School Development Plan 2017/18

Our vision: To Provide an Outstanding Education for All

OUR SCHOOL MISSION

- To develop an inclusive, creative pedagogy, that promotes high standards across the curriculum
- To ensure that all children reach their potential, academically, socially, emotionally and spiritually
- A place where all learning is purposeful, relevant and challenging and reflects the changes in the 21st Century
- Where children become empowered and ambitious, developing a meaningful ownership of their own learning
- Where children become lifelong learners who are ready to apply skills in the wider world
- To ensure everyone feels valued in our school community

School Values:

Respect: Children at Normanby-by-Spital are taught to respect each other and themselves. They value individuality and respect equality and diversity. Through adults modelling respect, children learn to listen, communicate and behave in a way which contributes to the harmony of the school community and beyond.

Kindness: "Kindness changes the brain by the experience of kindness. Kindness is best learned by feeling it so that they can reproduce it. Kindness is an emotion that students feel and empathy is a strength that they share." Patty O'Grady, PhD

Empowerment: At Normanby-by-Spital we want children to be their own guides. Misfortune may ensue, but true learning occurs through mistakes and the correction of them, thus developing self-belief. This is empowering in itself, our school is a safe place to make mistakes.

Determination: We want pupils to develop confidence in their own capacities and attributes, to be intrinsically motivated and to never give up, even if they have obstacles to overcome.

Success: We believe that all children should unlock their true potential, regardless of their starting points. Through respect, kindness, empowerment and determination ALL children can achieve their goals.

The School Development Plan will be referred to regularly by all stakeholders and the Headteacher will hold a central copy which will be updated and the RAG rating adjusted accordingly as follows:

Red	Red indicates that the area for development has not yet been addressed. This could be as it has been deemed as a lower priority; training, equipment or funding is not yet available to allow this aspect to be started; or it is planned for a different part of the academic year / projected timeline of the School Development Plan.
Amber	Amber indicates that the aspect of the School Development Plan has been started and is currently being delivered throughout the appropriate area of the school. During this stage it will be continually monitored and the progress measured.
Green	Green indicated that this aspect of the School Development Plan has been successfully implemented and the Success Criteria met. Continued monitoring of this aspect will ensure the sustained development and impact that this is having on the quality of education a child receives within the school and will be adopted into the maintenance plan or a specific member of staff's responsibility as appropriate.

WHOLE SCHOOL TARGETS FOR 2017/18

LEADERSHIP AND MANAGEMENT

TARGET 1: For all leaders to have accountability for the development of their areas to guarantee an impact on standards.

TARGET 2: Leaders, including the Governing body will rigorously monitor the progress against whole school targets.

TEACHING, LEARNING AND ASSESSMENT

TARGET 1: Triangulation and monitoring of staff will show that teaching is consistently good or better.

TARGET 2: For new assessment system to reflect the current national expectations for attainment

OUTCOMES FOR CHILDREN AND LEARNERS

TARGET 1:

100% of pupils, including all groups of learners will make at least expected (5pts) progress in Reading, Writing and Maths and at least 30% make more than expected progress (6pts+) in RWM.

(Based on our internal assessment system)

TARGET 2a: Increase % of children meeting the expected and higher standards in Reading in KS2.

TARGET 2b:(Attainment at ARE for Year groups)

FS: 89% GLD, Y1 R: 80%, W: 80%, R: 80%, Phonics 89%, Y2 R:89%, W: 89%, M: 89% (GDS 25%), Y3 R: 89%, W: 89%, M: 89%, Y4 R:83 %, W:75 %, M:83 %, Y5 R: 89%, W:89%, M: 89%, Y6 R: 70%, W: 70%, M: 70%. (Combined GDS 42%)

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

TARGET 1:

Attendance will be at least 96.5% by the end of the academic year-for all groups of pupils

LINK GOVERNOR: All Governors/Grahame Crompton-Howe (Curriculum link)

Leadership and Management	TARGET 1: For all leaders to be secure in their roles and have accountability for the development of their areas to guarantee an impact on standards.			
Objectives	**Specific Actions**	**Monitoring – who/how/when**	**Success Criteria**	**Resources**
Subject leaders to successfully ensure that all staff are aware of the ARE for their subjects	Subject leaders have a clear understanding of and high expectations for their subject which is shared throughout the school Subject leaders support teachers to plan at and beyond the expected academic level Dependent on need going through the year. Strategies will include: Input from subject leaders at staff meeting Support teachers with planning In class support - Plan, teach review cycle	Subject/Middle leaders Monitoring of initiatives will be detailed in the calendar of the termly Activities to include learning walks book scrutiny Pupil interviews Lesson observations as per the T&L reviews termly GOVs monitor milestones in SDP every half term. Governor to attend a work scrutiny. Governors to have an overview of the action plans.Leaders to present their priorities in Governors meeting in Autumn 2.	Clear distributed leadership that has an impact on standards linked to the SDP Increase in % of children meeting Age related/more than age related expectations in line with targets. (see outcome targets) Progress of disadvantaged pupils, and those with Special educational Needs currently on roll is in line with other pupils with the same starting points. (100% 5pts progress) Professional development is having a positive impact on teaching. 100% of good and outstanding teaching to rise as per targets. Subject leaders can evaluate the impact of initiatives/strategies to raise standards and training that has supported their development. Work in books validates assessment and in in line with national and school expectations.	Subject Leader time to analyse data Staff meetings
Ensure action plans for improvement in English and mathematics have sharp, measurable targets against which the school can evaluate its successes and interim milestones against which the progress made by pertinent groups of pupils can be measured	**English, maths, Early Years and SEN leaders** continue to produce **Action Plans** detailing how they will support staff in improving quality of teaching, accelerating progress and improving outcomes on a term by term basis.			

Leadership and Management	TARGET 2: Leaders, including the Governing body will rigorously monitor the progress against whole school targets.			
To successfully ensure	Link Governors to meet with all Leaders before each Governor meeting and discuss progress	Governing body	Governors confident with monitoring and evaluating an area.	Governor meetings.

that Governors will provide strategic challenge and support for all staff.	against targets to develop clear challenging questions for Governors meetings. Govs to adhere to all actions outlined in the Code of Conduct	Governors reports recorded on proforma uploaded onto Gov secure area on Website prior to meeting Standing item on all governing body agendas. Open discussion and questioning – minuted to show challenge. Term 2-Data training Data updates for Governors before each Gov meeting Governors visits each term before Gov meeting.	Governors aware of current data for core R,W,M and SPAG.for KS1 & KS2 Governors able to interpret aspects of data dashboard and new RAISEonline. **Impact;** -A knowledgeable Governing body who actively monitor pupil progress across school. -Governors aware of current data (strengths and areas for improvement) -Children familiar with Governors and their role in school.	Leader release time to meet with Governor.

Teaching, Learning and Assessment	TARGET 1: Triangulation and monitoring of staff will show that teaching is consistently good or better.			
Objectives	**Specific Actions**	**Monitoring – who/how/when**	**Success Criteria**	**Resources**
Ensure that all pupils are sufficiently challenged in reading.	Lesson observations of Guided reading. Work scrutiny of guided reading books Scrutiny of planning and assessment in all reading. Analysis of KS2 SATs data to identify key areas of improvement Action plan Teachers analyse class data to identify groups of pupils who need to make accelerated progress, teachers to identify gaps in learning barriers to learning and interventions to address these. Focus on Pupil Premium, SEN and children working below ARE. Ensure that comprehension work is relevant and enables pupils to prove their understanding of the text, developing stamina.	HT/English leader Standards/T&L Leader Analysis of KS2 data Term 1 Guided reading observations/planning scrutiny term 1 Staff meeting term 1 T&L reviews-learning walks and regular drop ins by HT and English leader Monitoring of specific targets will be detailed in the Strategic Planning cycle (What, who & when) Activities to include ▢ regular learning walk/drop ins ▢ book scrutiny ▢ Pupil interviews ▢ Lesson observations where teaching requires improvement) ▢ Data analysis – progress tracking documents GOVs monitor milestones in SDP half termly.	Guided reading is planned effectively and appropriately setting high expectations and aspirational approaches within every classroom for all pupils. The quality and quantity of pupils' work is consistently demonstrating that they make at least expected progress (RWM 5 pts across the academic year), and 30% making more than expected progress (6pts+) linked to the quality of teaching over time. Increase % of children meeting the expected and higher standards in Reading so that they are close to national average by the end of key stage 2. (AS-70% GDS 20%)	Guided reading resources? Time for teachers to observe good practice in other schools Staff meeting about guided reading
Ensure that all pupils are sufficiently challenged in reading.	Continue Lesson Study programme, with new focus on Reading. Staff will develop self-confidence to deliver the curriculum and share good practice. Good/outstanding practice modelled for other staff. Risk taking to become embedded.	HT/English leader Term 1		Staff meeting to plan/evaluate lesson Study

To aim for 100% of teaching to be consistently good or outstanding.	Ensure all staff receive appropriate training through effective performance management and CPD Teaching and Learning reviews to constantly monitor and gather evidence to assess standards of teaching across the school .	HT/Standards/T&L Leader Learning walks Work scrutiny Planning scrutiny Pupil interviews T&L reviews- termly teaching and learning updates of review stored on Google Drive for each teacher-final review to be carried out in pairs for quality assurance. Performance Management Teaching and Learning reviews every term Performance Management Oct 17 PM review Term 4 PM Evaluation Term 6	Staff will improve their self confidence and subject knowledge and deliver high quality, engaging lessons consistently. Staff have challenging PM targets linked to the above milestones. Staff access high quality CPD which has an impact on classroom practice. High expectations and aspirational approaches within every classroom for all pupils. Pupils make at least expected progress (RWM 5 pts across the academic year), and 30% making more than expected progress (6pts+) Staff to be clear about what the expectations are for each year groups and to be aspirational	CPD bespoke to staff Staff to be released to visit other schools to watch teaching&learning (supply cover when needed)
	Involvement in the Mobilise Research Project-looking at 'Cognitive Theory'. To develop a culture of being an 'evidence ready' school, to sustain scale up and school improvement. Work as a partnership with other schools locally to develop research driven theory and practice.	Cluster meetings with school based lead and regular termly Professional learning Community (PLC) meetings in school.	A shift of staff engagement with evidence based research to improve outcomes. All learners have improved behaviour, attainment and attitude in the classroom. Focus on one specific subject area and test group of pupils to look at impact.	Release and planning time for School based lead each term (school is refunded for this) Termly staff meetings for Mobilise.

Teaching, Learning and Assessment	**TARGET 2:** For new assessment system to reflect the current national expectations for attainment			
Objectives	**Specific Actions**	**Monitoring – who/how/when**	**Success Criteria**	**Resources**
Assessment systems and criteria reflect and are in line with current key stage interim framework and the national curriculum to ensure rigorous and appropriate assessment of RWM	Using the new internal assessment statements for each year group for Y1-Y6-pupils current assessment to be transferred onto new grids. New pupil targets for RWM to be used comprehensively in the classroom to have a direct impact on outcomes. New assessment policy to be amended to reflect changes in assessment system.	HT/Standards leader Maths/English leader Staff Training day on 4th September-assessment training and time to transfer assessment onto new format. Term 1-review policy and share with staff/govs Termly moderation of evidence and assessment across school. Pupil progress meeting 3 per year	New grids will demonstrate a cohesive approach to assessment and will be an open and flexible tool to assess effectively. Amendments will take place when necessary after the system has been reviewed each Checkpoint (3 x per year). Data reflects and shows a cohesive approach to assessment after careful internal moderation between year groups. Pupils to have ownership over target setting and works with the teacher and parents/carers to set/achieve aspirational targets to close the gap and make expected progress or greater (100% 5pts 30% more than expected)	Assessment grids Pupil target sheets Assessment policy

LINK GOVERNOR: Sam Harrison (Standards)/Peter Beveridge (EYFS)/Jamie Harper (Pupil Premium)

Outcomes for Children and Learners	**TARGET 1:** 100% of pupils, including all groups of learners will make at least expected (5pts) progress in Reading, Writing and Maths and at least 30% make more than expected progress (6pts+) in RWM. (Based on our internal assessment system)			
Objectives	**Specific Actions**	**Monitoring – how/who/when**	**Success Criteria**	**Resources**
Assessment shows that all groups pupils make substantial and sustained progress in	From different starting points, all pupils make expected progress and a significant percentage exceed this and make more than expected progress.	Headteacher Standards Leader	3x yearly formal pupil progress meetings review attainment and progress of all children to ensure teaching is accurately matched to learning.	CPD when needed

all year groups	A high percentage of children demonstrate greater depth in English and Maths. Moderation within school, and with partner schools, ensures accuracy of performance data. All staff aware of data progress measures. HT and SENCO to continue to support staff in order to make more effective use of information about how well disadvantaged and pupils with SEND pupils are doing in order to accelerate their progress and increase the percentage of children.	English leader Maths leader SENCO PPM x3 per year Dec/March/July	Increased number children achieving expected outcomes according to the new interim Assessment Framework in Y2/6. Y2- Reading: 89% GDS: 37% Writing:89% GDS: 25% Maths:89% GDS: 37% Combined Greater depth 25% Y6- Reading:70% GDS: 42% Writing:70% GDS:42% Maths:70% GDS:57% Combined 60% Combined Greater depth (high score) 42% Provision mapping for PP and SEN children show learning needs are being addressed and data is collected to measure the impact of support / interventions-Evidence shows expected progress (5pts) for all groups of children with at least 50% achieving more than expected progress (6pts+) Class teacher and SENCo data shows that the vast majority of children not on track or on the SEN register have made at least expected progress (5pts) on specified interventions have improved. If not, external agency or further interventions/support is planned.	Cluster moderations Staff meetings
	TARGET 2a: Increase % of children meeting the expected and higher standards in Reading so that they are close to national average by the end of key stage 2			
Identifying gaps and misconceptions - Reading interventions & catch up to increase % meeting expected standard at the end of each year - particularly	**Improve the teaching of reading:** Continue to embed reading approach which includes: 🗆 Whole class reading 🗆 Tightly matched 🗆 Critical and creative responses ET to monitor coverage through work in books. ET to deliver training, to all teaching staff, on	Monthly monitoring of English by **ENH & ET** 🗆 Learning walks 🗆 Book scrutiny 🗆 Planning scrutiny 🗆 Pupil Interviews 🗆 Analysis of data **Eng Gov** to meet **ENH** to check	Increase in % of children meeting ARE/Exceeding ARE in KS2 (reading) in line with whole school data targets. 70% EXS 42% GDS/High score	Purchase new Rising Stars assessment tool? Time for TA to assess all of school and create Baseline data set for reading ages.

disadvantaged & SEN	how to teach children to answer questions fully by proving a point made using quotes from the text and explaining and reasoning with a particular focus on explaining. Continue to support teachers with planning, task design, choosing and tightly matched, challenging text for children with the potential to achieve at Greater Depth. **Moderating with teachers** Following data analysis and conversations with teachers, ET to work with Wolds Partnership/Equate to facilitate staff training to ascertain a clear and consistent whole school understanding .	progress against targets Data set of Whole school Baseline Reading ages created by TA in September-revisit after each term. Check progress. **Use of assessment tool to identify gaps in learning** Rising stars assessment to be carried out every half term to inform progress and attainment. The outcomes to be used to inform future planning and teaching. Gaps analysis assessment to be carried out every term and gaps in learning identified. This is to be used to inform future teaching and used to inform progress and attainment.		

LINK GOVERNORS:Tilden Watson

<table>
<tr><td style="background:yellow">PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</td><td colspan="4" style="background:yellow">TARGET 1:
Attendance will be at least 96.5% by the end of the academic year-for all groups of pupils</td></tr>
<tr><td>Objectives</td><td>Specific Actions</td><td>Monitoring – who/how/when</td><td>Success Criteria</td><td>Resources</td></tr>
<tr><td>To increase attendance of all groups of pupils in school</td><td>Be clear about the reasons that individual pupils have had long term/ repeated absence.

Issue letters to those attendance who has fallen below 90%

Offer support to those who need it-from school/external agencies if school cannot successfully support families.

Website/Twitter to increase communication with parents/carers.</td><td>Headteacher

Admin (JC)

Curriculum leader

Govs

Weekly attendance checked-awards given and celebrated in assembly

Termly/yearly attendance tracked</td><td>Improved attendance due to support provided

Improved attendance due to increased engagement from both pupils and parents/carers.

Parents/carers aware of the impact that poor attendance has on education and the legalilty and guidance from the Local Authority,</td><td>Attendance awards</td></tr>
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		Weekly/termly attendance reports		
	Share new Attendance Policy with all parents/carers Issue all parents/carers with a Fixed Penalty Warning letter. Issue Fixed Penalty Notices to those parents/carers children who have 4.5+ days off in any 6 week period	HT/JC 6 weekly periods of identifying unauthorised attendance as per the policy. Term 1-Share Policy on website Term 1-send FP warning letter to all parents/carers		Attendance Policy FP warning letter and notices when needed-contact the LA.