



St Peter at Gowts Church of England Primary School

School Development Plan 2018/19

Unlocking life- long learning through challenge, aspiration and inspiration

Priority 1: Leadership and Management

- 1.1 Vision and values – our ethos and shared vision creates a culture that enables pupils and staff to excel
- 1.2 A sharp focus on disadvantaged pupils throughout school enables them to make accelerated progress
- 1.3 Monitoring enables leaders and governors to gain a deep knowledge and use this to maximise their impact
- 1.4 Our specifically designed curriculum ensures that all pupils experience real and relevant learning experiences
- 1.5 A culture of effective induction, CPD and PM ensures staff are deeply involved in their own professional development

Priority 2: Teaching, Learning and Assessment

- 2.1 Accurate and consistent assessment allows rapid identification and catch up for identified pupils
- 2.2 Children make consistently strong progress in English and Maths – especially GD pupils and those with SEN
- 2.3 Development of the maths mastery curriculum (textbook, CPA, Big Maths) maximises progress during lesson time
- 2.4 Writing outcomes are improved through increased extended and guided writing, revisiting Talk For writing principles
- 2.5 Pupils read widely and often, both in and out of school, with phonics and comprehension outcomes improving across school
- 2.6 New RE agreed syllabus ensures that RE depth and understanding is developed across the school
- 2.7 A focus on the arts (Artsmark) ensures children enjoy a rich, broad and balanced curriculum

Priority 3: Behaviour, welfare and Safety

- 3.1 Children love the challenge of learning and are resilient and eager to improve. They take pride in their work; rewards and sanctions support their behaviour
- 3.2 Christian Values are the bedrock of the school, impacting the whole school community
- 3.3 Our Church Schools ethos permeates decision making, ensuring our school is a Christian, caring and thoughtful community
- 3.4 Children are well informed about how to keep healthy, making good choices about fitness, healthy eating (F4S) and being eco-aware

Priority 4 : EYFS

4. 1 The EYFS is a highly stimulating environment, well organised and providing rich, varied and imaginative experiences
- 4.2 Assessment is accurate and based on high quality observations, leading to effective planning
- 4.3 Children demonstrate curiosity, imagination and concentration when learning and playing
4. 4 Leaders use effective strategies to engage parents and carers
- 4.5 Protocols to ensure children's health, safety and well-being are implemented consistently and effectively
- 4.6 EAL children and those with SEN are identified and effective provision ensures accelerated progress is made from their lower starting points, especially in speaking, listening and phonics

Area to be Improved	Key Actions What are you going to do?	Responsibility Who/When
<p>1.1</p> <p>Vision and values – our ethos and shared vision creates a culture that enables pupils and staff to excel</p>	<ul style="list-style-type: none"> • Staff and pupils value our school vision, it inspires the community to strive for challenge, aspiration and inspiration • Values CPD for staff re-affirms the commitment to VBE, clarifying use of positive language and the importance of developing the whole child, both academic and personal development • Continued termly Values initiatives ensure that members of the school community feel pride in VBE and work towards an Enhanced Values Award in 2019 • School to find a way of making values more visible outside school, involving whole school community in each termly value 	<p>CH SLT AC</p>
<p>1.2</p> <p>A sharp focus on disadvantaged pupils throughout school enables PP children to make accelerated progress</p>	<ul style="list-style-type: none"> • Action planning - All core action plans are focussed on PP, data driven PP targets are measurable to ensure sharp focus drives QFT and intervention across school • Appraisal - All appraisal for teachers and TAs has a PP target to ensure higher outcomes for PP children in each class • PP Champions - Increased support for PP children in Key stage 1 established through new PP intervention • PP strategy - highly effective, data driven and evidence based. It focusses on QFT, concentrating on academic support across school, as well as other support for PP children • CPD by the PP champion for all staff on PP rationale, principles and practices ensures all adults are passionate about PP and are committed to narrowing the gap • Pupil premium profiles using provision mapping software are written and shared across school. All staff are highly aware of those children that are PP and implement individualised strategies to ensure that their needs are met • PP used creatively as well as academically to support poverty, healthy eating, positive mind-set and remove any other learning barriers for the benefit of all pupils • The designated teacher provides detailed LAC plans and ensures LAC children have appropriate provision, triangulating the funding to meet their needs. Any LAC underspend is allocated accordingly. 	<p>MP EB CH All staff esp. those funded from PP</p>
<p>1.3 Monitoring enables leaders and governors to gain a deep knowledge and use this to maximise their impact</p>	<ul style="list-style-type: none"> • Monitoring timetable and protocols reviewed to streamline practice and maximise impact • Monitoring timetable shared with staff in a timely way, monitoring forms are completed weekly by SLT and all subject leaders • Monitoring in non-core is established at least 3 times per year, proforma to be developed and used termly using a cumulative approach • Shared accountability between team leaders, subject leaders and HT and DHT ensure that staff feel supported and not-overwhelmed. Feedback is received positively and all practitioners are keen to improve • Communication between staff and governors becomes more 'automatic'. Support and challenge from governors through the year helps subject leaders to refine their thinking and move forward • Termly visits by Governors adhered to by all governors without exception. High quality reports drive forward school improvement 	<p>CH SLT</p>

<p>1.3</p> <p>Our specifically designed curriculum ensures that all pupils have access to the whole curriculum through a carefully planned progression of skills</p>	<ul style="list-style-type: none"> Curriculum leader post created, HS to have an overview of the whole curriculum, including other subject leaders Curriculum leader to work with DH to ensure that St. Peters develops a curriculum that is designed to reflect our children and their experiences – continuing to provide an ‘outstanding’ curriculum! Long term plans in place for all subjects, including non-core Long, medium and short-term planning monitored to ensure coverage across the school Teachers are fully supported to deliver the full curriculum with appropriate resources, training and guidance Curriculum design accurately reflects the cohorts of children and has an emphasis on British Values, PSHE, RSE, RE, MFL and Geography. Non-English based subjects are valued for our EAL children, with a healthy balance between academic subjects and arts, sports and music Children are taught ‘how to learn’ through growth mindset techniques and learning behaviour focus Wow days, trips, visitors and Wonder days are embedded into the curriculum and are prioritised to ensure excellence and enjoyment. Subject leaders use research based evidence in order to progress their subject, they take a proactive approach to CPD and use informed judgements in order to decide on strategies that will maximise progress Subject leaders are confident using data (where appropriate, using new assessment protocols and terminology) to unpick provision and accurately identify strengths and weaknesses Subject leaders maintain effective subject leader logs, files and monitoring records All subject specific policies have been reviewed, consolidated and simplified according to two year plan 	<p>HS EM CH HS and EM All SLs SLT</p>
<p>1.4</p> <p>A culture of effective induction, CPD and Appraisal ensures staff are deeply involved in their own professional development</p>	<ul style="list-style-type: none"> Induction completed according to the policy Job description meetings for all staff in September to ensure all staff have clarity of roles and raise any issues or barriers to effectiveness SLT members trained to deliver effective appraisal across school Teachers well briefed to understand appraisal process and drive their own appraisal Appraisal effective for all teaching staff, with target setting focussing on key elements of the SDP, especially PP and subject leadership HT PM outsourced for consistency to the diocese Non-teaching staff have rigorous and robust appraisal with measurable and time bound targets Appraisal established for midday supervisors Appraisal more meaningful for BM, admin team and other non-teaching staff 	<p>CH SLT</p>
<p>Area to be Improved</p>	<p>Key Actions</p>	
<p>2.1 Accurate and consistent assessment allows rapid identification and catch up for identified pupils</p>	<ul style="list-style-type: none"> New assessment protocols shared with whole staff, with all staff starting to be confident using O track Baseline and a 3 termly assessment system implemented, using new classification of WTS, EX and GD 3 x Data meetings led by EM and EB examine the data closely and triangulate support with appropriate speed and detail Catch up learning surgeries continue to be highly effective, regular and at the point of need across school Specific programmes including precision teaching, Fresh Start and reciprocal reading are implemented rigorously, with start and exit data showing improvements 	<p>EB EM Subject Leaders</p>

	<ul style="list-style-type: none"> Data is accurate – reading, writing and maths levels have external validation and teachers and leaders have full confidence in their validity. Joint monitoring with BK and external providers is established across the year and judgements become increasingly accurate across the school 	
2.2 Children make consistently strong progress in English and Maths – especially GD pupils and those with SEN	<ul style="list-style-type: none"> CPD about quality first teaching sets out expectations for the year, processes, methodology and a shared vision for teaching and learning Lack of paper planning allows teacher to be more creative with planning, using physical resources and innovative ideas more CPD surrounding how children learn ensures that no lesson is delivered solely from a whiteboard. The use of manipulatives and interesting resources and approaches ensures that children are engaged fully in their learning and enjoy lessons Weaker teaching is identified and addressed quickly through observations, drop-ins and monitoring Differentiation is effective across school, all core and non-core lessons contain elements of differentiation, levelled SC allows children to access the GD objectives All core sessions have stretch for GD, there is a clear difference of expectation for GD children Learning questions and success criteria CPD for staff ensures that learning is well planned and delivered with a sharp focus on the core skills in each year group GD opportunities are accessed eg trips and visits, including those on the border line to inspire and motive GD learners SEN folders re-established across school Children with SEN are identified quickly and support is put into place. Teachers use the mechanisms of cause for concern quickly to identify issues Sendco termly observations established, observing SEN children and giving feedback about how to best support them Sendco line management of all TAs and 1to1s ensures that all 1to1s implement the EHCP effectively and this is monitored Support for children with EAL and SEN is identified more rapidly Provision mapping is used regularly and powerfully to track children and triangulate need 	HS JT EB EB EM
2.3 Development of the maths mastery curriculum (textbook, CPA, Big Maths) maximises progress during lesson time	<ul style="list-style-type: none"> Maths textbooks purchased (Powermaths) and introduced within school CPD by Powermaths is effective and helps teachers to deliver the new approach effectively Textbooks are used in conjunction with support and manipulatives, TAs used effectively during sessions and children have access to a wide range of concrete resources Maths cupboard is organised and functional, allowing adults to quickly find resources to support learning CLIC is lively and fun across school. It is delivered as a quick and well structured session, moving quickly between each element, building up recall and fluency Apps are used to support maths learning regularly, timestables rock stars helps children to rapidly recall their tables across the school There is an accurate system for assessing children's timestables knowledge across the school. This is used to inform planning and provide intervention Maths support in Years 2 and 6 is established promptly, helping children reach their targets, especially greater depth and PP children. 1 to 1 support and SEN maths intervention ensures that children's individual needs are catered for Year 6 maths curriculum is implemented rapidly to prepare children for the format and content of the tests 	HS SLT

	<ul style="list-style-type: none"> • Little big maths and CLIC are implemented effectively in the early years. Continuous provision provides exciting and challenging maths opportunities • Maths hub membership brings in evidence based research. Maths subject leader brings in an evidence based approach to CPD and maths protocols, weaving in what has been successful at St. Peters with the maths textbook and other evidence 	
2.4 Writing outcomes are improved through increased extended and guided writing, revisiting Talk For writing principles	<ul style="list-style-type: none"> • All staff trained in Talk for writing principles • Writing protocols are established across school based on the principles of oral rehearsal, imitation, innovation and independent application • Writing sequence is logical and progressive, skills are taught sequentially, building up to extended pieces regularly • Big Writing independent approach is adhered to at least once a fortnight • Opportunities for extended writing are maximised across the curriculum • High expectations for handwriting and regular practice, as well as intervention is established across the school • Read, write, inc. rhymes to support handwriting are embedded across key stage 1 and EYFS • Spelling teaching, testing and progression is clear across the school, from Years 1 to 6 • Grammar curriculum is delivered effectively as both stand alone and integrated lessons, ensuring maximum understanding, especially for GD children • Guided and modelled writing is used extensively across school to scaffold learning for all groups, including GD children • 	EB MP SLT
2.5 Pupils read widely and often, both in and out of school, with phonics and comprehension outcomes improving across school	<ul style="list-style-type: none"> • The wide range of books in school is inspiring and motivating from nursery to Year 6, we are well resourced to cater for pupil's needs and interests, as well as to support topic teaching for both fiction and non-fiction texts • Reading areas in classrooms, the library and intervention areas are attractive, inviting and organised, providing easy access for teachers, TAs and children (wicker baskets!) • Class authors become an embedded part of class practice – children start to develop a love of reading through enjoyment of their class author • Epic app is used widely across school to promote home and school reading • Reading assessment is accurate. It uses not just test evidence but a wide range of evidence gathered over the year through effective daily reading across school • Reading assessment information is used to accurately support those children that need extra help. The reading rope and a more refined assessment system facilitated effective planning to plug gaps and develop all areas of reading • Individual, group and whole class reading protocols are established across school, effective monitoring makes sure that children receive a similar and progressive approach to reading throughout the school • Home reading is increased through the reading ninjas initiative, pupils and parents understand the importance of home reading and use the RR book to record and track individual reading • Reciprocal reading is used across the school as an effective QFT approach, as well as an intervention tool 	JT SLT
2.6 New RE agreed syllabus ensures that RE depth and understanding is developed across the school	<ul style="list-style-type: none"> • Teachers have CPD to ensure they understand the concept of believing, living and thinking (BLT) • Children have QFT and effective resources to ensure they understand the basic RE concept • Displays, in the classroom and whole school consolidate the BLT concept and showcase the learning journey within RE • Trips and visitors support the curriculum to aim understanding and explore key concepts through first hand experiences 	EM EB HS SLT

2.7 A focus on the arts (Artsmark) ensures children enjoy a rich, broad and balanced curriculum	<ul style="list-style-type: none"> • All aspects of the curriculum are mapped and planned carefully, with objectives for every subject being covered through the 2 year rolling programme • Non-core – RE, History and Geography, MFL, Art, DT, Music, PSHE, RSE, PE, DT, Values taught according to long term planning across school • An exciting, well planned and resourced topic based curriculum, supported by wow and wonder days, trips and visitors, ensures that children enjoy learning • Impressive art is produced across the school, higher expectations, a clear skills progression and a focus on quality outcomes enables pupils to excel • Children have extended provision in the arts, accessing a wide variety of clubs, opportunities, visits and visitors • Arts week continues to raise the profile of the arts in school, enabling both GD and LA to take the time to excel • Art skills and techniques are used to promote learning in other areas and festivals, eg Harvest, Christmas, RE, PSHE, English and other areas. Creativity is promoted by planning in all areas • Artsmark process is shared with all staff and regular meetings with the Artsmark team ensure a shared understanding and commitment with key staff and governors • Other areas of the arts, esp. music, dance and drama combine quality first teaching with clubs and enrichment, including Evolve, Children in Need, Young Voices, Dance NK and other dance opportunities, Debutots and M + D festival performances 	
Area to be Improved	Key Actions	Responsibility
3.1 Children love the challenge of learning and are resilient and eager to improve. They take pride in their work; rewards and sanctions support their behaviour	<ul style="list-style-type: none"> • Year launched with 'Learning to Learn' week, establishing class charters, rules and routines and expectations of learning behaviour • Displays in school reflect the focus on learning behaviours in school, rewards and sanctions are closely linked to learning behaviours • Successes are celebrated constantly, dojos established across school are awarded regularly, Gold cards are used well and a culture of positivity and growth mindset is established across the school • Both academic achievement, Values, learning attitudes and positive behaviour are rewarded with appropriate weighting (not just academic!) • Children who present a behaviour challenge are dealt with through kindness, consistency and a Values based approach. Good communication with parents and the red card system, together with external agency intervention eg BOSS and WTT ensure that behaviour never impacts on lessons • Appropriate support is provided for vulnerable pupils through Energise, counselling, 1 to 1 time and SEN support. • Presentation in books across the school remains a constant focus, great pride is taken in written work, especially in learning journeys and RE books 	EB CH SLT

3.2 Christian Values are the bedrock of the school, impacting the whole school community	<ul style="list-style-type: none"> • High quality Values sessions are delivered weekly in all classes, recorded in Values folders across school • Values displays are a combination of images, bible quotes and children's responses, ensuring an interactive element to bring the Values into the classroom • CW is Values based, interesting and exciting. It is a special time that is valued by staff and pupils. It always incorporates the elements of reflection and prayer. A multisensory approach is often used to make it memorable and relevant. • Values display in the staffroom and throughout the school help adults to engage with the values • Visual representation of our values outside school ensures that Values are celebrated in the community • Children and adults engage with the values, making sure they remain meaningful and not just 'lip service'. 	CH SLT
3.3 Our Church Schools ethos permeates decision making, ensuring our school is a Christian, caring and thoughtful community	<ul style="list-style-type: none"> • SIAMs training for whole school to understand new SIAMs framework in Sept. • Additional training for CH to get time to reflect on SIAMs agenda and way forward • New SIAMs SEF drafted to provide a baseline assessment of where school is at • Any weaknesses identified early and action taken to gather evidence of impact across the strands • GG to facilitate self-evaluation and provide accurate feedback about areas of strength and identification of development points • Action plan written to address any areas of weakness identified across the 7 strands of Vision and Leadership, Wisdom, Knowledge and Skills, Character Development: Hope, Aspiration and Courageous Advocacy, Community and Living Well Together Dignity and Respect The impact of collective worship, The effectiveness of religious education • CH to visit other church schools to gain more ideas and continue developing effective collective worship and develop vision and leadership 	CH EM
3.4 Children are well informed about how to keep healthy, making good choices about fitness, healthy eating (F4S) and being eco-aware	<ul style="list-style-type: none"> • Fuel for school implemented across school • Fitness levels across school continue to be measured and improve • Access to sports based extra-curricular clubs increases, resulting in more children developing their enjoyment and sporting ability • Initiatives to promote sport, for example morning workouts, before school provision, playground games, sports week are well organised, with staff and pupils fully engaging and promoting healthy lifestyles • Increased opportunities to cook throughout the school, esp. in EYFS and through F4S • Eco – schools council established • 'Growing in school' established and promoted by all staff, championed by Eco schools leader • Waste reduction and energy saving championed by eco-experts, starting to develop into whole school policy and practice 	SM CH SLT

Area to be improved	Key actions	Responsibility
4.1 Development of the environment to ensure a highly stimulating, well organised, rich and varied experience.	<ul style="list-style-type: none"> • Review of environment including assessment of all children to ascertain needs and develop a plan based around gaps in learning. • Develop resources to ensure a mix of 'real' resources and other resources and 'loose parts' to stimulate curiosity and • Create plan for outdoor area sourcing ideas linked to gaps in learning. (Nursery) 	Foundation Stage Team VC

	<ul style="list-style-type: none"> Source equipment and materials to develop the outdoor and indoor learning. Visit outstanding settings to review own practice and develop the environment. 	
4.2 Development of activities and the environment to promote high quality independent learning with a particular focus on higher attaining pupils.	<ul style="list-style-type: none"> Review children's needs in the environment to ensure appropriate independent opportunities. Research strategies for developing independent learning through play. Develop levelled provision across EYFS. Look at opportunities for staff training including Alistair Bryce-Clegg. Develop systems to provide challenges for readers and non-readers including the use of sound buttons. 	Foundation Stage Team VC
4.3 Development of the environment to provide areas rich in opportunities for mark making and writing.	<ul style="list-style-type: none"> Review of children's stage of development in terms of mark making/ grip. Review of provision resources needed to develop mark-making and writing skills based on the needs of the cohort. Assess training needs for all staff and plan/ organise suitable training either in-house or with external provider (ie ABC training online or conference). Purchase resources required (after identified funding stream). 	Foundation Stage Team VC
4.4 Further development of assessment systems to ensure evidence is high quality and varied.	<ul style="list-style-type: none"> Review of current assessment systems and use of Tapestry. Tapestry developed as a more detailed assessment tool. Review of current assessment systems ie long observations. Review of coverage and variety of assessments to ensure varied evidence. Review of staff needs (especially those new to EYFS) to identify any training needs. 	VC
4.5 Development of further opportunities for the involvement of parents and carers in the life of the school	<ul style="list-style-type: none"> Review use of Tapestry, write policy and target parents in its use. Link with local Surestart centre to investigate further opportunities to work with parents. Organise workshops for parents. Organise parent stay and play/ story time sessions. Utilise opportunities for parents and carers to take part in activities with children. Create a newsletter from Nursery for parents- investigate different languages. Utilise opportunities to link with parents in terms of professions and home languages (ie story/ songs in different languages) visitors from different professions. 	VC/ JS VC Foundation Stage Team
4.6 Systems and protocols to ensure children's health and safety and well-being are in place and implemented consistently and effectively.	<ul style="list-style-type: none"> Review statutory guidance alongside practice in EY and ensure systems are in place. Carry out an EY review of practice and update any systems necessary. Meet with team members to review and discuss systems (supervision meetings). 	VC
4.7 Provision for EAL children developed to provide a language rich environment with opportunities to use English and home languages.	<ul style="list-style-type: none"> Carry out review of story and non-fiction books to ensure accessible books for all including simpler books for Nursery- purchase additional books to support needs and support access to books. Review the use of language pen to support reading. Develop the use of Makaton within the setting for all children, through song, actions and using around the classrooms in displays and labels. Purchase CD Rom of Makaton signs to print and use. 	Foundation Stage Team

	<ul style="list-style-type: none"> • Develop the use of language in the environment using Google Translate, pictures and words in other cultures and promote singing in different languages using online tools and JS. • Work with parents to develop opportunities for different languages within the class ie parents reading a story in their home language. • Develop further home visits to look for opportunities to promote language and liaison with parents. 	
4.8 Identification and provision for children identified as having additional needs (SEN) is developed to ensure it is swift and targeted support is directed quickly to impact on progress and provision,	<ul style="list-style-type: none"> • FS lead and SENDCO to discuss opportunities for regular meetings to discuss children in setting and provision in place. (Yr R and Yr N teachers arrange regular meetings to feed into meeting) • Watch list created for children in Nursery identified as potentially having additional needs- updated each term and shared with SENDCO. • FS review of resources for children with additional needs. • Utilise SALT materials to assess and develop language for children in Nursery. • Liaise closely with outside agencies to provide programmes of support for each child identified. • Review provision to ensure needs are met within the setting ie SALT needs are targeted through opportunities in continuous provision and through focused 1-1 work where required. • Utilise Home Visits to gather information about children prior to starting setting ie any outside agency involvement, any previous settings to ensure a full picture of child before starting. 	VC/ EB VC/NG FS Team