

# School Development Plan

## Worplesdon Primary School 2017



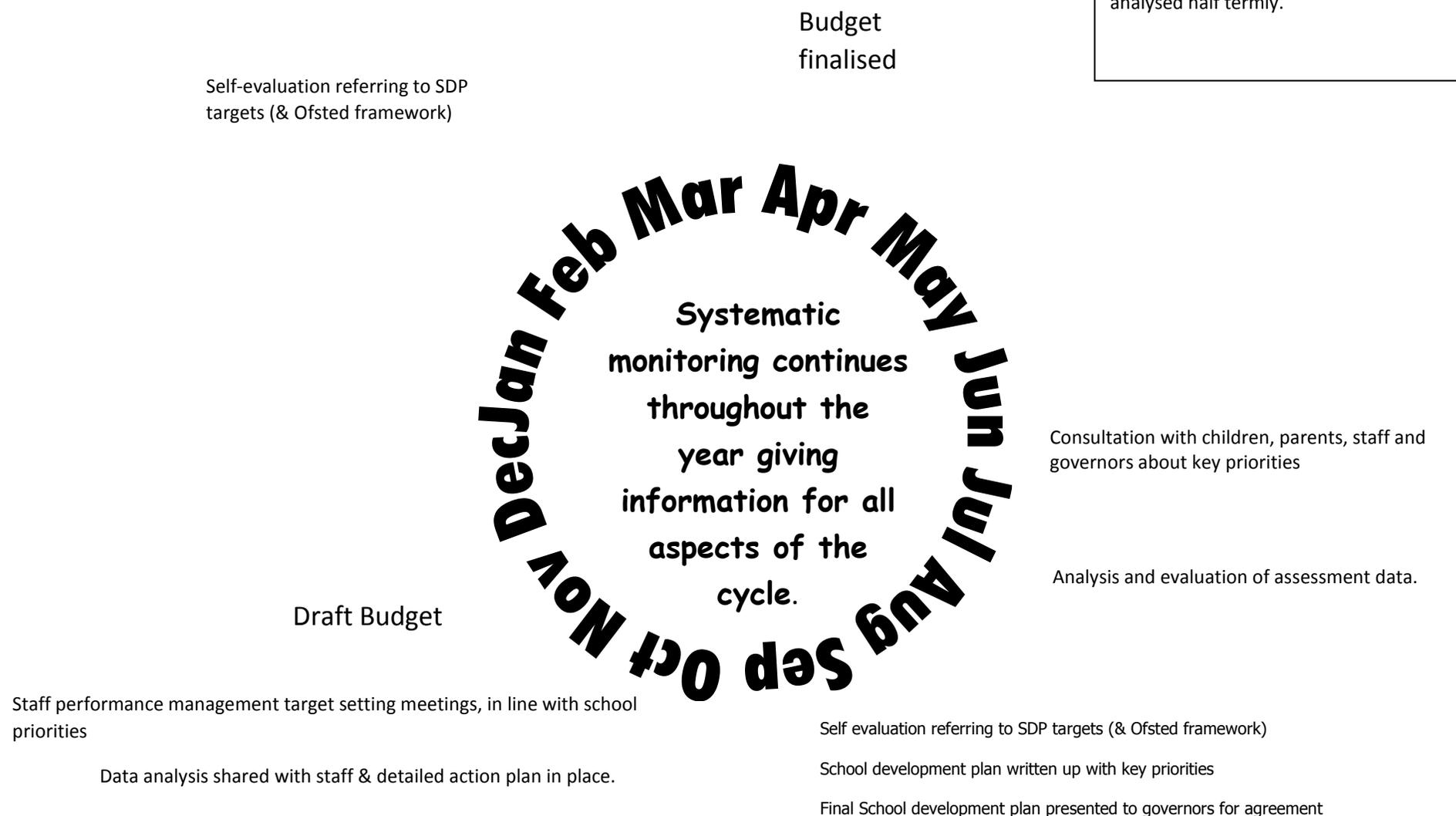
Helping children to develop a love for life and learning.

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OUR PLANNING CYCLE



## CONTEXT

We are two-form entry in our infant department and are growing to three-form entry in our junior department. We benefit from sixteen full time teachers and three specialist teachers who teach French, Music and PE. Furthermore, we benefit from a home school link worker, a mainstream TA in each class and special needs teaching assistants across the school.

At Worplesdon we believe that children get just one childhood; it should be a magical and happy time where education should leave a host of positive and deep, meaningful memories that last for the rest of their lives. With this in mind, children are at the heart of every decision we make. We aim for every child to be happy, confident risk takers who fulfil their potential. We provide a nurturing environment where we value each child and promote positive attitudes and lifelong learning to help children grow into independent, respectful and creative adults with their own unique gifts and talents.

## PROCESS USED IN DESIGNING THIS DEVELOPMENT PLAN

### Self Evaluation Process

- With our vision in mind (helping children to develop a love for life & learning), teaching staff, support staff and governors evaluated the schools performance against the Ofsted Framework (August 2017) and as a result, identified the key priorities for the year ahead.
- In class groups and through our School Council, children shared their opinions on the following two questions: What do we do well at and therefore must keep? What could we do better? The children's ideas were interwoven into the plan.
- Over the course of the Summer term (2017), parent feedback was actively sought and interwoven into the plan.

### Planning & delivery of the School Development Plan meeting

- On 4<sup>th</sup> September 2017 the head teacher, deputy head teacher and senior leaders led a Schools Development Planning day where all staff and governors worked in mixed groups to create an emerging plan which would achieve our vision.
- Feedback gleaned from parent questionnaires and School Council meetings were incorporated into our draft plan.
- The draft plan was shared with staff and governors to check for accuracy.
- The plan was published at the end of September and was shared on our school website.

### Evaluation of plan and delivery

- Fortnightly senior leader meetings and half termly governor meetings include evaluations of the SDP.
- Weekly staff meetings provide opportunities for evaluations.
- Regular drop ins, observations, work sampling and planning scrutiny enable senior leaders and subject leaders to evaluate the implementation of the plan.
- Progress against priorities are reported to parents through monthly newsletters.

## Summary of the School Development Plan for Worplesdon Primary School 2017

The School Development Plan has the following objectives for continuous improvement to support this vision:

### Leadership

Develop outstanding distributive leadership with effective performance management and professional challenge as an integral part of the process, leading to outstanding progress within each year group and across the curriculum.

This is supported by:

- Embedding a culture of collaboration;
- Ensuring the school values are consistently applied in and outside of the school;
- Developing the resilience of our children.

### Teaching and Learning

Enable outstanding teaching, learning and assessment with a focus on resilience to failure and positive attitudes to learning, leading to outstanding progress within each year group and across the curriculum.

This is supported by:

- Embedding a culture of collaboration;
- Ensuring the school values are consistently applied in and outside of the school;
- Developing the resilience of our children.

### Personal development, behaviour and welfare

Facilitating outstanding personal development, behaviour and welfare, leading to outstanding progress within each year group and across the curriculum.

This is supported by:

- Embedding a culture of collaboration;
- Ensuring the school values are consistently applied in and out of the school;
- Developing the resilience of our children.

<b>BUILD LEADERSHIP</b>
<p><b>Improvement</b>                  Develop outstanding <i>distributive leadership</i> with effective <i>performance management</i> and <i>professional challenge</i> as an integral part of the process, leading to outstanding progress within each year group and across the curriculum.</p>
<p><b>Success Criteria</b>                  Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.</p> <p>The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.</p>

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
Embed a culture of collaboration	<p>Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.</p> <p>Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p> <p>Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</p>	<p><i>Agree the goal</i>                  Clarify the importance of distributive leadership. Define it and explore how we would like it to look at Worplesdon. Ensure we think about staff, children (including school council &amp; house captains), parents (PTA) and governors when discussing leadership. Discuss the importance of performance management to support all staff development including leadership roles. Collectively agree our goal for performance management at Worplesdon including the ongoing continued professional development programme for all staff to achieve individual and whole school targets (which are SMART). When considering our personal development, how can professional dialogue and challenge help to achieve our goals. Governors to clarify their role in leading the school forward.</p> <p><i>Evaluate the reality</i>                  Through senior leader meetings and staff training sessions (teachers and support staff), discuss the reality of 'distributive leadership' at Worplesdon. Identify barriers and consider enablers. Discuss the role of performance management and the associated CPD, considering what is going well and even better if. XXXXX</p> <p>Through governor meetings, discuss the reality against the agreed goal.</p> <p><i>Identify opportunities</i>                  Audit the school, finding pockets of excellence for distributive leadership throughout the community including teachers, support staff, parents and children. Identify leaders to drive improvement (teachers, support staff), children &amp; PTA).                  Find ways to develop playground leaders further.                  Ensure that systems and structures for effective performance management are agreed.                  Find effective ways for communication and embed e.g. weekly business meeting with minutes for all staff, liaison time between teachers and their TA's, emails                  Governors to find ways to: be more visible; establish link governors; receive data information in a timely fashion</p>	KO'B & SLT	Oct 2017	<p>Cover for PM objective setting &amp; reviews (by cover team)</p> <p>Leadership training (Greg, Emily, NPQSL, NPQH, SBM)</p>	Governors & Jo Freeman (SIP)

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
		<p><i>Agree the way forward</i></p> <p>Invest in training to whole staff on distributive leadership and performance management so that line managers understand effective performance management . Furthermore training will include those being line managed and will understand their role in their own performance management as well as the role of their line manager.</p> <p>Review the current line management structure so that line managers are working closely with the member of staff they manage.</p> <p>Training schedule (at least fortnightly) for teachers and support staff reflect performance management needs.</p> <p>External providers (both inviting into school and staff going out of external courses) are part of the school training programme.</p> <p>Build in opportunities to observe great practise and to team-teach.</p> <p>Provide opportunities for staff to take risks and be innovative, feeding back their findings.</p> <p>Once governors have agreed the goal, established the reality and considered opportunities, agree way forward (ensuring they are more visible as appropriate, know their school &amp; challenge leadership)</p> <p><i>Monitor progress &amp; celebrate</i></p> <p>Through performance management review meetings, staff termly questionnaires and professional dialogue meetings, review and celebrate the steps being taken to achieve our collective goal.</p> <p>When governors carrying out their monitoring, agree a focus from the SDP and provide feedback to head to share with all staff.</p>			<p>Cost of Jane Read for KO'B, LBC then for SLT</p> <p>Cost of q'aire</p>	

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
<p>Ensure the school's values are consistently applied in and outside of school</p>	<p>Pupils' spiritual, moral, social and cultural development and within this, the promotion of fundamental British values, are at the heart of the school's work.</p> <p>Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p>	<p><i>Agree the goal</i> Identified leader(s) discuss and agree our vision for 'living by our values' as a whole school community. They ensure that the vision includes children's behaviour in school, online and within the local community. Alongside the staff vision, the vision of children and parents is sought and included.</p> <p><i>Evaluate the reality</i> Through senior leader meetings and staff training sessions, discuss current provision at Worplesdon, referring back to 'Rights Respecting School' work. Identify what is going well and how could we further improve (ensuring that all aspects of the day are discussed and online behaviour is scrutinised). Use School Improvement partner to aid our audit, providing a fresh pair of eyes on our values curriculum and the application of values.</p> <p><i>Identify opportunities</i> Leader(s) to audit the school, finding pockets of excellence practice and using these staff members to support other staff e.g. through team teaching, training sessions. Involve School Council as a group of leaders once areas to be developed have been identified. When reviewing the Behaviour Policy, ensure that values are an integral part of the reward system. Find ways to reward children who show these values at home as well.</p> <p><i>Agree the way forward</i> In collaboration with children, staff and parents, agree:</p> <ul style="list-style-type: none"> <li>• Revised behaviour policy including rewards and consequences</li> <li>• How positive behaviour can be communicated with parents</li> <li>• A review of our school curriculum so that it includes national curriculum and school curriculum objectives (i.e. values, resilience, collaboration)</li> </ul> <p>Set up a training programme to meet our action plan and to support staff performance management objectives. Review values we are teaching – ensure they still match the needs of our children (would resilience, respect be appropriate now) Assemblies focus on values. Head shares with staff summary of content so this can be followed up by all staff throughout teaching and unstructured times Provide workshops for parents &amp; share information at starting the year meetings</p> <p><i>Monitor the implementation of the plan</i> Through a termly staff questionnaire, informal chats and governor monitoring days to discuss our successes and identify those areas not improving and find solutions.</p>	<p>KO'B &amp; SLT</p>	<p>Jan 2018</p>	<p>Cost of Greg Perry &amp; cost of lunchtime staff to attend 2 x 1.5 hour training session</p> <p>Cover team provide cover for leaders learning walks (12 subjects x 1.5 days per year &amp; 1 day per term per senior leader)</p>	<p>Governors</p>

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
Develop resilience of our children	<p>Leaders and governors have created a culture that enables pupils and staff to excel.</p> <p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p>	<p><i>Agree the goal</i> Through staff meetings discuss and agree what we mean by resilient learner. Discuss the behaviours and attitudes a resilient learner requires. Identify what teachers and support staff are doing / saying / teaching to encourage resilience in our children. Ensure within our goal, we have discussed the importance of self-esteem and positive well-being within resilient learners.</p> <p><i>Evaluate reality</i> Through senior leader meetings, staff training sessions, learning walks, discuss current provision at Worplesdon. Consider the differences between year groups. Identify barriers and enablers.</p> <p><i>Identify opportunities</i> Audit school, finding pockets of excellence. Identify leader(s) to drive improvement. Explore possible external training providers (e.g. Be the best you can be programme). Note: pockets of excellence could be children or staff who have overcome a challenge outside of school e.g. achieving high rope challenge, learning to play an instrument, learning a new sport etc) Build up a resource bank for all to use</p> <p><i>Agree the way forward</i> Invest in training using external and internal staff on how to build resilience whilst ensuring mental health remains positive with high self-esteem (e.g. Use team teaching, staff given the opportunity to observe those confident in teaching resilience) Give time for staff reading within staff meetings – thought provoking ideas for the classroom Review curriculum so resilience is intertwined. Consider introducing ‘growth mind-set’, Be the best you can be programme, ban the word ‘can’t’ Review homework policy to ensure resilience is encouraged Provide opportunities for staff to take risks and be innovative. Provide workshops for parents &amp; share information at starting the year meetings Ensure our reviewed behaviour policy includes a strong focus on celebrating learning ‘process’ not outcome (e.g. how did we survive failure / mistakes?) Discuss ‘whoops’ moments.</p> <p><i>Monitor the implementation of the plan</i> Use learning walks, observations, data analysis and work moderation to provide feedback to staff on strengths and next steps (i.e. is the curriculum set up for children to learn from their mistakes? How are mistakes regarded?)</p>	KO'B & SLT	Feb 2018	<p>Cost of consultant training</p> <p>SIP visits (cost of Jo Freeman)</p>	Governors
Evaluation			<p>Financial total:</p> <p>£7, 500</p>			

IMPROVE TEACHING & LEARNING

Improvement

Enable outstanding *teaching, learning and assessment* with a focus on *resilience to failure and positive attitudes to learning*, leading to outstanding progress within each year group and across the curriculum.

Success Criteria

From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.

The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
Embed a culture of collaboration	<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p> <p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p>	<p><i>Review and adapt the curriculum</i></p> <p>Broaden the topics and move away from topics that are led by subjects ensuring they reflect Worplesdon curriculum drivers (resilience, values and collaboration), the National Curriculum and the new national expectations.</p> <p>Review long term plans to ensure all foundation subjects are valued.</p> <p>Plan purposeful lessons that will support children in having the skills needed for the future</p> <p>Ensure lessons are planned so that children can be absorbed and become deep learners whilst staying engaged.</p> <p>Link lessons across subjects, across year groups, across milestones.</p> <p>Allow time for children to be creative (e.g. stepping back and allowing them the opportunity to take their learning in their own direction, giving more opportunity for children to explore and demonstrate their learning in different ways).</p> <p><i>Starting points</i></p> <p>Use outside agencies to introduce and support a topic e.g. drama groups</p> <p>Use real and current people who have been successful e.g. Steve Jobs, Usain Bolt. Include staff and parents successes to inspire the children</p> <p>Re-introduce 'immersion' sessions where we discuss what creativity is and what it looks like in the classroom across the different subjects.</p> <p><i>Promote child initiated learning through open-ended activities.</i></p> <p>Thinking ahead of a new topic and giving children the opportunity to 'plan' their learning which will then form a basis for the topic.</p> <p>Explore children's creativity by encouraging them to ask questions so that they can be included in planning the curriculum.</p> <p>Allow 'time' for children to explore these questions</p> <p>Allow children more freedom and choice of how to present their work.</p> <p><i>Application of skills</i></p> <p>Ensure cross curricular opportunities are maximised and resources are used to the maximum e.g. cooking in maths- measurement, gardening whilst learning values.</p>	KO'B & SLT <i>Subject leaders</i>	Sept 2017	<p>Medium term planning time for each subject leader (12 x 2 days)</p> <p>INSET training</p> <p>Planning support materials</p>	Governors & Jo Freeman (SIP)

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
	<p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p>	<p><i>Skills for life &amp; purposeful</i>                      Ensure all lessons have a purpose with meaning built around a context and what is relevant e.g. going to the local shop to spend money.                      Give children time to resource their own interests linked to what they are learning.                      Develop homework to reflect curriculum                      Lesson plans enable children to recognise context of what they're learning linked to real life e.g. fraction problems linked to sales, recipes.</p> <p><i>Outdoors</i>                      Make more use of the local environment to broaden life skills                      Continue to find ways to resource outdoor classroom – visit schools of excellence to glean great ideas                      Explore the use of a working party to develop the outdoors further across all year groups                      Explore the possibility of establishing Forest School at Worplesdon</p> <p><i>Assessment for / of learning</i>                      Work with staff to agree the marking and feedback policy.                      Provide further training for the application of policy                      Identify pockets of excellence and support staff in sharing their successes                      Continue to develop and implement our assessment system so that staff use the gaps within the hexagons to inform planning                      Continue to share the new system with parents so they feel well informed</p>			<p>Resources for outdoors (see Greg)</p> <p>Cost of Forest School teacher</p>	

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
<p>Develop resilience of our children</p>	<p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.</p> <p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p> <p>Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.</p>	<p><i>Ethos</i></p> <p>Establish an ethos for children to flourish as resilient learners by:</p> <ul style="list-style-type: none"> <li>• Promoting a positive environment in which children feel safe to make mistakes (building self-esteem and positive wellbeing).</li> <li>• Nurturing a 'can-do' attitude through encouragement and support.</li> <li>• Modelling risk taking and making mistakes, demonstrating the learning process – model, learn, reflect.</li> <li>• Promoting children's independence by scaffolding their learning not doing things for them.</li> <li>• Ensuring enough time is given for children to try again</li> </ul> <p><i>Planning &amp; assessment</i></p> <p>Develop planning which includes: problem solving involving trial and error; children getting out of their comfort zone; seizing opportunities for risk taking; time to fail; Embed assessment techniques which inform future planning and thus secures the correct pitch within the lesson Set up regular moderations of workbooks to ensure correct pitch</p> <p><i>Teaching approaches</i></p> <p>Use a variety of teaching approaches to meet the needs of children such as: peeling children off / in for further challenge; sharing depth of learning with children to promote self-challenge. Introduce 'Be The best You Can Be' programme to children with the use of 'dream books' where children can regularly reflect on their goals and discuss strategies for how they are going to achieve them. Alongside teach children about growth mind-sets; comfort / learning / panic zones; steps of learning; and the advantages of coaching techniques.</p> <p><i>Marking &amp; feedback</i></p> <p>Further develop feedback by:</p> <ul style="list-style-type: none"> <li>• Praising effort and persistence not just outcome.</li> <li>• Giving children the opportunity and time to respond to marking in order to learn from their work (across all subjects)</li> <li>• Ensuring children can evaluate their own learning by talking to each other and to adults about it.</li> </ul> <p><i>Intervention</i></p> <p>Develop and use intervention groups for those children who struggle to build their own resilience by focusing on self-esteem, growing confidence, mind-set and productive / unproductive use of energy. Deliver effective communication with parents carers so they are fully involved Adopt an 'early help' approach as appropriate Ensure pathways are written to reflect the support package in place Use provision maps to monitor</p>	<p>KO'B &amp; SLT <i>Teachers</i></p>	<p>Jan 2018</p>	<p>Maths wish list Writing wish list Read wish list ICT wish list</p> <p>Confederation maths INSET</p> <p>Writing consultant</p> <p>Maths consultant</p> <p>Reading consultant</p>	<p>Governors &amp; Jo Freeman (SIP)</p>

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
<p>Ensure the school values are consistently applied inside and outside of school</p>	<p>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p>	<p><i>Ethos</i> All staff consistently reinforce values by using same language and 'catching children displaying the values'. Adults to model the school values.</p> <p><i>Planning &amp; resources</i> Identify planning materials which will support staff planning for Personal Social Healthcare Education (PSHCE). All staff and children know the values through assemblies, PSHCE lessons, classroom displays. Review and refine PSHCE planning, providing opportunities to practice living values which will help children to develop the skills needed for life (e.g. online safety versus peer pressure). Ensure regular PSHCE lessons take place in every class– time to prioritise for them.</p> <p><i>Application</i> To promote a positive school and class environment to increase self-confidence and self-belief. Train all staff in use of Education Literacy Support Assistance (ELSA). Use "be the best you can be strategies" e.g. booster sessions to build confidence Use role models especially of y2 &amp; 6. Parent workshops to share how can support at home. Update and refer to Values and PSHCE displays. Continually review the roles and responsibilities of Year 6 and further develop across the school as appropriate, in collaboration with school council. Regular assemblies with values based themes and / or discussions on current events. Teach children strategies so they can deal with their own minor friendship issues. Develop PSHCE planning including the use of circle times as appropriate. Playground - need more PSHCE activities to pre-empt situations; staff to steer children towards Y6 role models (referred to as Peer Mediators) to help build resilience for both parties (ensuring that these children are well trained and remain neutral). Solution focused circles. Exposure to peer related problems in technology (e.g. trolling). Review transition across each year group (starting earlier in the year, and giving children a program to help them prepare for the transition). Target pockets of inappropriate behaviour. Reflect on what is not going well and find solutions.</p> <p><i>Recognition</i> To give specific praise/ stickers/ certificates in relationship to the values. Ensure that each child is valued for themselves. More physical rewards to promote and encourage teamwork/positive behaviour (e.g. bonus points &amp; prizes).</p>	<p>OD (Learning for life leader) &amp; SLT</p>	<p>Feb 2018</p>	<p>Behaviour consultant (already costed above)</p> <p>Cost of ELSA training (see Shan)</p> <p>Cost of Be the Best You Can Be programme</p>	<p>Governors &amp; Jo Freeman (SIP)</p>
<p>Evaluation</p>			<p>Finance total:</p>			

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
			£18,900			

PROMOTE PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

Improvement 3

Facilitate outstanding personal development, behaviour and welfare, leading to outstanding progress within each year group and across the curriculum.

Success Criteria

Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
Embed a culture of collaboration	<p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p> <p>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p>	<p><i>Review the curriculum by:</i></p> <ul style="list-style-type: none"> <li>Ensuring values and resilience are curriculum drivers.</li> <li>Using RE leader to ensure STP includes opportunities for visitors to come to school from a variety of cultures / religions.</li> <li>Using PSHCE leader to review and adapt monthly values so they reflect the needs identified (e.g. resilience, happiness, honesty, respect).</li> </ul> <p><i>Review and adapt whole school behaviour policy by:</i></p> <ul style="list-style-type: none"> <li>Identifying rules, rewards and consequences the children believe are important.</li> <li>Staff training on effective whole school policies.</li> <li>Sharing and implement an agreed system across the school.</li> <li>Share and involve parents so that they are able to reinforce the school rules at home.</li> <li>All staff to monitor the implementation and to provide feedback on what is going well, even better if. Ensure children are showing respect for all adults within school.</li> <li>Staff to be role models of 'living by our values'.</li> <li>Ensure children are 'wearing their school with pride'.</li> </ul> <p><i>Further develop the curriculum</i></p> <p>To ensure children are keeping themselves and others safe (including online) by:</p> <ul style="list-style-type: none"> <li>Establishing pockets of excellence and providing opportunities for team teaching, observation etc.</li> <li>Training all staff on up to date research.</li> <li>Identify planning and resources to support staff with delivery.</li> <li>Lead parent workshops.</li> </ul>	KO'B & LB-C <i>Teachers</i>	Oct 2018	<p>Cost of Greg Perry (already costed above)</p> <p>Resources to support teaching</p> <p>NSPCC (free)</p>	Governors & Jo Freeman (SIP)

Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
<p>Ensure the school values are consistently applied inside and outside of school</p>	<p>Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</p> <p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p>	<p>Secure an engaging curriculum thus reducing off task behaviour by: Continuing to encourage pupil voice to find out the barriers for enjoying school and turn them into enablers Refer to T &amp; L section for more detail</p> <p><i>Embed effective positive behaviour management</i> (so children are able to cope effectively with a hands on and exciting curriculum) by:</p> <ul style="list-style-type: none"> <li>• Continuing to develop our school and class rules, rewards and consequences</li> <li>• Continuing to be proactive when observing or hearing about behaviour which is unacceptable, supporting those involved.</li> <li>• Proving training to all staff</li> <li>• Providing ELSA packs which are easy to use</li> </ul> <p><i>Improve behaviour at unstructured times</i> (such as transition times, break times, clubs) by:</p> <ul style="list-style-type: none"> <li>• To further develop playtimes by: continuing staff training; monitoring and feedback; encouraging children to report concerns quickly; using the equipment in sheds so children have more to do; continue to use lessons to teach values</li> <li>• Support staff receive regular updates on behaviour management and playground games.</li> <li>• School Council continue to provide ideas for improving break times</li> <li>• Use assemblies, PSHCE lessons, unstructured times (i.e. playtimes) and circle times to explicitly teach values</li> <li>• Reward values</li> <li>• Modelling especially of y2 &amp; 6 – develop roles</li> </ul>	<p>KO'B &amp; LB-C <i>Teachers</i></p>	<p>Nov 2018</p>	<p>Consultancy support already costed</p>	<p>Governors &amp; Jo Freeman (SIP)</p>
<p>Develop resilience of our children</p>	<p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p>	<p><i>Identify resources</i> Such as the 'Growth mind-set', 'Be the best you can be' (BTBYCB) resources to design a whole school programme which:</p> <ul style="list-style-type: none"> <li>• Discretely teach children the process of learning including the importance of failure and bouncing back.</li> <li>• Provides opportunities across a variety of subjects to apply their understanding of the learning process, bouncing back from failure and learning from their mistakes.</li> </ul> <p><i>Using staff expertise</i> Incorporate BTBYCB resources within PSHCE planning so that teachers plan and deliver:</p> <ul style="list-style-type: none"> <li>• Discrete lessons which teach children how to be resilient with friendships.</li> <li>• Informal lessons within the playground to apply resilience within their friendships, applying strategies of dealing with friendship issues.</li> </ul>	<p>KO'B &amp; LB-C <i>Teachers</i></p>	<p>Feb 2018</p>	<p>Teaching materials (see subject leader wish lists)</p>	<p>Governors &amp; Jo Freeman (SIP)</p>
<p>Evaluation</p>			<p>Finance total: £4, 500</p>			

SUMMARY OF FINANCIAL IMPLICATIONS OF PLAN FOR 3 YEARS

Target number and title	Cost to school	Cost to Friends
Leadership	£7, 500	0
Teaching & Learning	£18, 900	£4, 000
Personal development, behaviour, welfare	£4, 500	£6, 500
Totals	£30, 900	£10, 500

CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITHIN EACH TARGET

Target	Professional Development
Leadership	Middle leadership, NCSL coach, NPQH, NPQSL, Distributive Leadership, Growth & Fixed mind-set
Teaching & Learning	Teaching of mastery, maths strategies, teaching of writing, guided reading, moderation of core subjects, marking policy, assessment
Personal development, behaviour, welfare	Teaching of Values Curriculum, promoting resilience, behaviour management strategies and agreed policy

INSET DAYS 2017-18

1. Safeguarding & induction	2. SDP – the year ahead	3. Teaching a mastery maths curriculum
4. Behaviour	5. Moderation / assessment	

STAFF MEETINGS

Autumn Term 2017	Spring Term 2018	Summer Term 2018
Mastery teaching	Maths moderation	Medium term planning
Behaviour	Writing moderation	Teaching of writing
Teaching of writing	Reading moderation	Teaching of maths
Teaching of maths	Marking	Applying strategies to foundation subjects
Guided reading	Assessment	Mastery teaching
Developing planning	Mastery teaching	Transition
	Science	
	IT	