported regularly 		TAs Specialist teachers	Ongoing	

OUTCOMES FOR PUPILS					
Moving away from	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost
diminishing difference between children eligible for the Pupil Premium	Appoint PP Champion to lead and coordinate provision for pupils eligible for the Pupil Premium	children eligible for the Pupil Premium making rapid and	Annette Graney	Autumn 2016	
and non-Pupil Premium pupils in Reading	 Ensure all staff know who the pupil premium children are in their classes and sets and are focused regularly on their needs: Produce focus children lists for all classes Ensure PP children are identified on tracking spreadsheets Hold termly pupil progress meetings in phases, ensuring the progress of PP children is discussed-establish next steps Take steps to ensure TAs are well-informed and focus on PP children Evaluate the needs of PP children AS INDIVIDUALS 	sustained improvement that matches or exceeds that of their peers in Reading	Phase leaders Class teachers SLT	Termly	rmly agoing tumn 16
	Plan, carry out, monitor, adapt specific actions/interventions to raise attainment of PP children in reading e.g.: Quality first teaching developments Release teachers to lead small group booster sessions Block of TA led interventions Be aware of and encourage participation of PP children PP Champion to hold lunchtime reading club targeted at specific PP children After school reading club for PP children and families Plan reading projects and exhibition to raise profile and stimulate interest		Toni Ford Phase leaders Annette Graney Sophie Nicols	Ongoing Autumn 2016 Spring 2017	
	 Monitoring: Use assessment data to monitor progress of PP children Hold PP progress meetings half termly Report to SLT termly re progress 		SLT	Termly	
	 Publish information on the school's website re PP: Funding available and planned use 2016-2017 Outline of usage of and impact of PP in 2015-2016 		Annette Graney	Summer 2017	

OUTCOMES FOR PUPILS					
Moving away from	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost
Moving away froma difference between attainment of girls and boys in mathematics	Contact the National Centre for Excellence in the Teaching of Mathematics for any advice or support for teaching maths to girls Plan, carry out and monitor the progress of girls' maths to ensure raised attainment by: Tracking girls closely every term Highlight who are the underperforming girls within the phase Target specific group for teaching in Y6 Focus group for HLTA or release for class teacher Monitoring of girls books Drop-in observations and learning walks to monitor percentage of questions answered by girls Questionnaire to find out what girls like/do not like/find hard in maths	Moving towardsincreased progress of girls in mathematics across the school to match attainment to that of boys	Richard Slade SLT & SMT Class teachers SLT Toni Ford Phase leaders/Class teachers	Timescale Spring 2017 Termly Autumn 2016 Termly Ongoing Autumn 2016	Cost
	 Following outcome of questionnaires, target the girls who do not think they are good at maths and offer maths lunchtime project club Plan and deliver Y6 calculation booster Calculation drop ins to ensure consistency of adult modelling Start using accelerated maths throughout KS2 Provide girls/women as excellent role models in maths by: Introducing a peer mentoring programme for Y6 girls to support where gap in girls/boys attainment in maths is widest Invite women in to talk about their jobs which are heavily dependent on maths Forge links with Plumstead Manor and invite girls to come in and talk about their maths experience through KS1, KS2 and KS3 Use Achievement assembly to raise profile of maths by awarding certificates to girls for progress in maths 		Toni Ford Phase leaders	Autumn 2016	

QUALITY OF TEACHING, LEARNING AND ASSESSMENT					
Moving away from	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost
teachers graded as 'Requires improvement' in ANY of the 6 graded areas in observations in 2015-2016	Ensure the quality of teaching continues to improve from Good to Outstanding (Ofsted AP1) Assistant Headteacher for Teaching & Learning to monitor through formal and informal observations and support through modelling, coaching and feedback with a particular focus on Reading, Writing and Number/Calculations:	100% of lessons being graded as 'Good' or better in ALL 6 areas. With an increasing proportion of outstanding grades.	Toni Ford Class teachers	2016 – 2018	
in observations in	 Create a timeline for drop-ins with specified focus Feedback to identify 2 steps for improvement Half termly book looks and planning scrutinies at phase-level to ensure consistency in standards. Analysis of areas graded as RI from academic year 2015-16 Plan into staff CPD inset timetable any areas that need development or sharing of good practice 		Toni Ford Phase Leaders	Autumn term 2016 Half-termly 2016-2017	
	 Phase Leaders to: Carry out observations of all new staff Model and share good practice with new staff Offer new teacher opportunities to plan together and team teach 		Toni Ford and Phase Leaders	Autumn term 2016 Ongoing	
	 Monitoring to involve the triangulation of data, including: Lesson observations show that all teaching and learning is judged to be Good or Better in all 6 areas Planning and Books reveal that children are making good or better progress in Reading, Writing and Maths Progress Meetings and data analysis confirms children are making accelerated progress and are performing in line with or above national expectations Quality of teaching and learning audit completed and available to staff for Performance Management. 		Toni Ford	Spring & Summer 2017	

QUALITY OF TEACHING, LEARNING AND ASSESSMENT					
Moving away from	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost
28% children at expected standard in Y2 writing	Raise standards of attainment and progress in Writing (Ofsted AP3) Teacher focus: to have a clear understanding of last year's results and in which areas the children did not meet required standards:	standards in writing at the end of KS1 are in line with or above national expectations	TF & DE All class teachers	2017	
	 Phase Leaders to be fully aware of needs analysis and create an action plan to address gaps in children's learning. Share with class teachers in Phase group Deliver Booster lessons in handwriting and spelling Extra focus in class planning on suffixes Provide additional writing opportunities for children to meet expected standards Inset on feedback marking to give more independent writing opportunities to meet expected standards. 			Autumn 2016 Ongoing	
	 Monitoring: New tracking system in place and all staff aware Tracking of children's progress in writing half termly Termly Writing moderation Inset Formal observations. 				
70 % children at expected standard in Y6 writing	Raise the profile of writing across the school by: Planning a whole school writing project, culminating in an exhibition Inset based on improving extended writing in topic/science with focus on consistent expectation in Literacy skills across all subjects.	standards in writing at the end of KS2 are in line with or above national expectations	TF & DW	2018 Spring 2017	
	 Phase Leaders to: Create groups of 'Learning 3's' to share best practice through the use of CPD videos with a focus on Writing Use CPD videos to reflect on own practice with a focus on teaching extended writing. Set own targets to enhance teaching Ensure extended writing opportunities are given at least once a 			Autumn 2016	

Moving away from	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost
	 week Children respond to marking weekly Introduce new tracking system for writing AHT for Teaching and Learning to: Carry out formal observations of teaching writing following CPD 			Spring 2017	
	video analysis Monitoring: • Formal observations • Termly planning and book scrutinies with a focus on Writing • Writing samples collated as exemplars across all year groups • New tracking system.in place			Spring & Summer 2017	

Evaluation:

PERSONAL DEVELOPMENT, BEHAVIOUR AND WE					
Moving away from	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost
Keeping children safe in education 2014 recommendations	 Meet all requirements of "Keeping children safe in education" document Safeguarding policy updated to reflect new legislation Governing body to approve safeguarding policy and practice Deliver INSET to all staff with specific reference to 2016 update Ensure safer recruitment procedures in place 	Addressing all areas of Keeping children safe in education 2016	AG	Jan 2017	
	 Support pupils well-being and safety Maintain close links with outside agencies: Children's Safeguarding and Social Care, Child and Adult Mental Health Service, Attendance Advisory Service, Special Needs Department Continue to implement procedures for identifying and reporting cases, or suspected cases, of abuse. Respond to "purple concerns forms" promptly liaising with the referrer to ensure clarity. Complete sexual orientation survey with Years 4, 5 & 6—Complete, analyse and action any problematic areas Continue to raise awareness of child protection issues and equip children with the skills needed to keep them safe through Assemblies PHSE Circle Time Assemblies 		AG AG AG and BH AG and MT AG, TF, Teachers	Ongoing	

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE					
Moving away from	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost
Narrower experiences which limit expectations	Develop well-being throughout the school in a variety of ways to meet the needs of all pupils: • Updated curriculum to reflect the cultural backgrounds of our children	Broaden children's aspirations. Artsmark Platinum award during 2017.	SN , teachers	Ongoing	
	Provide creative opportunities throughout the curriculum to enable all children to enable all children workshops with inspiring artists Fund 'Winter Wonderland' and 'Spirit of Summer' as an enrichment community event Allow playgrounds to be an accessible and welcoming space for parents/carers and children to socialise Regularly take part in local community events Train and maintain a bank of 'Reading Volunteers' from the local community Free 'Saturday club' visits for the children and their families Strengthen Pupil Voice Appoint teacher responsible for pupil voice Elect pupil voice representatives from each class Pupil's organise and arrange events within the school Power experiences Mactions, Success Criteria and Monitoring Develop well-being throughout the school in a variety of ways to meet the need the meet the needs of all pupils: asperded throughout the school in a variety of ways to meet the need that a variety of ways to meet the need that a variety of ways to meet the need that arriety of ways to meet the needs of all pupils: asperded throughout the school in a variety of ways to meet the needs of all pupils of ways to meet the need that arriety of ways to meet the needs of all pupils: asperded throughout the school in a variety of ways to meet the needs that arriety of ways to meet the needs of all pupils: asperded throughout the school in a variety of ways to meet the needs of all pupils of our children asperated the cultural backgrounds of our children asperated the cultural backgro	50% reduction in playground incidents	SN		
		To high levels of motivation and engagement.	AG SN SN PCA RS		
	 Allow playgrounds to be an accessible and welcoming space for parents/carers and children to socialise Regularly take part in local community events Train and maintain a bank of 'Reading Volunteers' from the local 	celebrate our school community	Alison Rose		
Parents feeling unable to access wider community resources	Strengthen Pupil Voice • Appoint teacher responsible for pupil voice • Elect pupil voice representatives from each class	Access and introduction to areas that may have seemed unreachable previously. Enrichment for whole family.	JB AG	Autumn 2016	
	Consult with pupils through the use of 'Pupil Perception'	25% reduction in	AG		

loving away from	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost
IOVING away ITOIII	Ensure behaviour policy is embedded and effective Revisit with all staff and children Hold assembly with KS2 to share key principles Monitor and analyse behaviour log, addressing commonalties with key actions Communicate schools behaviour systems and procedures to parents Link rewards to Plumcroft 'Qualities' and in line with the policy Understand and demonstrate Plumcroft 'Qualities' in their behaviour and continue to raise awareness of British 'Values' through: SMSC Assemblies Circle time Whole School Projects Displays Continue to raise E-safety awareness with children and all stakeholders Distribute E-Safety leaflet to all children E safety assemblies Hold Parent /carer information session Safe use of school internet monitored Block some sites and monitor to ensure effectiveness	Parents and children being more aware of how to keep safe on line	AG AG AG staff SN ,JB Teachers JN AG AG	Ongoing Ongoing Autumn 2016	Cost

	EARLY YEARS PROVISION					
Moving away from	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost	
children in FS1 making expected progress	To use 2Simple and Target Tracker to analyse gaps to inform planning and intervention to help raise attainment at individual levels Review and change planning in the FS1 EYFS PL to attend planning meetings weekly EYFS PL to meet with Senior FS1 teacher to review planning formats and structure of Nursery sessions (Who, When, Why What?) PL to carry out planning scrutinies termly and plan regular drop ins Change timetable to ensure that learning is taking place throughout the session by amending FS1 start and finish times Plan focused tasks for target groups to work on next steps Have daily Phase 1 phonics groups- extending in the summer term to Phase 2 phonics (once children can orally segment and blend) Set up language groups to address difficulties Enhance reading and writing opportunities around the FS1 environment Sustain and increase the percentage of children in FS2 who make 'rapid progress' to 80% in Communication, Language and Literacy, Reading and Maths	35% of children making rapid or accelerated progress in Communication, Language and Literacy and Maths	KC Senior FS1 teacher EYPS KC KC MN KC, FS2 staff	Autumn 2016 Summer 2017 Autumn 2016	Non-contact for Phase Leader, Senior Nursery teacher and Reading Co- ordinator HLTA- 2 mornings per week	
	 Class teachers to carry out needs analysis every half term Audit the need of current cohort in terms of the 17 areas of learning Within Phase identify target groups in danger of NOT achieving EXPECTED level at the end of the year Plan interventions and teaching to address gaps in learning Ensure additional support addresses skills in segmenting and blending, handwriting, scissors skills and number Increase time spent on teaching reading with more opportunities planned for hearing children read more regularly Target more able children through teaching and intervention 		Termly	Intervention TA- 4 mornings per week 45 minutes of co-ordinators time weekly		

Moving away from children entering reception on track (emerging 40-60) from just making 'expected progress' to 'accelerated progress', particularly in reading Actions, Success Criteria and Monitoring To increase the percentage of children at the end of FS2 to be secure Phase 3 phonics readers (reading Red level texts) for children developing accelerated progress particularly in Reading being secure Phase 3 phonics readers Introduce flexible format for guided reading based on children's needs and next steps Every phonics lesson to begin with tricky word focus	Phase Leader and MN, KC	Timescale	Cost Intervention TA- 4 mornings per week
reception on track (emerging 40-60) from just making 'expected progress' to 'accelerated progress', particularly in reading Phase 3 phonics readers (reading Red level texts) for children developing 40-60 months exceeding in Reading • Introduce flexible format for guided reading based on children's needs and next steps • Every phonics lesson to begin with tricky word focus accelerated progress particularly in Reading being secure Phase 3 phonics readers	Leader and		TA- 4 mornings per
 Phonics Friday- Friday's adult focus dedicated to differentiated phonics tasks Reading Co-ordinator to carry out segmenting and blending intervention 45 minutes weekly with selected group Target children working beyond Phase 2 in Autumn 2 Introduce 'Phonics Friday' with differentiated tasks Increased opportunities for 1:1 reading weekly extending to guided reading when children reading at red level book banded texts Bug club book allocations Increase in reading and phonics based home packs Target Volunteer readers to more able children in FS2 	FS2 staff MN KC FS2 KC AR		45 minutes of co- ordinators time weekly

Evaluation:

LEADERSHIP AND MANAGEMENT					
Objectives	Actions, Success Criteria and Monitoring	Moving towards	Lead	Timescale	Cost
The pursuit of excellence to successfully drive the highest levels of achievement, attainment and personal development for all pupils over a sustained period of time.	 Development of Middle Leaders to support, challenge and hold to account as appropriate within their job descriptions. All Subject Leaders to have a clear understanding of their role and their contribution and impact in their subject based on pupils outcomes. Senior Leadership support and challenge to ensure quality of teaching is never less than good. Implement, review and improve assessment systems to ensure detailed data is available in a timely and purposeful way. Reading & Maths to be assessed using STAR Assessments and Writing to be assessed using Key Performance Indicators (KPI's) with the Target Tracker system. 	All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified, at an early stage of their careers and new top post	Richard Slade Phase Leaders		
To ensure Performance Management for all staff is effective in providing suitable support and challenge and linked to pay policy.	 All staff provided with a Performance Management Reviewer. Appraisal and Capability Policy shared with all staff. Pay Policy shared with all staff. Teaching Standards and Career expectations shared with all staff. Yearly cycle for Performance Management embedded throughout school. 	Direct linkage between performance and pay with clear evidence trail and embedded CPD	Richard Slade Phase Leaders		
To ensure any new members of Teaching Staff are supported and meet expectations.	 All NQT's assigned an NQT mentor. NQT's to receive quality CPD for identified needs. Weekly drop in by NQT mentors to NQT's. NQT's to complete termly Induction Assessments facilitated by NQT Mentors. Weekly Phase and Planning meetings to support all new staff. 	All NQT's and new staff demonstrate effective and planned development over time			
Prepare school for expansion to 5-forms of entry across two campus sites in 2017	 Ensure school and wider community is aware and supportive of expansion plans SMT & Governors to ensure continuity of ethos and expectations across both campus sites Staffing strategy developed to ensure existing staff choose to 	New school campus successfully opens and is of the highest quality.	Richard Slade		

	 transfer to new campus to embed Plumcroft ethos and values Work with LA Project Management Team and Architects to deliver an outstanding school campus Ensure the finding profile is fit for purpose and meets need Develop Communication strategy to keep the local community informed about developments during construction phase 		Phase Leaders Governors	
Ensure that the school produces a surplus budget for 2017/18	 Identify areas where cost savings can be made with minimal impact upon pupil experience and outcomes Ensure tight cost-control systems are in place to prevent cost-centre overspend Re-allocate the 'Cross-Curriculum' cost centre to individual phase leadership cost-centres Review all cost-centres on a monthly basis 	A surplus budget is delivered by the end of the financial year 2017/18	Richard Slade Phase Leaders Governors	
Prepare a 3yr financial plan to deliver 4% to 5% annual cost savings from 2018/19 to 2020/21 to meet expected reductions caused by proposed new National Funding Formula – This represents a reduction in funding of between £480,000 and £600,000 over the identified 3 year period	 Review all areas of current expenditure to identify where further cost reductions could be achieved. Review all staffing structures and contracts to determine where further reductions or restructuring could achieve the high level of cuts that will be required. Headteacher to work with other schools both locally and nationally to influence policy makers to change the proposed new National Funding Formula so that there are no cuts to our school budget over time 	A 3yr financial plan in place prior to the end of 2017/18 financial year. Policy Makers amend new National Funding Formula so there are no cuts to school budget from 2018/19 onwards	Richard Slade Phase Leaders Governors	

Evaluation: