

Peover Superior Endowed Primary School – School Development Plan 2017-18

The Key Priorities for 2017/2018

To further improve attainment and progress in reading and writing with a particular focus on:-

- Further improving opportunities for children to develop their reading skills, increasing the proportions achieving greater depth
- Continuing to raise attainment and further embedding improvements in teaching and learning of writing by:-
 - Further improving children's application of accurate spelling in their writing, especially for children with short term memory/ visual memory/ dyslexic tendencies
 - Further developing children's knowledge, understanding and application of grammar and punctuation
 - Improving handwriting

Raise attainment through ensuring quality of teaching and learning is increasingly outstanding with a particular focus on:-

- Further supporting the progress of those children not at age related expectations by reviewing and refining our practice within class and in targeted interventions

Implement our new curriculum – with a particular focus on:-

- Enabling pupils to effectively acquire the knowledge and key skills across the curriculum, embedding high quality opportunities to apply their skills, with a focus on writing
- Developing and Embedding the use of ICT across all areas of curriculum, especially the use of assistive technologies
- Developing leadership and management of subject leaders to ensure they are having maximum impact on teaching and learning of their subject
- Embed SMSC within our curriculum, supporting children in being thoughtful, caring and active citizens in school and provides children with a comprehensive understanding of people and communities

Secure outstanding progress and attainment in EYFS with a focus on:-

- Increase the rigour of our approach to raising standards, with a focus on raising attainment of our more able pupils in EYFS
- Further developing opportunities for high quality child initiated learning, especially for writing for boys
- Further improving the outdoor learning environment to ensure it appropriately replicates indoor opportunities for learning to engage all children
- Explore the scope for improved links with pre-school providers to increase proportion of pupils joining school who are school ready

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 - Improving handwriting

Where are we now (summer 2017)...	Success Criteria...
<p>READING</p> <ul style="list-style-type: none"> • 84% of children meeting expected standard on average in Reading across school – year 1 to 6 (48/57 children), 28% at greater depth • KS2 75% expected, 25% above • KS1 100% expected, 66% above <p>WRITING</p> <ul style="list-style-type: none"> • 72% of children meeting expected standard on average in Writing across school (41/57 children), 18% at greater depth • KS2 89% expected, 33% above • KS1 75% at 25% above <p>MATHS</p> <ul style="list-style-type: none"> • 88% of children meeting expected standard on average in Maths across school (50/57 children), 28% at greater depth • KS2 100% expected, 33% above • KS1 75% expected, 25% above <p>KS2 ENGLISH AND MATHS COMBINED</p> <ul style="list-style-type: none"> • Combined KS2 89%, 33% greater depth 	<p>Increased proportion of children in school meet ARE in Reading, Writing, Spelling, phonics and Maths.</p> <p>Progress of different groups of learners matches or is improving towards that of other pupils with the same starting points</p> <p>Proportion of pupils achieving greater depth has significantly risen</p>

Actions...**Writing**

- Further improving children’s application of accurate spelling in in their writing, especially for children with short term memory/ visual memory/ dyslexic tendencies
- Further developing children’s knowledge, understanding and application of grammar and punctuation
- Improving handwriting

Spelling

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
September 2017	To further develop and embed a highly effective approach to the teaching of spelling	<p>Evaluate the current approach used in school to teach spelling - agree consistent approach to the teaching of spelling – to be implemented with immediate effect</p> <p>Consider the children who need targeting for spelling and approach to be taken - including any necessary base lining. Plan, deliver and evaluate impact of interventions.</p> <p>Consider whether a competitive element might further raise attainment</p> <p>Explore materials to aid teachers in delivering spelling rules and ensure appropriate training is given e.g. re Nessy.</p> <p>Relevant further additional in house and external training to be sought – with a focus on supporting pupils with short term memory/ visual memory/ dyslexic tendencies</p>	LH	Coordinator time Potential cost of resources (incl Nessy)	Discussions with staff Tracking of progress
October 2017	To develop children’s skills in the application of spelling within their writing	<p>Agree consistent appropriately high expectations in writing lessons including:-</p> <ul style="list-style-type: none"> • key spellings/ dates / titles/ subject specific vocab to be spelt correctly • approach to be used by children when they are unsure of a word (consider opp for them to identify it at the time and then go back and correct) • Consideration of increased opportunities for use of computers/ICT and assistive technology to support children’s spelling and writing • Develop consistent approach to the use of age appropriate dictionaries to check spelling 	LH	Staff meeting time	Discussion with staff and pupils Subject leader monitoring inc. pop ins Work scrutiny

October 17	To embed an approach to the marking of spelling that has impact on improving spelling	<p>Consider how teacher marking can be best used to improve spelling</p> <ul style="list-style-type: none"> • How do we identify errors? How do we want children to correct them? • Agree an approach to correcting spellings in children’s writing which will still provide balance with other elements • Handwriting – its importance in seeing errors and its role in helping to practice spellings – see below re handwriting • Further develop dictionary skills 	LH	Staff meeting time	<p>Discussion with staff and pupils</p> <p>Subject leader monitoring inc. pop ins</p> <p>Work scrutiny</p>
Autumn 17	To enable parents to best support learning in spelling	<p>Review our approach to spelling homework / lists / regular testing.</p> <p>Consider how Nesy and equivalent can best be used to support learning / practice at home</p> <p>Share approaches with parents (eg. Look/cover/write/check) and plan parent workshop focusing on supporting children in developing their spelling</p>	LH	<p>Staff meeting time</p> <p>Parents meeting time</p>	<p>Discussion with staff and parents</p> <p>Impact on progress</p>

Grammar and Punctuation

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
Spring 2018	To further embed children’s understanding of spelling and grammar and apply understanding consistently in their writing	<p>Audit teacher knowledge and understanding appropriate to their class/ year groups and identify and action areas for development</p> <p>Source training and resources, and share practice with colleagues in other schools to make teaching have high impact and be enjoyable for children</p>	LH	<p>Staff meeting time</p> <p>Resources/ training identified</p>	<p>Children’s work</p> <p>Observation in school</p> <p>Discussion with staff</p>

Spring 2018	To embed an approach to the marking of grammar and punctuation that has impact on its improvement	<p>Consider how teacher marking can be best used to improve grammar and punctuation</p> <ul style="list-style-type: none"> • How do we identify errors? How do we want children to correct them? • Agree an approach to correcting grammar and punctuation in children’s writing which will still provide balance with other elements 	LH	Staff meeting time	<p>Discussion with staff and pupils</p> <p>Subject leader monitoring inc. pop ins</p> <p>Work scrutiny</p>
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Handwriting

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
Autumn 2017	For children to write in a legible, joint font	Handwriting bootcamp for all staff to be implemented with target group and impact evaluated Bootcamp to be implemented across school	LH	staff time	Work scrutiny

Reading

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
Nov 17	To ensure our staff team have appropriate skills and knowledge to support our more able readers	<p>Staff meeting Autumn term - Consider what a child working at greater depth by the end of the year will be doing in reading and how that will look at different ages</p> <p>Access relevant training via Trust and attend Trust moderation sessions with a focus on more able readers – share learning with staff team - are GRs and inference being used to maximum impact?</p>	LH	Staff meeting time	Staff meeting schedule and discussions with staff

Nov 17	Ensure more able pupils are having sufficient opportunity to develop skills at greater depth	<p>Focus children to target for greater depth identified and plan agreed for how they will be targeted/ how they will ensure sufficient opportunities for these skills / knowledge to be developed – are GRs and inference being used to maximum impact?</p> <p>Discussion at PPMs meeting of impact of targeted intervention work so far this term and how this will be developed next term.</p> <p>Staff meeting time towards Easter to evaluate impact and plan for summer term</p> <p>Ensure parents are aware of how they can best support children’s reading</p>	LH	Staff time	<p>Planning</p> <p>Discussions with staff</p>
Nov 17	Further explore the use of given vocabulary lists in developing children’s understanding of words	<p>Identify key, age appropriate vocabulary to share with the children (perhaps topic stimulated). Teach that vocabulary explicitly and ensure opportunities for it to be embedded in understanding through use in quality texts</p> <p>Embed Word Aware approach to Vocabulary development – Anchor, Goldilocks and Step on words</p>	LH and subject leaders	Staff time	<p>Planning</p> <p>Discussions with staff and pupils</p>

Raise attainment through ensuring quality of teaching and learning is increasingly outstanding with a particular focus on:-

- Further supporting the progress of those children not at age related expectations by reviewing and refining our practice within class and in targeted interventions

Where are we now...	Success Criteria...
<p>Teaching and learning across school is now good and often outstanding. School systems for monitoring and supporting development of teaching and learning are SDP focused to develop practice. High TA absence 2016-17 impacted on rigour of some of our interventions – our new staffing team 2017-18 will allow us to ensure targeted interventions are systematically carried out to improve progress of children identified as needing further support to meet / exceed ARE.</p>	<p>Teaching and learning is consistently increasingly outstanding Monitoring and CPD are tightly aligned with SDP priorities and impacting on the quality of teaching and learning Timely, appropriate diagnostic assessment is used skilfully to identify learning priorities for individuals not at ARE and teaching is pitched accordingly</p>

Actions...

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
September 2017	To use assessment to maximum effect to support each pupil in achieving to his her full potential	<p>Using Summer PPM info identify those children needing intervention to close attainment gap and decide intervention timetable</p> <p>For each intervention, teachers to undertake an appropriate diagnostic assessment to inform planning for them and / or their TA for that group and consider the intended impact. What are the small step goals intended? Timescale for impact?</p> <p>Consider effective use of assistive technologies – trial and evaluate the impact</p> <p>Staff to deliver planned activities</p> <p>Teachers and TAs to work together to review impact at half term of interventions. Is any progress measurable yet? Adjust if necessary and continue until Xmas.</p>	Class teachers	Staff time	<p>Staff meeting notes</p> <p>Evidence of diagnostic assessment and outcomes</p> <p>Intervention plans</p> <p>Discussions with staff</p>

Autumn 2017	To ensure school assessment is having maximum effect to support each pupil in achieving to his her full potential	Consider current assessment materials used in school throughout the year – whole class and for children with specific needs - and whether they are appropriate/ which elements could be used / altered to be used more diagnostically Alter assessments used accordingly	SLT	SLT time	School's assessment cycle Discussion with staff
Autumn 2017	To ensure our new TA team have appropriate skills and knowledge to lead interventions with maximum impact	Audit strengths and areas for development of our TA team with regard to targeted support for pupils Develop skills by:- <ul style="list-style-type: none"> • Sharing practice within school • Supporting TAs in visiting and learning from colleagues in other schools • Accessing support from the Trust as available / appropriate 	SLT	SLT time and potential courses	TA PM and discussion with TA Obs of TA interventions and impact
Throughout the year	Ensure our practice is as effective as possible in raising progress and attainment	Use our work with other schools as a vehicle to further consider our approach to raising progress and attainment, through quality first teaching and through interventions – where are they having successes we can learn from and implement here? And vice versa			Intervention plans Pupil progress

Implement our new curriculum – with a particular focus on:-

- Enabling pupils to effectively acquire the knowledge and key skills across the curriculum, embedding high quality opportunities to apply their skills, with a focus on writing
- Developing and Embedding the use of ICT across all areas of curriculum, especially the use of assistive technologies
- Developing leadership and management of subject leaders to ensure they are having maximum impact on teaching and learning of their subject
- Embed SMSC within our curriculum, supporting children in being thoughtful, caring and active citizens in school and provides children with a comprehensive understanding of people and communities

Where are we now...	Success Criteria...
<p>The leaders of the school have an uncompromising and successful drive to improve the children’s achievement through the development of a bespoke skills–based, child driven curriculum. In addition to our high quality curriculum for core subjects, a skills–based and child driven curriculum had been being trialled in school but evaluation showed that it could be further improved/ redesigned to enable children to further develop and apply a range of skills, including reading, writing, communication and maths. A draft curriculum from September 2017 has been designed by the staff team and will be implemented in the Autumn Term.</p> <p>The school’s leadership continues to develop children’s awareness of different spiritual and cultural perspectives through the RE and PSHCE curriculum and the use of clearly focused assemblies. We are developing work around Building Learning Power which will impact on the children’s life skills and independence.</p>	<ul style="list-style-type: none"> • Curriculum implemented successfully in all year groups with SMSC embedded within it. • Positive pupil voice in relation to curriculum. • Writing across the curriculum is abundant and of a high quality • Subject leaders leading and managing their subjects with clear impact on curriculum development • Use of ICT is embedded in the curriculum • Monitoring evidences improvements over time in curriculum provision

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
September 2017	Implement our new whole school curriculum, ensuring high quality opportunities for the learning for all children across all subjects	Implement Autumn 1 Plan for Autumn 2 – ensuring key subject skills and progression across school, and opps to write at length and us of ICT are embedded in planning Ongoing monitor and evaluate and improve as appropriate over time Seek parent and pupil views of whole school approach	LH and subject leaders	Staff time	Monitoring by SLT and subject leaders inc work scrutiny and pupil discussions

Throughout the year	Developing leadership and management of subject leaders to ensure they are having maximum impact on teaching and learning of their subject	Subject leaders proactively involved in the development and profile raising of their own subject in the new curriculum, taking a particular lead where their subject is the driver subject Support by SLT for subject leaders to monitor and evaluate their subject effectively Regular time given to staff to develop leadership roles	LH	Staff time	Planning and work scrutiny Discussions with staff
Sep 2017 onwards	Further embed and develop our computing curriculum throughout school	Computing lead to develop curriculum for computing, supporting staff in its delivery through CPD and peer teaching Computing lead to teach some computing throughout school in Autumn term Identify where curriculum needs improvements and associated costs for consideration	PW	Staff and coordinator time	Planning and work scrutiny Discussions with staff
Nov 2017	Embed SMSC within our curriculum, supporting children in being thoughtful, caring and active citizens in school – with a focus on anti bullying and tolerance	Embed Stonewall work into our school's approach to anti – bullying Create and implement child friendly anti-bullying policy after Consultation with the School Council and Junior Safety Officers. Involve parents in consultation.	EC and LH	Staff meeting time	Discussions with staff Parent and pupil voice questionnaire

Secure outstanding progress and attainment in EYFS with a focus on:-

- Increase the rigour of our approach to raising standards, with a focus on raising attainment of our more able pupils in EYFS
- Further developing opportunities for high quality child initiated learning, especially for writing for boys
- Further improving the outdoor learning environment to ensure it appropriately replicates indoor opportunities for learning to engage all children
- Explore the scope for improved links with pre-school providers to increase proportion of pupils joining school who are school ready

Where are we now...	Success Criteria...
<ul style="list-style-type: none"> • Attainment and progress are strong and improving but are not yet consistently outstanding 	<ul style="list-style-type: none"> • Attainment and progress are consistently outstanding • High quality child initiated learning, especially for boys writing are impacting on attainment • Outdoor area is engaging children learning across the curriculum consistently • Timely, appropriate diagnostic assessment is used skilfully to identify learning priorities for individuals not at ARE and teaching is pitched accordingly

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
Sep 17	Increase the rigour of our approach to raising standards, with a focus on raising attainment of our more able pupils in EYFS	Baseline to be completed by 22 nd September and to identify 1) children likely to need some additional support to achieve expected 2) children showing potential for exceeding	AS	time	Intervention plans Learning walks PPM records Work scrutiny Discussion with staff Tracking
		Arrange joint moderation of EYFS baseline with HCPS. Reception teacher from HCPS to visit Peover.			
		By 2 nd October set up intervention plan for EYFS and implement			
		Ensure TA has appropriate skills and knowledge for target groups she is working with – seeking training or opportunities to observe peers where necessary Class teacher to have opportunity as appropriate to share practice with colleagues in other schools. Set up visit to Wincle by 29.9.17			

		Dec standards – review at PPM impact of actions taken. Plan for following term, with a focus on more able pupils – seek advice from AET where progress is not as anticipated. Repeat process each term, monitoring and evaluating impact of actions taken			
Autumn 2017	Further improving the outdoor learning environment to ensure it appropriately replicates indoor opportunities for learning to engage all children – with a focus on developing high quality child initiated opportunities inc for boys writing	<p>Sep 17: EYFS lead to audit outdoor learning environment and identify improvements that can be made and associated costings. Plan to be implemented pending approval of costings</p> <p>Half term 1: Class teacher to have opportunity as appropriate to visit other EYFS with a focus on outdoor provision, gaining further ideas from practice with colleagues in other schools</p> <p>Nov 17 - Staff meeting led by EYFS lead – whole staff team to look as subject leaders at where their subject sits within the EYFS curriculum and the opportunities for its development that exist. Coordinators consider and then support implementation of further resources to support area.</p> <p>Spring 18: Consider how the area can be kept updated, [resenting children with new challenges and providing ongoing opportunities for children to develop and demonstrate skills across the EYFS curriculum. Implement plans to address this</p>	AS	<p>Resource implications will be identified through audit</p> <p>Time</p> <p>Staff meeting time</p>	<p>Audit and associated costings</p> <p>Observation and discussions with staff and pupils</p> <p>Planning to evidence action taken</p> <p>Tracking of progress – to consider impact</p>
Oct 17 onwards	To ensure boys are working to their potential in writing	<p>Evaluate the progress boys are starting to make in writing – both in terms of what they can do on paper but also in their engagement in writing activities. Is writing for boys self-initiated or always adult led? Are boys motivated to write? Are the stimuli for writing boy friendly? Are there opportunities to write within construction? Outdoor play? Role play? Through any activities that the boys are enjoying most? Use of computing and ICT to stimulate boys?</p> <p>Take action based on findings</p> <p>Monitor impact as part of Dec PPMs and act on findings</p> <p>Consider scope for buddying boys/ reluctant writers with older boys to further develop their writing</p>	AS	Time and possibly some resourcing	<p>Intervention plans</p> <p>Learning walks</p> <p>PPM records</p> <p>Work scrutiny</p> <p>Discussion with staff</p> <p>Tracking</p>

<p>Spring 2018 onwards</p>	<p>Explore the scope for improved links with pre-school providers to increase proportion of pupils joining school who are school ready</p>	<p>SLT to consider key areas that could be enhanced by improved links with pre school provision</p> <p>Key pre schools invited to a meeting to consider how best we can work together to improve transition pastorally and academically – what do we mean by being school ready?</p> <p>Agree an action plan. Opportunities to make reciprocal visits to better understand one another’s practice</p> <p>Summer: Meet to review action plan and discuss benefits of continuing to work in this way, acting on findings accordingly</p>	<p>AS</p>	<p>Time</p>	<p>Notes of meeting and agreed actions</p> <p>Discussions with staff</p>
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