



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 2016-2019			
	Issues for Improvement	Key Staff	Key Governors
1. OUTCOMES FOR PUPILS	<p>A. Raise standards in Reading to ensure all groups are in the top 25% of schools nationally</p> <p>B. To take steps to ensure that all pupils make rapid and sustained improvement, particularly:</p> <ul style="list-style-type: none"> a. Children eligible for Pupil Premium in Reading b. Girls in Mathematics (Linked to Ofsted AP3) <p>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</p> <p>D. Ensure more able pupils are challenged in all lessons and that they take greater responsibility for their own learning (Ofsted AP2)</p> <p>E. Increase the percentage of children leaving FS1 and entering FS2 emerging 40-60 months in Communication and language, literacy and mathematics</p>	<p>SLT & SMT</p> <p>All staff AG TF</p> <p>AG, DW MT, HP</p> <p>TF All staff</p> <p>KC Senior FS1 Teacher</p>	
2. QUALITY OF TEACHING, LEARNING AND ASSESSMENT	<p>A. Ensure the quality of teaching continues to improve from Good to Outstanding (Ofsted AP1)</p> <p>B. Raise standards of attainment and progress in Writing (Ofsted AP3)</p> <p>C. Raise Standards of attainment and progress in Science</p>	<p>SLT & SMT</p>	

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	Issues for Improvement	Key Staff	Key Governors
3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> AG SLT , AG, JB SLT ,SMT, JB All Staff All Staff , AG JN 	
4. EARLY YEARS PROVISION	<ul style="list-style-type: none"> 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 D. Review or introduce teaching and delivery of Phonics in FS1 E. Review and adapt reading provision in FS2 F. Increase parental involvement in their children's learning 	<ul style="list-style-type: none"> KC KC KC MN KC KC 	

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	Issues for Improvement	Key Staff	Key Governors
5. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> RS, TF RS SLT SLT RS Governors 	

OUTCOMES FOR PUPILS

Moving away from...	Actions, Success Criteria and Monitoring	Moving towards...	Lead	Timescale	Cost
<p>...PR of 69 or less in Reading for each year group</p>	<p>Embed Accelerated Reader in all year groups from Y2-6</p> <ul style="list-style-type: none"> • Ensure all children regularly and consistently select books from their ZPD range • Look at practice at Redriff Primary with a specific focus on AR <p>Deliver INSET for all staff (class teachers, NQTs, new staff and Teaching Assistants) with a focus on:</p> <ul style="list-style-type: none"> • Early Reading Skills • Inference training • Comprehension • Guided reading <p>Continue to raise the profile of reading through rewards and resources linked to books</p> <p>Train Reading Volunteers to support reading in school for identified individuals/groups</p> <p>Plumcroft to join a Dyslexia Screening Pilot project to help early identification of children’s needs for referral</p> <p>Plan, carry out, monitor, adapt specific actions/interventions to raise attainment of children below age related expectations in reading e.g.:</p> <ul style="list-style-type: none"> • 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 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 	<p>...children in all year groups to achieve a PR of 75 or above</p>	<p>RS Class teachers Toni Ford</p> <p>Alison Rose Eileen Pike Mark Nawrot Toni Ford</p> <p>Richard Slade</p> <p>Alison Rose Sandra Beckley</p> <p>Hetal Patel</p> <p>Class teachers Toni Ford Phase leaders</p> <p>TAs Specialist teachers</p>	<p>Autumn 2016</p> <p>Spring 2017</p> <p>Summer & Autumn 2016</p> <p>Summer 2017</p> <p>Autumn 2016</p> <p>Autumn 2016</p> <p>Termly 2016-2017</p> <p>Ongoing</p>	

OUTCOMES FOR PUPILS

Moving away from...	Actions, Success Criteria and Monitoring	Moving towards...	Lead	Timescale	Cost
<p>...diminishing difference between children eligible for the Pupil Premium and non-Pupil Premium pupils in Reading</p>	<p>Appoint PP Champion to lead and coordinate provision for pupils eligible for the Pupil Premium</p> <p>Ensure all staff know who the pupil premium children are in their classes and sets and are focused regularly on their needs:</p> <ul style="list-style-type: none"> • 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 <p>Plan, carry out, monitor, adapt specific actions/interventions to raise attainment of PP children in reading e.g.:</p> <ul style="list-style-type: none"> • 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 <p>Monitoring:</p> <ul style="list-style-type: none"> • Use assessment data to monitor progress of PP children • Hold PP progress meetings half termly • Report to SLT termly re progress <p>Publish information on the school's website re PP:</p> <ul style="list-style-type: none"> • Funding available and planned use 2016-2017 • Outline of usage of and impact of PP in 2015-2016 	<p>...children eligible for the Pupil Premium making rapid and sustained improvement that matches or exceeds that of their peers in Reading</p>	<p>Annette Graney</p> <p>Phase leaders Class teachers SLT</p> <p>SLT & SMT</p> <p>Toni Ford Phase leaders</p> <p>Annette Graney Sophie Nicols</p> <p>SLT</p> <p>Annette Graney</p>	<p>Autumn 2016</p> <p>Termly</p> <p>Ongoing</p> <p>Autumn 2016 Spring 2017</p> <p>Termly</p> <p>Summer 2017</p>	

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Moving away from...	Actions, Success Criteria and Monitoring	Moving towards...	Lead	Timescale	Cost
<p>...28% children at expected standard in Y2 writing</p>	<p>Raise standards of attainment and progress in Writing (Ofsted AP3)</p> <p>Teacher focus: to have a clear understanding of last year's results and in which areas the children did not meet required standards:</p> <ul style="list-style-type: none"> • 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. <p>Monitoring:</p> <ul style="list-style-type: none"> • New tracking system in place and all staff aware • Tracking of children's progress in writing half termly • Termly Writing moderation Inset • Formal observations. 	<p>...standards in writing at the end of KS1 are in line with or above national expectations</p>	<p>TF & DE All class teachers</p>	<p>2017</p> <p>Autumn 2016</p> <p>Ongoing</p>	
<p>...70 % children at expected standard in Y6 writing</p>	<p>Raise the profile of writing across the school by:</p> <ul style="list-style-type: none"> • 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. <p>Phase Leaders to:</p> <ul style="list-style-type: none"> • 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 	<p>...standards in writing at the end of KS2 are in line with or above national expectations</p>	<p>TF & DW</p>	<p>2018</p> <p>Spring 2017</p> <p>Autumn 2016</p>	

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Moving away from...	Actions, Success Criteria and Monitoring	Moving towards...	Lead	Timescale	Cost
	<ul style="list-style-type: none"> • week • Children respond to marking weekly • Introduce new tracking system for writing <p>AHT for Teaching and Learning to:</p> <ul style="list-style-type: none"> • Carry out formal observations of teaching writing following CPD video analysis <p>Monitoring:</p> <ul style="list-style-type: none"> • 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 			<p>Spring 2017</p> <p>Spring & Summer 2017</p>	

Evaluation:

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Moving away from...	Actions, Success Criteria and Monitoring	Moving towards...	Lead	Timescale	Cost
<p>Narrower experiences which limit expectations</p>	<p>Develop well-being throughout the school in a variety of ways to meet the needs of all pupils:</p> <ul style="list-style-type: none"> • Updated curriculum to reflect the cultural backgrounds of our children. • Rich range of frequent school trips, visitors to school and outside learning to engage all. • Provide creative opportunities throughout the curriculum to enable all children to develop to their full potential. • Maintain a wide range of free after school clubs in both sports and the arts, and maintain our nurturing lunch time clubs • Continue with ‘Playground friends’ • Annual whole school summer project with a week of highly creative 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 	<p>Broaden children’s aspirations.</p> <p>Artsmark Platinum award during 2017.</p> <p>50% reduction in playground incidents</p> <p>To high levels of motivation and engagement.</p> <p>celebrate our school community</p> <p>Access and introduction to areas that may have seemed unreachable previously. Enrichment for whole family.</p>	<p>SN</p> <p>SN , teachers</p> <p>SN</p> <p>AG</p> <p>SN SN</p> <p>PCA RS</p> <p>Alison Rose</p> <p>SN</p>	<p>Ongoing</p>	
<p>Parents feeling unable to access wider community resources</p>	<p>Strengthen Pupil Voice</p> <ul style="list-style-type: none"> • Appoint teacher responsible for pupil voice • Elect pupil voice representatives from each class • Pupils organise and arrange events within the school • Consult with pupils through the use of ‘Pupil Perception’ questionnaires 	<p>25% reduction in</p>	<p>JB</p> <p>AG</p> <p>AG</p>	<p>Autumn 2016</p>	

EARLY YEARS PROVISION

Moving away from...	Actions, Success Criteria and Monitoring	Moving towards...	Lead	Timescale	Cost
<p>...children in FS1 making expected progress</p>	<p>To use 2Simple and Target Tracker to analyse gaps to inform planning and intervention to help raise attainment at individual levels</p> <ul style="list-style-type: none"> • 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 <p>Sustain and increase the percentage of children in FS2 who make ‘rapid progress’ to 80% in Communication, Language and Literacy, Reading and Maths</p> <ul style="list-style-type: none"> • 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 	<p>...35% of children making rapid or accelerated progress in Communication, Language and Literacy and Maths</p>	<p>KC Senior FS1 teacher</p> <p>EYPs KC</p> <p>KC MN</p> <p>KC, FS2 staff</p> <p>FS2 staff</p>	<p>Autumn 2016</p> <p>Summer 2017 Autumn 2016</p> <p>Termly</p>	<p>Non-contact for Phase Leader, Senior Nursery teacher and Reading Co-ordinator</p> <p>HLTA- 2 mornings per week</p> <p>Intervention TA- 4 mornings per week 45 minutes of co-ordinators time weekly</p>

EARLY YEARS PROVISION

Moving away from...	Actions, Success Criteria and Monitoring	Moving towards...	Lead	Timescale	Cost
<p>...children entering reception on track (emerging 40-60) from just making 'expected progress' to 'accelerated progress', particularly in reading</p>	<p>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 40-60 months exceeding in Reading</p> <ul style="list-style-type: none"> • Introduce flexible format for guided reading based on children's needs and next steps • Every phonics lesson to begin with tricky word focus • 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 	<p>Children making accelerated progress particularly in Reading being secure Phase 3 phonics readers</p>	<p>Phase Leader and MN, KC FS2 staff MN KC FS2 KC AR</p>		<p>Intervention TA- 4 mornings per week 45 minutes of co-ordinators time weekly</p>

Evaluation:

LEADERSHIP AND MANAGEMENT

Objectives	Actions, Success Criteria and Monitoring	Moving towards...	Lead	Timescale	Cost
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>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</p>	<p>Richard Slade Phase Leaders</p>		
<p>To ensure Performance Management for all staff is effective in providing suitable support and challenge and linked to pay policy.</p>	<ul style="list-style-type: none"> • 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. 	<p>Direct linkage between performance and pay with clear evidence trail and embedded CPD</p>	<p>Richard Slade Phase Leaders</p>		
<p>To ensure any new members of Teaching Staff are supported and meet expectations.</p>	<ul style="list-style-type: none"> • 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. 	<p>All NQT's and new staff demonstrate effective and planned development over time</p>			
<p>Prepare school for expansion to 5-forms of entry across two campus sites in 2017</p>	<ul style="list-style-type: none"> • 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 	<p>New school campus successfully opens and is of the highest quality.</p>	<p>Richard Slade</p>		

	<p>transfer to new campus to embed Plumcroft ethos and values</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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:					