

***NEWTOWN PRIMARY
SCHOOL DEVELOPMENT PLAN
2016 - 2017***

Excellence for all, by further increasing the rate of pupil progress and raising attainment for all pupils

Priority 1: To improve achievement in writing and mathematics

Priority 2: Secure accurate Teacher Assessment against new National Standards

Priority 3: To further strengthen all levels of leadership across the school

Success criteria: To improve achievement in mathematics

ML= Maths Lead

SUCCESS CRITERIA	EVALUATION QUESTIONS	TASKS	MONITORING,REPORTING AND RESPONSIBILITIES
<p><i>How do we know that we have been successful?</i></p>	<p><i>Relevant questions</i></p>	<p><i>Actions to change practice</i></p>	<p><i>Who will do which activity and when? Resources</i></p>
<p><i>1. Targeted support helps close the gap between groups in the school particularly pupil premium, FSM and SEN.</i></p>	<p><i>Are teachers and TAs aware and focusing on their pupil premium and FSM groups? Are these children detailed in planning? Are the teachers and TAs using strategies to ensure good or better progress for these children?</i></p>	<p><i>Class teacher's to be fully aware of PP, FSM, SEN, EAL groups and to include them specifically in their planning. These children to be focus children for teachers as part of their performance management. TAs to be aware of PP, FSM, EAL and SEN children and focus on supporting them before, through and after lessons. LL to work with Babcock team on a Literacy project which focuses on narrowing gaps and strategies to use for LL to support other staff. Lesson Study model will be used as part of this project across schools. ML to work with SENco and EAL Co-ordinator to monitor all groups and evaluate the pupils' progress half termly.</i></p>	<p><i>ML half termly monitoring of group support and progress of children through:</i> <i>Learning walks, lesson obs or blinks, book scrutiny and pupil interviews with HT and Govs.</i></p> <p><i>ML to report to SLT and T&L governors on progress of all groups</i></p>
<p><i>2. Calculation policy, including teaching of mental maths skills and use of resources promote pupil independence and support the learning of concepts.</i></p>	<p><i>Are the pupils choosing equipment independently to support them in their lessons?</i></p>	<p><i>Staff Meeting time to understand the strategies detailed in the Calculation Policy. Extra resources ordered so each class has access to what children need in a lesson. ML to attend subject briefings and / or staff who require CPD as and when identified.</i></p> <p><i>All CPD to be shared with the rest of the staff at staff meetings.</i></p>	<p><i>ML half termly monitoring of high quality working walls and use of resources:</i> <i>Learning walks, lesson obs or blinks, book scrutiny and pupil interviews with HT and Govs.</i></p> <p><i>ML to report progress to SLT and T&L governors</i></p>

Deleted:

<p>3. 100% of lessons observed are good or better</p>	<p>Are lesson observations evidencing a profile of good teaching of mathematics across the school? Are pupils' being enabled to work independently? Are new teachers secure in good practice?</p>	<p>Validate senior leaders observations of what 'good and better' writing lesson look like. Validate senior leaders analysis of mathematics lessons. HT and ML will undertake a round of Maths lesson observations and Blinks to secure judgements of what a 'good' lesson looks like.</p>	<p>ML half termly monitoring of 'good and better teaching' through: Learning walks, lesson obs or blinks, book scrutiny and pupil interviews with HT and Govs. ML to report progress to SLT and T&L governors</p>
<p>4. 85% pupils in each cohort will make at least expected 3 points progress in mathematics.</p>	<p>Are all cohorts on track to meet at least expected progress target? Are teacher assessment judgements secure?</p>	<p>ML to work with Assessment Lead AD to identify those pupils who need targeted support to accelerate their progress. ML to work with SENco to help devise appropriate programmes to enable the identified pupils to make the required progress. (Tuesday morning fortnightly Leadership time).</p>	<p>ML half termly monitoring of the standard of the pupils' work through: Learning walks, lesson obs or blinks, book scrutiny, pupil interviews, pupil progress meetings and data, with HT and Govs. ML to report progress to SLT and T&L Governors Assessment Co-ordinator AD reporting termly to: staff and Governors. In house data update for SLT and FGB</p>

<p>Evaluation: To improve achievement in mathematics</p>

Success criteria: To improve achievement in writing

LL= Literacy Lead

SUCCESS CRITERIA	EVALUATION QUESTIONS	TASKS	MONITORING,REPORTING AND RESPONSIBILITIES
<p><i>How do we know that we have been successful?</i></p>	<p><i>Relevant questions</i></p>	<p><i>Actions to change practice</i></p>	<p><i>Who will do which activity and when? Resources</i></p>
<p><i>1. Targeted support helps close the gap between groups in the school particularly pupil premium, FSM and SEN.</i></p>	<p><i>Are teachers and TAs aware and focusing on their pupil premium and FSM groups? Are these children identified and detailed in planning? Are the teachers and TAs using strategies to ensure good or better progress for these children?</i></p>	<p><i>Class teacher's to be fully aware of: PP, FSM, SEN, EAL groups and to include them specifically in their planning. These children to be focus children for teachers as part of their performance management. TAs to be aware of PP, FSM, EAL and SEN groups and to focus on supporting them before, through and after lessons. Lesson Study used to adapt teaching strategies to support those children that are falling behind. LL to work with SENco and EAL Co-ordinator to monitor all groups and evaluate the pupils progress half termly.</i></p>	<p><i>LL half termly monitoring of group support and progress of children through:</i> <i>Learning walks, lesson obs or blinks, book scrutiny and pupil interviews with HT and Govs.</i></p> <p><i>LL to report to SLT and T&L governors on progress of all groups</i></p>
<p><i>2. Grammar techniques to have improved which impacts on the quality of writing in the pupils books.</i></p>	<p><i>Is the teaching of grammar good enough across the school? Do the teachers have the subject knowledge to be effective in their teaching of grammar? Do the pupils' books reflect the quality of grammar being taught?</i></p>	<p><i>Staff Meeting led by LL to: Introduce the 'no nonsense grammar scheme, and to explain the thinking behind it. LL to explain any grammatical language that the staff are unsure of and to plan further training that the staff would like to improve their subject knowledge. LL to attend subject briefings and staff to attend the relevant CPD as and when identified. All CPD to be shared with the rest of the staff at staff meetings.</i></p>	<p><i>LL half termly monitoring of high quality working walls and use of resources:</i> <i>Learning walks, lesson obs or blinks, book scrutiny and pupil interviews with HT and Govs.</i></p> <p><i>LL to report progress to SLT and T&L governors</i></p>

<p>3. Writing continues to be imaginative and pupils are able to confidently talk through their ideas with their 'talk partners' before they start their writing tasks. 'Talk for writing' strategies are becoming standard practice across the school.</p>	<p><i>What impact does the story telling input have on the pupils' writing? As the pupils' story telling skills improve, does this impact on the quality of their writing ?</i></p>	<p>Local storyteller, David Heathfield works with each class for a whole day to inspire the pupils to become more confident and inspirational in their story telling skills.</p>	<p>LL half termly monitoring of 'good and better teaching' through: Learning walks, lesson obs or blinks, book scrutiny and pupil interviews with HT and Govs. LL to report progress to SLT and T&L governors</p>
<p>4 .100% of lessons observed are good or better</p>	<p><i>Are lesson observations evidencing a profile of good teaching of writing across the school? Are pupils' being enabled to work independently? Are new teachers secure in good practice?</i></p>	<p>Validate senior leaders observations of what 'good and better' writing lesson look like. Validate senior leaders analysis of writing lessons. HT and LL will undertake a round of termly writing lesson observations and Blinks to secure judgements of what a 'good' lesson looks like.</p>	<p>LL half termly monitoring of 'good and better teaching' through: Learning walks, lesson obs or blinks, book scrutiny and pupil interviews with HT and Govs. LL to report progress to SLT and T&L governors</p>
<p>5. 85% pupils in each cohort will make at least expected 3 points progress in writing</p>	<p><i>Are all cohorts on track to meet at least expected progress target? Are teacher assessment judgements secure?</i></p>	<p>LL to work with Assessment Lead AD to identify those pupils who need targeted support to accelerate their progress. LL to work with SENco to help devise appropriate programmes to enable the identified pupils to make the required progress. (Tuesday morning fortnightly Leadership time).</p>	<p>LL half termly monitoring of the standard of the pupils' work through: Learning walks, lesson obs or blinks, book scrutiny, pupil interviews and data, with HT and Govs. LL to report progress to SLT and T&L Governors Assessment Co-ordinator reporting termly to: staff and Governors. In house data update for SLT and FGB</p>

<p>Evaluation: To improve achievement in writing</p>

Success criteria: To secure accurate assessment against new National Standards

AL= Assessment Lead

SUCCESS CRITERIA	EVALUATION QUESTIONS	COST IMPLICATIONS	MONITORING TASKS AND RESPONSIBILITIES
<p>How do we know that we have been successful?</p>	<p>Relevant questions</p>	<p>Resources, including time and people</p>	<p>Who will do what activity and when?</p>
<p>1. EYFS lead is confident in using the EYFS Assessment procedures and is able to successfully secure accurate pupil assessments. EYFS cohort of pupils are to <u>achieve at least the 2016 National average of 69.3% GLD</u>, by the end of the year.</p>	<p>1. Are all of the staff across the school aware of the EYFS Assessment procedures and do they understand how they work? Are all of the EYFS staff confident in accurately assessing and making secure judgements of the pupils learning?</p>	<p>1. Non contact time termly for EYFS Leader as and when needed for various tasks including: discussing assessments with the Assessment Lead teacher, observations, updating EYFS profile, attending cluster meetings, leading workshops for parents...</p>	<p>Subject Leaders half termly monitoring of the standard of the pupils' work through: Learning walks, lesson obs or blinks, book scrutiny, pupil interviews and data, with HT and Govs. Leaders at all levels to be held accountable for taking effective actions to address identified areas which need support.</p>
<p>2. A greater proportion of Year 1 pupils to be working at the expected standard in Phonics of 64% which was achieved in 2016. (National Phonics Screening check = 80.6%) <u>All</u> Year 2 pupils who re-take the phonics screening to all achieve the expected standard.</p>	<p>Does the tracking system show that all of the pupils are making good progress in their phonics? What interventions are in place to support the pupils who are falling behind? Is the LL tracking the progress of the phonic groups and helping with the organisation of the extra support groups?</p>	<p>Extra support in place for the groups of pupils who are not keeping up with the rest of the class. (EAL, SEN, PP, FSM) Teacher / TA to lead this support and the teacher to work with all phonic groups across the week so she has a clear overview of pupil progress. Phonics progress to be tracked half termly for EYFS and Years 1/2.</p>	<p>Subject Leaders half termly monitoring of the standard of the pupils' work through: Learning walks, lesson obs or blinks, book scrutiny, pupil interviews and data, with HT and Govs. Leaders at all levels to be held accountable for taking effective actions to address identified areas which need support.</p>
<p>3. Assessments for the identified groups: PP, FSM, SEN and EAL are secure and accurate against National Standards.</p>	<p>Are Subject Leaders, teachers and TAs aware and focusing on their Pupil Premium/ FSM and SEN pupils? Are these children identified and detailed in planning?</p>	<p>Study model to be used by Subject Leaders to adapt teaching strategies to support those children that are falling behind.</p>	<p>Leaders at all levels to be held accountable for taking effective actions to address identified areas which need support.</p>

<p>4. Subject Leaders, Assessment Lead and EAL Lead to have had a demonstrable impact in developing more robust tracking systems to monitor the impact of interventions <u>separate L&M section for this?</u></p>	<p><i>Are the teachers and TAs using strategies to ensure good or better progress for these children?</i> <i>Are the judgements secure and accurate for these identified groups?</i></p> <p><i>Are all of the groups making the expected 1 point progress per term?</i> <i>Are the children who are not making the expected progress identified early enough?</i></p>	<p><i>LL & ML to work with SENco and EAL Co-ordinator to monitor all groups and evaluate the pupils progress half termly. Moderation across local schools by the Subject Leaders & AL will ensure that assessment judgements are secure and accurate.</i></p>	
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Evaluation: To secure accurate assessment against new National Standards

Success criteria: To further strengthen all levels of Leadership across the school

SENco = Special Education Needs Co-ordinator

SUCCESS CRITERIA	EVALUATION QUESTIONS	COST IMPLICATIONS	MONITORING TASKS AND RESPONSIBILITIES
<p><i>How do we know that we have been successful?</i></p>	<p><i>Relevant questions</i></p>	<p><i>Resources, including time and people</i></p>	<p><i>Who will do which activity and when?</i></p>
<p><i>1. All pupils make the appropriate progress in reading, writing and mathematics (3 points progress) and Leaders at all levels will be held accountable for taking effective action to address identified areas.</i></p>	<p><i>Have Subject Leaders supported staff and evidenced further improvement in the Teaching and Learning of reading, writing and phonics across the school particularly within the identified groups? Are the interventions effectively supporting progress of the identified groups: PP, FSM and SEN? Is additional in-class support for identified pupils supporting progress effectively? Have Subject Leaders worked with all staff to improve achievement in reading, writing and phonics?</i></p>	<p><i>Subject Leaders to have fortnightly Leadership time to: help support and develop other members of staff across the school, to visit other settings, to organise and manage all the monitoring and reporting tasks as required, to extend their subject knowledge by attending the Subject Leader briefings, by setting up moderation meetings with other schools, by analysing data and by leading staff meetings and workshops for parents. A Leadership Log will be kept and updated of Leadership noncontact time activities completed and impact made.</i></p>	<p><i>Reporting to: Staff, SLT and T&L Governors across the year, as and when required. See reporting tasks identified on the 'Monitoring and Tracking Cycle' 2016-17 Leaders at all levels to be held accountable for taking effective actions to address identified areas which need support.</i></p>
<p><i>2. LL and ML make a demonstrable impact on improving Teaching and Learning across the school.</i></p>	<p><i>3. Have LL and ML supported staff and evidenced further improvement in the Teaching and Learning of English and Maths across the school? Have LL and ML worked with new staff to improve achievement in English and Maths?</i></p>	<p><i>3. Subject Leaders to have fortnightly Leadership time to: help support and develop other members of staff across the school, to visit other settings, to organise and manage all the monitoring and reporting tasks as required, to extend her subject knowledge by attending the</i></p>	<p><i>Reporting to: Staff, SLT and T&L Governors across the year, as and when required. See reporting tasks identified on the 'Monitoring and Tracking Cycle' 2016-17 Leaders at all levels to be held accountable for taking effective actions to address identified areas which need support.</i></p>

		<p><i>Maths briefings, by setting up moderation meetings with other schools, by analysing data and leading staff meetings and workshops for parents.</i></p> <p><i>A Leadership Log will be kept and regularly updated of Leadership non contact time activities completed with impact.</i></p> <p><i>Actions will be reported to T&L gobs so they can access the impact of the leaders.</i></p>	
<p><i>3. EYFS lead is more confident in using the EYFS Assessment procedures and has successfully led the EYFS team. EYFS cohort of pupils have made at least the National expectation of 70% GLD by the end of the year.</i></p>	<p><i>4. Are all of the staff across the school aware of the new EYFS Assessment procedures and do they understand how they work? Are all of the EYFS staff confident in accurately assessing and making secure judgements of the pupils learning?</i></p>	<p><i>4. Non contact time for EYFS as and when needed for various tasks: discussing assessments with the Assessment Lead teacher, observations, updating EYFS profile, attending cluster meetings, leading workshops for parents...</i></p>	<p><i>Reporting to: Staff, SLT and T&L Governors across the year, as and when required. See reporting tasks identified on the 'Monitoring and Tracking Cycle' 2016-17</i></p> <p><i>Leaders at all levels to be held accountable for taking effective actions to address identified areas which need support.</i></p>
<p><i>4. Governors to continue to explore and secure future partnerships for Newtown Primary School, enabling a more extended distributive leadership model across schools.</i></p>	<p><i>5. What will be the benefit for the school be in having a future partnership in place? What sort of partnerships would Newtown work well with? How would distributive leadership work across future partnerships? What procedures does the school follow once a decision has been reached?</i></p>	<p><i>5. HT and Gobs working party to visit other partnerships and to invite them to lead presentations.</i></p>	<p><i>Governors working party to report to the FGB with their findings, which will be discussed for future partnerships.</i></p>

<p>Evaluation: : To further strengthen all levels of Leadership across the school</p>

Cost of Newtown Primary School Development Plan 2016 – 2017

Excellence for all, by further increasing the rate of pupil progress and raising attainment for all pupils	
Priority 1: To improve achievement in writing and mathematics <i>£1000 maths & Literacy curriculum budgets plus 7 Local Story teller visits, David Heathfield £2100 (7x£300)</i>	£3100
Priority 2: Secure accurate Teacher Assessment against new National Standards	
Priority 3: To further strengthen all levels of leadership across the school <i>£4290 maths & Literacy Subject Leaders non contact time – one morning per week shared</i>	£4290
Total cost of School Improvement Plan	£7390

