

St Luke's Primary School – School Development Plan (October 2015-16)

Focus Area: Standards

3 year challenge (by 2018)	Success: This year	Actions	People Involved	Timescale	Resources	Monitoring
We want 85% of children to make outstanding progress in English and maths	70% of children have made outstanding progress in English and Maths	Involve pupils in their own learning Ensure work is effectively evidenced Eng: Personalise approaches to teaching phonics, guided reading and writing Develop pre guided reading and pre writing strategies Maths: Personalised approach to teaching numerocity, geometry and measurement Train staff in understanding “Mastery approach”	SLT Lead AS Lead Gov Maths Lead: English Lead: ES	70% progress by July 2016 Evidenced work by Dec 2015	Time to create assessment system	Pupil progress meetings Monitoring planning and assessment Tracking Data Appraisals
We will have an accurate assessment system in place that is understood and effectively used by all staff	All staff are using the new assessment system effectively to embed practice across the school	3 moderation meetings to have taken place Develop electronic tracking system for EYFS and SALT targets Develop systems for Key Stage, cross key stage and whole school Moderation Further embed approaches to work scrutinies.	SLT Lead AS Lead Gov VH/RB KC/JG GN/NH	Dec 2015 – system in place Moderation - ongoing	Teacher meeting time	Data tracking against new assessment system Moderation Work Scrutinies Lesson Observations
Pupil Premium funding will be targeted to ensure outcomes for disadvantaged children are the same as their peers	Best use of pupil premium funding has been identified against individual children and all staff have been trained to poverty proof the school day	Monitor use of pupil premium funding against individual children Measure impact of pupil premium funding against key criteria; academic attainment, behaviour, improved communication skills,	SLT Lead AS Lead Gov P/P Lead: GN	Strategy in place by Dec 2015 Poverty proofed school day by April 2015	Use of pupil premium funding to enable individual target setting and support home	Pupil premium tracking tool Monitoring outcomes for pupils on Early Help, CIN and CP/Pupil premium Poverty proofing learning walk

Focus Area: Teaching and Learning

3 year challenge (by 2018)	Success: This year	Actions	People Involved	Timescale	Resources	Monitoring
The large majority of teachers will be teaching consistently outstanding lessons	65% of teachers will teach outstanding lessons and the rest of lessons taught are good.	<p>Increase the number of teachers consistently teaching outstanding lessons to 65%</p> <p>Create 'Outstanding Classrooms' strategy</p> <p>Develop coaching opportunities for teachers prior to observations</p> <p>Develop peer to peer support – link areas of weakness to areas of strength</p>	<p>SLT Lead PJ/NH</p> <p>Lead Gov</p> <p>AB</p>	By June 2015	Teacher meeting time Cover for teachers to conduct peer to peer activities	<p>Lesson observations</p> <p>Drop ins</p> <p>Learning Walks</p> <p>Monitor achievement against outstanding teaching action plan</p>
All staff will have embedded the principles of EYFS across the school	All classrooms have a social learning corner and have some element of continuous provision. Outdoor learning has taken place across the school	<p>Create a strategy to develop key EYFS principles across the school:</p> <ul style="list-style-type: none"> • continuous provision throughout the thematic curriculum • outdoor provision • use of social learning corners <p>Train staff to enable them to deliver EYFS concepts in their classrooms</p>	<p>SLT Lead CC</p> <p>Lead Gov</p> <p>JG AS AB</p>	<p>Social learning corners by Dec 2015</p> <p>Continuous provision by April 2016</p> <p>Outdoor provision by July 2016</p>	<p>Cost of social learning corners.</p> <p>Resources for continuous provision</p> <p>Resources for outdoor learning</p>	<p>Lesson observations</p> <p>Drop ins</p> <p>Learning Walks</p> <p>Monitor achievement against Embedding EYFS action plan</p>
We will have teaching staff who are confident in teaching all areas of the foundation subjects	Quality of teaching and learning in Music, PE and Art improve in line with core subjects	<p>Baseline quality of teaching in areas through learning walks and drop ins. Identify staff strengths in teaching key foundation curriculum skills.</p> <p>Train staff on how to develop skills in planning and assessing skills in music and art</p> <p>Target Sports Premium Money to continue to develop staff skills in teaching gymnastics, and other areas of PE</p>	<p>SLT Lead NH</p> <p>Lead Gov</p> <p>PJ VH</p>	<p>Baseline: Autumn 2015</p> <p>Review progress by Sept 2016</p>	<p>Teacher meeting time</p> <p>Use of primary sports and PE funding</p>	<p>Lesson observations</p> <p>Drop ins</p> <p>Learning Walks</p> <p>Monitor achievement against PE, Music and Art action plans</p>

Focus Area: Curriculum

3 year challenge (by 2018)	Success Criteria	Actions	People Involved	Timescale	Resources	Monitoring
We will have a thematic curriculum that can be delivered to all children across the school	Learning activities and objectives are matched to individual children	Develop a cognition and communication curriculum that goes alongside the thematic curriculum Develop learning opportunities for children with physical and sensory needs and severe communication and interaction needs that can be delivered alongside the thematic curriculum Train staff to be able to deliver new curriculum approaches to children	SLT Lead CC Lead Gov Curriculum Leaders RB KC ZM	On-going To be completed alongside planning of curriculum units	Time to free up pml and asd specialist to attend planning meetings	Monitor of thematic curriculum planning Drop ins during thematic curriculum sessions
We will have a curriculum that is led by the children for at least one term per year	One thematic unit per academic year has been led by the children's interests in KS2 and the children have been engaged in the planning of this unit	Develop a strategy for children to be involved in planning their own curriculum. Develop children's skills in curriculum planning Children to lead the development of the KS2 summer term (2) curriculum unit EYFS and KS1 staff will work towards developing the children's skills to develop their own curriculum	SLT Lead GD Lead Gov Curriculum Leaders	By July 2016	Resources to deliver curriculum unit	Thematic curriculum plans Notes: for some key stages this could involve children making choices from a choice of three curriculum units
The curriculum will deliver life-long skills to the children	Children have developed a broad range of learning, personal and social skills across the year	Develop learning skills in curriculum units ensuring a clear breadth and progression across the thematic units of work Develop Personal, Social and Cultural Curriculum to ensure it meets the needs of the children and the requirements of the national curriculum Develop CALL and SEAL across key stage 2, ensuring that it is adapted to meet the needs of all children	SLT Lead PJ Lead Gov Curriculum leaders	CALL and SEAL by Feb 2016 Personal and Social curriculum ongoing to Sept 2016	PSHE resources Cultural resources	Coverage of key skills will be monitored across the curriculum units

Focus Area: Behaviour, Safety and Environment

3 year challenge (by 2018)	Success: This year	Actions	People Involved	Timescale	Resources	Monitoring
We will have a school where children have all their social and emotional needs met	Behaviour systems are effective across the school and reduce instances of challenging behaviour by 10% Children with sensory needs have a programme where their needs are met	Behaviour systems will be developed to ensure staff act fast when children start to become challenging Playground systems will be developed to ensure staff are well trained to engage children in constructive play All children with sensory needs will have a programme All staff working with children with sensory needs will have been trained to understand their sensory needs.	SLT Lead PJ Lead Gov CC LW	Behaviour systems in place by Dec 2015 Playground work by April 2016 Sensory work by July 2016	Whole staff training time	Monitor incidences of challenging behaviour Monitor behaviour of individuals on behaviour plans
The school environment will meet the needs of all the children	Outdoor provision meets the developmental needs of all the children across the school	The outdoor provision will be developed to enhance pupil's learning opportunities. Develop the musical garden, outdoor learning spaces, sports provision and communication opportunities Develop school corridors to engage children during MOVE programmes Ensure safe storage of resources	SLT Lead AS Lead Gov GD CC	All by April 2016	Cost of developing outdoor provision approx. £60,000	Monitor achievement against Environment action plan
Existing safeguarding systems have been quality assured and have proved effective	New safeguarding systems will be in place and being used effectively	Purchase child protection tracking tool Develop joint working opportunities with social services – monthly planning meetings Training all staff on how to safeguard disabled children Develop new safeguarding procedures for monitoring conversations with professionals and parents	SLT Lead AS Lead Gov JGr	By Jan 2016	Cost of tracking tool approx. £700	Monthly review meetings with ISDC

Focus Area: Children and Families

3 year challenge (by 2018)	Success: This year	Actions	People Involved	Timescale	Resources	Monitoring
Children will be an integral part of decision making for the school and their futures	Children have been involved in activities ensure a child's perspective is given on their environment	Children will be involved in at least three learning walks around the school. Development of child centred meetings. Further develop the school council to ensure it is an effective voice in delivering the children's views across the school. Involve children in learning walks to enable the school to be seen from the child's perspective	SLT Lead GD Lead Gov CC KC TH	Ongoing – 1 learning walk per term until sept 2016	Cost of developing child centred meeting room	Child inclusive learning walks Monitor of pupil involvement in developing provision
Support systems will be in place to ensure families are supported to meet all of their child's developmental needs	Children's personal development has been effectively supported through the creation of a "Team around the child"	Create a 'Team around the child' which supports children and families in managing eating, sleeping, behaviour and personal care Develop learning support provision across the school to target resources where they are needed Create an attendance strategy and support families where attendance drops below the expected level	SLT Lead AS Lead Gov PJ/LW JGr CC GD	Team created by Jan 2016 Attendance strategy in place by Oct 2015	Cost of releasing staff to support families – approx. £12,000	Individual case studies
Parents will be involved with whole school planning	There has been a positive impact of parental involvement in curriculum development and key aspects of the school	Further development of parent forums, which will be focussed specifically on aspects of the development plan. Create parent focus groups for specific areas of school provision e.g. home school communication, transitions and homework. Development ways for parents to be involved in planning the thematic curriculum	SLT Lead AS/GD PJ/NH	Ongoing Forums to take place termly	Time for forums and to consult with parents regarding curriculum planning	Monitor impact of forums and that agreed outcomes are implemented. Monitor parental involvement in curriculum development