

## Our School Development Plan 2017-18

We would like to share with you an overview of our School Development Plan (SDP) and the key focus areas for improvement for this school year.

The main aim of our SDP is to set out a cycle of actions that reflects a commitment to continuous self-review and improvement. This follows several July "Dreaming and Scheming" review meetings, with staff, governors, parents and children making contributions to the strategic intentions for the School.

Our SDP takes into account the OFSTED and Church Schools' Inspection Frameworks. This helps us to continually ask key questions and to find supporting evidence for judgements in seven distinct areas:

- Pupils' Achievements
- Quality of Teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare of Pupils
  - Leadership and Management
  - Early Years Foundation Stage
  - Christian distinctiveness
- Overall Effectiveness of School

At our last Ofsted inspection in March 2014 our School was judged as "Good with outstanding features".

At our last Church Schools' inspection in July 2016 our School was judged as "Outstanding". At the very heart of what we do is how all this evidence impacts on the positive learning outcomes for our children.

The Plan also reflects local and national priorities and initiatives which include implementing the 2014 Primary Curriculum and Assessment arrangements, the drive for local schools to work together and working actively with our Vicar to enrich our Church school's ethos.

During the academic year, everyone helps to fulfil the actions, continually refining the whole SDP process. Evidence is gathered and used in our monitoring and self-evaluation of the SDP. This includes:

- Analysis and interpretation of pupils' achievement data
- Observation of teaching and learning
- Discussion with pupils,
- Scrutiny of pupils' work
- Discussions with staff, governors, parents, collaborative learning partners and others

## Pupils' Achievement

In 2017 the overall achievement of our YR children was in line with the Lincolnshire and National figures; however, the three-year trend is still higher compared to Lincolnshire and National figures at the end of the EYFS.

In 2017 the phonological achievement of our Y1 children was excellent compared with the Lincolnshire and National figures and has been so for the last three years.

In 2017 the overall achievement of our Y2 children dropped below the Lincolnshire, National and our 2-year school trend figures in Reading and Writing and was just above for Mathematics at the end of Key Stage 1. The numbers of children achieving Greater Depth in the three subjects also dropped from the previous year's school, County and National picture. The progress of these children was closely in line with Lincolnshire's figures. These children will be carefully supported as they progress through Key Stage 2.

In 2017 the overall achievement of our Y6 Leavers was below the National figures at the end of Key Stage 2 in every subject but Spelling, Grammar and Punctuation. This had been an area for us to work on and new programmes were implemented for Y2-6. Grammar and Punctuation was discretely taught at least three times a week. This development work definitely paid off for our children. Pupils made similar progress compared to national figures in Reading and Writing but the percentage fell short in Maths and particularly for Girls. This will be a whole school focus this next academic year.

## What are we going to do?

- Refine policy/subject knowledge/practices/resources for the **teaching and learning of Spelling, Grammar and Punctuation** to improve the **slower progress made by some learners in Writing**
- Refine policy/subject knowledge/practices/resources for **Mastery in Mathematics** with a particular emphasis on **Girls**
- Embed the Primary Sports Programme ensuring **2 hours of high quality physical activity for all, supported by JB Sports Coaches**
- Deliver interactive, fun, **high quality Foreign Languages teaching to KS1/LKS2 and an intensive study at UKS2**
- Ensure high quality teaching of the new Programmes of Study for **Computing (programming and de-bugging)**
- Ensure all children have a **daily handwriting session** when they are taught **how to improve their style, fluency and presentation**

## The Quality of Teaching, Learning and Assessment is Good

All of the teaching in all key stages and across subjects is consistently good with many lessons outstanding.

As a result, the majority of children, including those who have special educational needs and those for whom the pupil premium provides support, are making expected and sometimes better than expected progress.

Teachers plan carefully and set challenging learning tasks based on systematic, accurate assessment of the children's prior skills, knowledge and understanding. They ensure that the planned opportunities help the children reinforce and extend their learning through explicitly different and personalised tasks. Teachers have consistently high expectations of all pupils. Children with special educational needs and/or disabilities receive quality first teaching and support at the time and level it is required to optimise their learning.

A systematic approach to teaching phonics (Read, Write, Inc.) is embedded and taught explicitly to support reading and writing. Guided reading is a crucial vehicle to teach higher order reading skills. Children work with either a teacher or teaching assistant developing word recognition and language comprehension skills with a broad variety of text types. When they are not working with an adult, children participate in independent reading and writing activities which aim to develop specific skills as well as promote an enthusiasm for reading.

### Things we are going to do:

- Help parents help their children learn by regular communication, home-school diaries, up-date reports, Family Learning, more curricular information on the website and technology
- Improve the quality and regularity of **focussed feedback** to all learners (especially Pupil Premium children) - regular, individual learning conversations
- Create **e-Learning Journeys for all children so parents have access to examples of their learning**
- Ensure **sustainability of our Collaborative Partnerships** to support the best outcomes for all children and staff
- Work alongside colleagues in and out of school to challenge and enrich our teaching practices, embedding consistently good and outstanding provision across the whole school (using our Collaborate Partners, Mobilise and Kyra Teaching School Alliance)
- Enhance an effective "stage rather than age" approach to the teaching of Phonics, reading and writing across YR-1, assessing pupils' phonological knowledge and writing achievement every six weeks

- Ensuring that pupils are given more opportunities and more time to develop their writing skills across the Curriculum.
- Further develop the provision for our pupils through partnership working with Toynton, Halton Hologate, Partney and Great Steeping Primaries.
- Regular use of middle leaders to moderate and improve teaching and learning outcomes across the Kyra East Partnership.
- Support our four newly organised teaching teams to ensure the children in their care make at least good progress (YR, Y1, 2 and 4)
- Staff have realised the increased expectations of the 2014 Mathematics National Curriculum needed resourcing appropriately. "Abacus Maths" will be carefully evaluated to ensure all children make good subject progress
- There will be close monitoring of Y5/6 as they need to secure and accelerate progress during UKS2 in order to leave school "secondary ready".
- Every cross-curricular opportunity will be used to consolidate and apply the Basic Skills in a purposeful and real learning context, particularly writing.

The Personal Development, Behaviour and Welfare of pupils in the school is "Good"

The vast majority of pupils' behaviour is outstanding evidenced through consistently thoughtful behaviour towards one another, towards staff and towards visitors in and out of the classroom context, which is intrinsically linked to the positive school ethos.

Governors and staff have high expectations of behaviour; as a result, almost all pupils encourage one another to conduct themselves well, supported by the school's Christian ethos and 8 values, extensive reward systems and secure procedures for administering sanctions.

Teachers' sensitive management of behaviour results in learners that are self - confident, keen to do well ensuring all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity. The school is absolutely committed to promoting equality and tackling all forms of bullying and harassment, placing these issues at the heart of all of its work.

Pupils understand very clearly safe and unsafe situations, including e safety, and are highly aware of how to keep themselves and others safe. All Safeguarding concerns are immediately acted upon with the appropriate support of the School Nurse, Social Care, Police or Educational Welfare Officer.

What are we going to do:

- Continue to work closely with the Educational Welfare Officer to tackle persistent absenteeism

- Help vulnerable families to access the right external support agencies through the help of our Families' Champion
- Build an effective relationship with our Vicar to enhance our Church school's status, deepen our values, vision and aims and support vulnerable families
- Extend the range of visits and visitors e.g. science museum, farms, other residential, religious leaders, historians, artists
- Explore the **use of the iPad as a learning studio at school** to enable pupils to be artists, composers, writers, film makers, researchers and to evidence their own learning
- Capitalize on parental expertise for enrichment opportunities
- Invest in new/more outdoor learning equipment and an extra play space with an astro-turf covering
- Extend class fiction libraries (looking carefully at high interest material for reluctant readers)

### Leadership and management is Good

The leadership team is "Good" due to the relentless pursuit of excellence in all of the school's activities and success in inspiring the school community to share a strong sense of vision, purpose and direction. This results in a trend of nationally matched levels of achievement and personal development for all pupils over a sustained period of time.

Rigorous self evaluation, informed by constructive feedback from governors, staff, parents and pupils, helps shape the strategic vision of the school leading to an accurate understanding of areas for development.

The Governing Body and school leaders are highly ambitious for the pupils. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. The curriculum has a positive impact on all pupils' behaviour and safety and contributes very well to their Spiritual, Moral, Social and Cultural development.

Governors hold the School Leaders to account for all aspects of performance. All safeguarding arrangements meet statutory requirements.

### What are we going to do:

- Work with Church School partners and the Diocesan to understand our roles and responsibilities in creating a distinctive Christian ethos
- Embed our Church school's distinctiveness and Values through all policies, procedures and our Curriculum
- Ensure the school's strategic intentions remain ambitious and drive forward children's standards

- Continue to monitor the achievement and progress of all groups regularly with the teaching teams
- Ensure the Performance Management/Appraisal strategies are robust for improving teaching, taking into account the Teacher Standards
- Extend the physical learning environment to create more teaching spaces in and outside the building
- Embed the power and positive influence of the Kyra East Partnership into the strategic direction of our 5 collaborative partner schools
- Develop co-leadership roles across the local schools to enhance professional development and raise standards for the children

Our Early Years Foundation Stage (EYFS) including our newly established Little Explorers' Nursery is "Outstanding"

The percentage of our EYFS children achieving a "Good Level of Development" was in line with Lincolnshire and National figures in 2016; however, the three-year trend is much higher.

Our youngest children play a dynamic role in their learning and offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration. Adults' good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning, social, physical and economic well-being.

Two exciting, well-equipped learning environments successfully welcome all three, four and five year olds and the wider community. High-quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs.

"RWInc" is the basis for the accelerated phonics, reading and writing progress made by the children in their Reception year and has served as an excellent springboard for those children into Year 1.

There are effective working partnerships with parents/carers, other agencies and providers. Relationships are at the heart of its success at all levels, and children respect and tolerate each other's differences.

What are we going to do:

- Promote and nurture our Little Explorers' Nursery in its very first year of opening
- Ensure moderated baseline assessments are used to maximise the potential of our youngest children
- Pilot the "Abacus maths" planning and resources for EYFS

- Evaluate the timetabling and delivery of RWInc over the children's Reception year

### Our Christian Distinctiveness as a Church School is "Outstanding"

We have embedded our carefully chosen 7 Christian Values throughout life in school and this has impacted positively on the behaviour and welfare of all members of our school. These values thread through everything we do and in particular the Spiritual, Moral, Social and Cultural development of our children. Nurturing, caring relationships between everyone ensures a happy, purposeful, aspirational community spirit.

#### What are we going to do:

- Develop the shared understanding of how a Christian Values-led cross curricular teaching and learning programme will deepen a pupil's personal spirituality
- Help children understand fully that Christianity is a multi-cultural world faith
- Embed our eighth Christian value of Respect across the school community

The Overall effectiveness of our School is "Good" because all staff constantly work with partners outside our own school to compare and contrast our current practices and procedures to implement the best ways to support our children's learning .