

Parrett and Axe CEVA Primary School School Development Plan (overview)

Sept 2018	Parrett and Axe CEVA Primary School				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Time scale	Resources	Evidence of Impact
Reading- Increasing % of children working at greater depth in KS2, increase ARE % in Key Stage 1	<p>Monitoring planning Lesson observations / Learning walks Child questionnaires PP meetings</p> <p>Monitoring planning Lesson observations / learning walks Booster groups for potential GDS chn in KS1 and 2 More able readers workshops (external) Monitoring planning Lesson observations / Learning walks</p>	HT, FN, LD	<p>On-going- full review in July 19</p> <p>On-going- full review in July 19 On-going- full review in July 19</p>	<p>Staff meeting and moderation time to be scheduled on timetable</p> <p>Reading content domain trackers</p> <p>English Leaders meetings- the bigger picture in Stockport</p> <p>TA training</p>	<p>Expected –</p> <ul style="list-style-type: none"> • increase % of GDS • Reading opportunities to 'hook' children <p>Targets for Reading Year 6 87% ARE Year 2 79% ARE</p> <p>Expected –</p> <ul style="list-style-type: none"> • increase % of GDS • specific identification of GDS children throughout school –tracking and intervention in place- borderlines accessed?
Writing – Writing in the EYFS and KS1 to be at National Expectations	<p>Staff training – SLN (KS1 writing focus) Planning and book scrutinies with feedback Writing moderation - staff meeting Learning walks Lesson observations PP meetings Staff training Collaborative planning Joint observations Feedback from staff specifically identifying impact upon teaching and learning</p>	FN, ME, LH, HT	<p>On-going- full review in July 19</p> <p>On-going- full review in July 19</p> <p>On-going- full review in July 19</p>	<p>Writing moderation to be booked into staff meeting Collaboration Moderation – staff to attend</p>	<p>Expected –</p> <ul style="list-style-type: none"> • increase % of children attaining EXS in KS1 and maintain % of children attaining EXS in KS2 • Identify children who are borderline and track. Target with specific intervention <p>Targets Writing Y6 26% GD 87% ARE Y5 21% GD 84% ARE Y2 23% GD 62% ARE EYFS ARE 68%</p> <p>Targets Writing Y6 26% GD 87% ARE Y5 21% GD 84% ARE Y2 23% GD 62% ARE EYFS ARE 68%</p>

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<p>Maths – To increase the % of children working at greater depth within the mathematics curriculum to ensure progress is improved at the end of Key Stage 2</p>	<p>Key Stage 1 and 2 teams to attend ‘Teaching for Greater Depth’ course (run by Jennie Fellows).</p> <p><i>30/20/18 – each class has a bank of ‘Next Questions’ to encourage GD learning (these are based on questions provided by Jennie Fellows) and were rolled-out to the whole school during Autumn Half – Term. The impact of these will be assessed during future learning walks and book looks.</i></p> <p>Staff Meeting to discuss Keep-Up sessions – timetabling and practise.</p> <p>Key Stage 1 team (and NH) to attend ‘Teaching for Greater Depth’ course (run by Jennie Fellows).</p> <p>NH to develop a closer working relationship with the KS1 team.</p>	<p>NH</p> <p>All Classroom teachers ME, JI, KC, BC</p>	<p>September 18 (GD course)</p> <p>July 2019</p> <p>September 2018 (Staff Meeting)</p> <p>July 2019</p> <p>September 18 (GD course)</p> <p>December 2018</p>	<p>Teacher training</p> <p>Teachers and TAs</p> <p>White Rose Curriculum and supporting material.</p>	<p>Book look (termly)</p> <p>Learning Walk (termly)</p> <p>% increase of pupils achieving GD by the end of the year.</p> <p>Targets Year 6 87% ARE Year 2 79% ARE Year 6 26% GD Year 2 23% GD</p> <p>Book look (termly)</p> <p>Pupils closing gaps with peers (July 2019) Target Year 6 above 0 for progress</p> <p>Book look (termly)</p> <p>Learning Walk (termly)</p>
<p>Assessment –To embed the new assessment system which focus on the use of progress data alongside attainment data in the pursuit of raising standards, including staff training in how to use data to inform their teaching and to develop how this can positively impact upon learning opportunities.</p>	<p>Staff team moderation meetings Criteria evident in team planning and individual monitoring WDSC moderation meetings Full Pupil Progress Meetings Termly Light Pupil Progress Meeting Half Termly Staff INSET to demonstrate and trouble shoot Full Pupil Progress Meetings Termly Light Pupil Progress Meeting Half Termly Whole school progress Review and action new data Analyse impact – What next? Review small group support and extension</p>	<p>HT and MLT</p> <p>All staff</p>	<p>Autumn Term</p> <p>Pupil Progress Meetings</p> <p>Autumn Term</p>	<p>Staff training</p> <p>New guidance materials</p> <p>Staff training New guidance materials Authority Training</p> <p>Meeting time SIA input SEF</p>	<p>Target: 100% of children make progress towards FFT 20</p>

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<p>SEND – To ensure the SEND provision in school allows SEND pupils to make good progress across all areas of the curriculum.</p>	<p>Lead a staff meeting to share the COP and develop a whole staff understanding of roles and responsibilities with regard to identifying and planning for children who have SEND in school. Set up a secure online system where IPPs and other relevant information can be shared. SENCo to attend Pupil Progress Meetings. SENCo/Mrs Deinhardt to be available to support teachers with IPP smart targets and strategies. Identify main areas of need in school. Organise and deliver whole school training linked to main areas of need. Deliver staff meeting to share ideas and strategies to support children in class. Agree 5 steps to success with all staff. Carry out learning walks, book scrutiny's and random IPP checks to measure impact of training. SEND evaluation alongside LEA – 18/10/18 Share findings with HT, SMT and rest of school. Remind all staff of new IPP. Discuss SMART targets. Monitor and support regular progress review meetings between relevant staff and parents. Monitor use of IPPs in class by spot checking that they are being used by TAs and Teachers and they are 'working documents'. SENCo/HT to observe SEND Provision in individual classes. List the interventions that have been chosen and monitor which ones have the potential to effectively supplement classroom learning with regard to measuring impact on Pupils Progress – Create a provision map Ensure structured interventions are delivered as intended – create a whole school timetable so all staff aware of who is doing what and when Ensure timetabled sessions are rarely missed – Miss Ives (SENCO) and Mrs Deinhardt (Specialised SENCO/Intervention Support) to monitor sessions and support difficulties with delivery.</p>	<p>Miss Ives Mr Smith Miss Nash Mr Harris Mrs White Mrs Deinhardt</p>	<p>See detailed SDP</p>	<p>Staff Meeting Time Time to meet parents Time to create parenting support packs Training Costs INSET Staff Meeting Time Time allocated for specialist TAs (i.e - S+L) to deliver evidence based interventions Paid planning meetings after school between teachers and TAs.</p>	<p>All teaching and support staff are clear on their roles with regard to SEND in school.</p> <p>Communication system in place and relevant documents stored securely.</p> <p>Target</p> <p>100% SEND children make progress towards FFT 20 Target.</p> <p>Rigorous and regular monitoring system in place.</p> <p>Observations, learning walks and a range of scrutinies carried out.</p> <p>Impact of use of IPPs measured against PP in PP meetings.</p> <p>Children with SEND access Interventions appropriate to learning needs. Impact on individual pupil progress assessed during PP meetings. Appropriateness of Interventions assessed against impact on Pupil Progress. The progress of Children with SEN is discussed weekly. Future Planning is informed. IPP Targets and reviewed regularly and amended accordingly. Children with SEN make better progress. Children with SEN make the same amount of progress (at their level) as their peers.</p>
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<p>Pupil Premium- For Pupil Premium children to close the gap to Non-Pupil Premium nationally.</p>	<p>Children eligible for PP make as much or more progress than their peers in reading, writing and maths Measured in Years EYFS,1, 2, 3, 4, 5 and 6 by teacher assessments and successful Pupil Progress Meetings based on FFT20 targets. Introduction of Quality First Teaching across the school with all Pupil Premium children receiving Wave 2 intervention. Children eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability in maths, reading and writing. Measured in Yrs EYFS,1, 2, 3, 4, 5 and 6 by teacher assessments and successful Pupil Progress Meetings based on FFT20 targets. Introduction of Quality First Teaching across the school with all Pupil Premium children receiving Wave 2 intervention. Average attendance for children eligible for PP rises to be in line with other pupils.</p>	<p>All Staff, SS, SP</p>	<p>Impact assessment termly</p>		<p>Target: 100% of children make progress towards FFT 20 Targets</p>
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