



Wychall Primary School – School Development Plan 2018-2019

Issue	Success Criteria	Action	Monitored by	Evaluated by	Impact
<p>Improve EYFS (Good Level of Development), KS1 and KS2 reading, writing and mathematics outcomes in line with national outcomes</p>	<p>KS1 outcomes in R (75%), W (70%) and M (76%) in line with national outcomes            KS2 outcomes in R (75%), W (78%), M (76%) in line with national outcomes            GLD outcomes in reading (77%), writing (73%) and number (79%) in line with national outcomes</p> <p>Improve GD in KS1 (R at 26%, W at 16% and M at 22%) and KS2 (R at 28%, W at 20% and M at 24%).</p> <p>100% of learning and teaching in all English and mathematics lessons is judged good or better by Dec 2018.</p> <p>All teachers have sufficiently high</p>	<ul style="list-style-type: none"> <li>• Non-negotiables shared with all staff 3<sup>rd</sup> September.</li> <li>• PPA support provided by DoL. Weekly as required.</li> <li>• Coaching in class by DoL following monitoring activities as required.</li> <li>• End of Year expectation grids for R, W and M in place by end of Sept 18.</li> <li>• All layers of leadership involved in regular book looks. Clear actions and follow up checks in place.</li> <li>• Full moderation programme each term (internal, hub, MAT and external).</li> <li>• Regular summative assessments each term to support teacher assessments.</li> <li>• Pupil progress meetings (2 x per term) to identify individuals, groups and cohorts who need additional support.</li> <li>• Triangulation of evidence each term to support</li> </ul>	<p>Phase Leads, Director of Learning, Director of Inclusion, DHT and HT.</p>	<p>External Challenge Advisor.            Trust Improvement Board.            Executive Governance Group.</p>	

	<p>expectations of what pupils can achieve.</p> <p>All teachers set work that is accurately matched to children's abilities.</p> <p>The most able are consistently challenged.</p> <p>All adults use accurate assessment data to inform and adapt their planning to match the needs of different pupils.</p>	<p>assessments submitted to MAT.</p> <ul style="list-style-type: none"> <li>• EYFS environments adjusted by end of autumn 1.</li> <li>• SLE for EYFS to be deployed during the autumn term to support with curriculum development and assessment/evidence gathering.</li> </ul>			
<p>Improve the pupil offer with the implementation of a broad and balanced curriculum</p>	<p>All children access a full curriculum offer.</p> <p>Evidence of sustained progress within subject areas in each class and across the school in individual subjects.</p> <p>Children's work shows a consistently high quality across all subject areas (Core and foundation).</p> <p>Pupil voice demonstrates engagement, progress and challenge.</p>	<ul style="list-style-type: none"> <li>• New curriculum shared with staff 4<sup>th</sup> September. Clear links established between subject areas to improve pupil understanding/engagement.</li> <li>• New timetables introduced with specific guidance on when individual subjects need to be taught. (Sept 18).</li> <li>• PPA teacher appointed to improve delivery of wider curriculum during teacher non-contact time. (Set 18)</li> <li>• DoL to work with ECA to ensure curriculum meets Ofsted guidance. (Oct 18)</li> <li>• Profile of subjects raised with introduction of Science, History/Geography,</li> </ul>	<p>Phase Leads, Director of Learning, Director of Inclusion, AHT, DHT and HT.</p>	<p>External Challenge Advisor. Trust Improvement Board. Executive Governance Group.</p>	

		<p>D&amp;T, Art and Jigsaw (PSHE/RE) books. (Sept 4<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• Pupil voice collected termly by Phase Leaders/SLT to monitor impact of new curriculum.</li> <li>• M&amp;E schedule includes book looks and learning walks focused on wider curriculum.</li> <li>• MAT curriculum statement used to inform all M&amp;E activities.</li> <li>• Hub group to cross-school curriculum links.</li> </ul>			
Secure use of formative and summative assessment to improve pupil outcomes	<p>GLD, KS1 and KS2 outcomes in line with national. (See above)</p> <p>Moderation activities provide evidence that teacher assessments are accurate and that good progress is made over time.</p> <p>Assessments on SPTO match evidence in children's books.</p> <p>All teachers have sufficiently high expectations of what pupils can achieve</p> <p>All teachers set work that is accurately</p>	<ul style="list-style-type: none"> <li>• School approach to assessment agreed and shared. (Sept 18)</li> <li>• SPTO training for all new staff and SLT. (Sept 18)</li> <li>• Target setting meetings take place by end of Sept 18.</li> <li>• Key Stage 2 progress matrices in place by end of Oct 18.</li> <li>• Full moderation programme each term (internal, hub, MAT and external). Use of both attainment and progress grids from Severn Teaching School Alliance.</li> <li>• Moderation of reading assessments through pupil voice each term.</li> <li>• Regular summative assessments (NFER) each term to support teacher assessments and track</li> </ul>	Phase Leads, Director of Learning, Director of Inclusion, DHT and HT.	External Challenge Advisor. Trust Improvement Board. Executive Governance Group.	

	<p>matched to their abilities.</p> <p>The most able are consistently challenged.</p> <p>All adults use accurate assessment data to inform and adapt their planning to match the needs of different pupils.</p> <p>All leaders make good use of a range of formative and summative assessment information to analyse the impact of teaching on all pupils.</p>	<p>progress in standardised scores.</p> <ul style="list-style-type: none"> <li>• Pupil progress meetings (2 x per term) to identify individuals, groups and cohorts who need additional support.</li> <li>• Triangulation of evidence (SPTO, tests, pupil voice and books) each term to support assessments submitted to MAT.</li> <li>• Data used to identify children requiring interventions. Impact tracked.</li> </ul>			
<p>Use the PPG to accelerate progress and raise attainment of disadvantaged pupils in all key stages.</p>	<p>PPG plan specifies the end of year quantifiable targets and actions to ensure that disadvantaged pupil gaps will diminish by July 2019.</p> <p>PPG plan specifies specific actions to improve attendance for disadvantaged pupils.</p> <p>End of KS2 outcomes show that the gap between disadvantaged pupils and other pupils nationally is closing rapidly.</p>	<ul style="list-style-type: none"> <li>• PPG Plan agreed and published on school website (Oct 18).</li> <li>• All disadvantaged pupil (DP) books flagged to inform M&amp;E activities.</li> <li>• Additional staff deployed in most vulnerable year groups (Y5 and Y6) to provide additional teaching capacity.</li> <li>• CPD schedule in place for TAs to deliver high quality interventions informed by national research evidence.</li> <li>• Interventions in place to support progress of DP to meet end of KS targets.</li> <li>• Learning Mentors and Nurture Teacher/TA</li> </ul>	<p>Phase Leads, Director of Learning, Director of Inclusion, AHT, DHT and HT.</p>	<p>External Challenge Advisor. Trust Improvement Board. Executive Governance Group.</p>	

	<p>The % of KS1 disadvantaged pupils achieving Greater Depth has increased to at least R ( ) W ( ) and M ( ) DATA TO BE ADDED WHEN 2018 NATIONAL OUTCOMES AVAILABLE</p> <p>The % of KS2 disadvantaged pupils achieving Greater Depth has increased to R ( ) W ( ) and M ( ) DATA TO BE ADDED WHEN 2018 NATIONAL OUTCOMES AVAILABLE</p>	<p>deployed to support DP to secure progress in R, W and M.</p> <ul style="list-style-type: none"> <li>All tracking of progress and attainment has DP focus.</li> <li>(See below for attendance)</li> </ul>			
<p>All levels of leadership show impact on improving pupil outcomes</p>	<p>KS1 outcomes in R (75%), W (70%) and M (76%) in line with national outcomes  KS2 outcomes in R (75%), W (78%), M (76%) in line with national outcomes  GLD outcomes in reading (77%), writing (73%) and number (79%) in line with national outcomes</p> <p>Monitoring and evaluation systems are used to identify where and how teaching can be improved.</p>	<ul style="list-style-type: none"> <li>M&amp;E schedule clearly shows roles/expectations of all leaders in improving outcomes. (Sept 18)</li> <li>Middle leaders have 6 coaching sessions across the year with an external consultant to build leadership skills.</li> <li>All leaders report impact of actions taken during feedback meetings across the year. (See M&amp;E schedule)</li> <li>HT to meet with all leaders once per ½ term to review progress towards targets and agree next actions.</li> </ul>	<p>Director of Learning,  Director of Inclusion,  AHT, DHT and HT.</p>	<p>External Challenge Advisor.  Trust Improvement Board.  Executive Governance Group.  HT Performance Manager Lead.</p>	

	<p>Priorities for development arising from all monitoring activity are addressed rapidly and within the specified timescales.</p> <p>The EGG have a secure and accurate understanding of how pupils are achieving and use this information to hold middle and senior leaders to account.</p>	<ul style="list-style-type: none"> <li>• HT to support newly established Hub EGG and school link member to develop skills required to carry out duties in holding school to account to improve outcomes.</li> </ul>			
<p>Improve attendance to national expectations</p>	<p>Attendance for Y1-Y6 increase to 96%</p> <p>PPG plan specifies specific actions to improve attendance for disadvantaged pupils.</p> <p>Attendance of disadvantaged pupils has increased to at least 96%.</p> <p>Attendance of SEND pupils has increased to at least 96%</p>	<ul style="list-style-type: none"> <li>• Attendance Officer to continue actions in line with improving attendance plan created by DHT.</li> <li>• Continue use of early intervention where attendance is flagged as cause for concern.</li> <li>• Continue processes where persistent absence meets threshold for court action.</li> <li>• Promote new curriculum with pupils and parents to raise awareness of engaging activities taking place. (Newsletters, curriculum overviews, discussion in class).</li> <li>• Attendance a key focus of all vulnerable pupil action plans.</li> </ul>	<p>Attendance Officer, DHT, HT.</p>	<p>External Challenge Advisor. Trust Improvement Board. Executive Governance Group. HT Performance Manager Lead.</p>	