

## St Luke's Primary School – School Development Plan

### Focus Area: Standards

Wicked Problem	Actions	People Involved	Timescale	Resources	Monitoring	Success Criteria
The assessment system that we use for pupils working between P1 and P4 is not matched to their needs	<b>Develop a new P1 to P4 assessment tool and tracking system</b> Identify assessment systems used at present Visit other schools and research other assessment tools available Create St Luke's assessment tool	VH to lead AS/K'OR/ RB/KC/ ZM	By 19 <sup>th</sup> Dec 2015	Time for meetings Time to visit other schools	Check progress against P1-P4 Action Plan at SLT meeting every 4 weeks	Children will achieve better outcomes: Improved percentage of children working between P4 and P4 achieving their Maths and English Targets
How can we improve the outcomes children achieve in shape, space and measure?	<b>Improve standards in Geometry and Measurement</b> Develop school approach to teaching Geometry and Measurement. Ensure approach is progressive in terms of skills and content Train staff to follow new approach to teaching Geometry and Measurement	VH/GN/ Key stage leaders	By July 2015 (review each half term)	Time for meetings Time to visit other schools Resources budget	Check progress against G&M Action Plan at SLT meeting every half term Identify progress through observations of G&M lessons	Children will achieve better outcomes: Improved percentage of children achieving their G&M targets through a progressive approach to teaching G&M across the school
We need to establish a new assessment system for maths and English which is based on the new national curriculum	<b>Develop a new assessment system for Maths and English</b> Create new school based levels for maths and English which incorporates information from a range of sources (P Scales, the National Curriculum, Numicon, letters and sounds and the EYFS Developmental Framework) Develop a system to measure and track progress in subjects Train staff to use the new assessment system	AS/K'OR/ VH/ES/ GN	By 19 <sup>th</sup> Dec 2014	Time for meetings Excel support from LA	Check progress against Maths and English Assessment Action Plan at SLT meeting once per half term	The will be a new assessment tool in place that is based on the new national curriculum for Maths and English
More children need to achieve their communication targets each half term	<b>Increase percentage of children achieving their communication targets</b> Develop approach to ensure best delivery of SALT targets in classes Train staff to deliver SALT targets Develop approach to generalise skills across the curriculum	KC/AS/ SALTs	By July 2015 (review each term)	Time for meetings with SALTs	Check progress against Communication Action Plan at SLT meeting half termly. Monitor pupil's progress against targets termly	Children will achieve better outcomes: Improved percentage of children achieving their communication targets

### Focus Area: Teaching and Learning

Wicked Problem	Actions	People Involved	Timescale	Resources	Monitoring	Success Criteria
How do we get more teachers to consistently teach outstanding lessons?	<p><b>Increase the number of teachers consistently teaching outstanding lessons</b></p> <p>Develop new observation tool based on the latest Ofsted framework</p> <p>Create a school approach to delivery of outstanding teaching and learning</p> <p>Continue to develop school approaches to Assessment for Learning, Talk for Learning and Peer Observations</p>	AS/KO'R/ Key Stage Leaders	By July 2015 (review each half term)	Teacher meeting time for training Time to develop TA skills Use of training days	Check progress against Teaching and Learning Action Plan at SLT meeting every half term Review number of lessons graded outstanding every term	Children will achieve better outcomes: Children will be taught in more classes where the quality of teaching and learning is consistently outstanding
How do we ensure that children are taught PE by staff who understand the development of their PE skills?	<p><b>Develop staff skills in teaching PE to children</b></p> <p>Create a physical development tracking tool</p> <p>Develop approaches to teaching movement skills during hydrotherapy</p> <p>Identify best coaches to deliver PE training across the school</p> <p>Train staff to deliver specific aspects of PE skills, whilst ensure children are gaining access to high quality lessons</p>	NH/K'OR/ GD	By July 2015 (review each half term)	Primary PE Grant: Floatation equipment and training. Specialist coaches to train staff	Check progress against PE Action Plan at SLT meeting every half term PE Learning Walk and drop ins to monitor quality of delivery before project and the impact at the end.	Children will achieve better outcomes: 80% of children will make good progress on the physical development tracking tool due to being taught by adults who understand the development of PE skills
We need to further develop staff understanding of children with autism and children with physical and sensory needs	<p><b>Develop staff skills in teaching children with autism and physical and sensory needs</b></p> <p>Create training package for class teams on autism and physical and sensory needs</p> <p>Deliver training to individual classes and whole school training package</p> <p>Create class checklists to ensure staff have necessary tools to meet needs of children</p>	CC/RB	By July 2015 (review each half term)	Teacher meeting time, training days and Tuesday night training	Monitor and evaluate classroom environment and classroom practice (though learning walks, drop ins and observations) Check progress against Autism Action Plan and Physical and Sensory Action Plan at SLT meeting every 4 weeks	Children will achieve better outcomes: Less than 10% of children with autism and physical and sensory needs will make unsatisfactory progress in all areas as they will be taught by adults who understand how they need to learn

### Focus Area: Curriculum

Wicked Problem	Actions	People Involved	Timescale	Resources	Monitoring	Success Criteria
We need to ensure that the curriculum for pupils with physical and sensory difficulties is appropriate to their needs	<p><b>Further develop the P1 to P4 curriculum</b></p> <p>Identify gaps in present curriculum</p> <p>Identify aspects of commercial curriculums that can be included into the St Luke's curriculum</p> <p>Visit other schools and evaluate their P1 to P4 curriculums</p> <p>Develop a P1 to P4 curriculum</p>	RB/K'OR/ CC/KC/ ZM/AB + Key Stage leaders	By 31 <sup>st</sup> March 2015	Time to plan curriculum Time to visit other schools Cost of purchasing commercial curriculums	Check progress against P1-P4 Curriculum Action Plan at SLT meeting every half term	Children will achieve better outcomes: Less than 10% working between P1 and P4 will make unsatisfactory progress in all areas as the curriculum will be focussed on their needs
The Maths and English Long Term Plans need to be developed in light of the new National Curriculum	<p><b>Develop new long term plans for Maths and English</b></p> <p>Identify links between the New National Curriculum and teaching approaches used at St Luke's</p> <p>Identify coverage for different groups of pupils (based on key stage and level of learning)</p> <p>Identify best approaches to curriculum development locally and nationally</p> <p>Create new long term plans</p> <p>Develop school guidance on how to deliver long term plans in daily planning</p> <p>Train staff to implement long term plans effectively</p>	AS/KO'R/ VH/ES + Key Stage leaders	By 31 <sup>st</sup> March 2015	Cost of purchasing resources Time to visit other schools Time to train staff	Check progress against Maths and English Curriculum Action Plans at SLT meeting every half term	Children will achieve better outcomes: 5% improvement of children achieving their Maths and English targets through access to new curriculum approaches for English and Maths
The PE, RE and PSHE curriculums need to be developed in light of the new National Curriculum	<p><b>Further develop the PE, RE and PSHE curriculums</b></p> <p>Evaluate present curriculums</p> <p>Identify gaps in present curriculum</p> <p>Identify best approaches to curriculum development locally and nationally</p> <p>Create new curriculums</p> <p>Develop school approaches to curriculum delivery</p> <p>Train staff to deliver new curriculums</p>	K'OR/GD/ NH/JA	By 31 <sup>st</sup> March 2014	Purchase curriculum resources Support from PE coaches, RE and PSHE advisors	Check progress against PE, RE and PSHE Curriculum Action Plans at SLT meeting every half term	Children will achieve better outcomes: Children's progress (personal, social, spiritual, moral and cultural) in PE, RE and PSHE will be improved due to access to a curriculum that is matched to their needs

### Focus Area: Behaviour and Safety

Wicked Problem	Actions	People Involved	Timescale	Resources	Monitoring	Success Criteria
How do we meet the sensory needs of children with sensory differences?	<p><b>Develop whole school approaches to sensory integration</b>            Create a sensory integration room.            Occupational Therapist to write programmes for children with sensory needs            Train staff to deliver programmes to children            Train whole staff to understand what sensory integration is and how they can deliver it to staff</p>	CC/K'OR/LC	By 19 <sup>th</sup> Dec 2014	£3000 to create sensory integration room Time for training £10,000 for OT and assistant	Check progress against Sensory Integration Action Plan at SLT meeting every 4 weeks	Children will achieve better outcomes: Children with sensory integration needs will have access to a sensory programme which will be delivered by an adult that understands their needs
A new behaviour system is needed which is focussed on strategies linked to the underlying causes of the behaviours	<p><b>Develop a whole school approach to behaviour</b>            Create a behaviour tool for the whole school which is based on functional analysis and observations of behaviours            Train staff to use the behaviour tool            Monitor effect of approaches to behaviour on individual pupil behaviour            Deliver a Parent Workshop</p>	K'OR/GD/LW	By 19 <sup>th</sup> Dec 2014	Time to deliver package to staff	Check progress against Behaviour Action Plan at SLT meeting every 4 weeks	Children will achieve better outcomes: Children who have a behaviour plan will have a reduction in the number of incidents
The school environment needs to be more engaging and less cluttered	<p><b>Develop the whole school environment</b>            Identify areas of the whole school environment that needs improving            Improve the entrance environment, including information for parents            Improve storage around the school, including creating a storage area in the staffroom for Art, Music and Communication Resources            Improve outside environment, including creating a musical garden and tidying up wildlife areas            Complete the sensory garden</p>	AS/K'OR/VH/FOSL	By 19 <sup>th</sup> Dec 2014	Fundraising: musical garden and sensory garden £5500 towards gardens Volunteer support £1000 for entrance area £5000 for storage	Check progress against Environment, Sensory Integration, and Sensory Garden Action Plans at SLT meeting every 4 weeks	The whole school environment will be engaging to children

### Focus Area: Children and Families

Wicked Problem	Actions	People Involved	Timescale	Resources	Monitoring	Success Criteria
<p>Their needs to more consistency in how homework is set to support learning at home</p>	<p><b>Develop homework policy</b>            Questionnaire to parents and staff asking for views on homework            Consult with children regarding homework            Devise a homework policy based on results            Ensure all classes are delivering what is set out in the home work policy</p>	AS/K'OR	By 19 <sup>th</sup> Dec 2014	Time to deliver to staff	Check progress against Homework Action Plan at SLT meeting every 4 weeks	Children in all classes will get regular homework which is matched to their needs
<p>How do we improve links between home and school?</p>	<p><b>Develop the role of key workers</b>            Develop a system of key workers in school who will be the first port of call for parents            Whole school training on how to communicate with parents and the role of key workers            Identify who will be key workers            Inform parents of who their child's key worker is and include this information in their home school planner            Key workers to be trained to improve communication with home            Key workers to support children in giving their views for annual reviews</p>	K'OR	By 31 <sup>st</sup> March 2015	Time to deliver training to whole staff group Time to deliver training to key workers	Check progress against Key Workers Action Plan at SLT meeting every half term	All children will have an identified key worker who will support them in their preparation for review meetings
<p>We want children to be more involved in school wide decision making</p>	<p><b>Develop a child centred school</b>            Create a working party to establish an approach to child centred working            Further development of child centred reviews            Improve school council to include working parties            Consult children on school policies that affect them</p>	CC/K'OR/GD/ working party	By 31 <sup>st</sup> March 2015	Time for working party to meet	Check progress against Child Centred Action Plan at SLT meeting every half term	Children will be consulted on areas of the school that are important to them and given the opportunity to give their views at their review meetings