

Our School Development Plan 2016-17

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 a July "Dreaming and Scheming" review meeting, 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 2016 the overall achievement of our YR children was excellent resulting in high attainment compared to Lincolnshire and National figures at the end of the EYFS.

In 2016 the overall achievement of our Y2 children was "Good" resulting in high attainment compared to Lincolnshire and National figures at the end of Key Stage 1 in every subject.

In 2015 the overall achievement of our Y6 Leavers was below the National figures at the end of Key Stage 2 in every subject. Spelling, Grammar and Punctuation is an area for us to work on and a new personalised spelling programme has been implemented for Years 4-6. Grammar and Punctuation will be discretely taught three times a week. More pupils made expected progress compared to national figures in Reading but the percentage fell short in Writing and Maths.

What are we going to do?

- Refine the three x 2 year rolling programmes for 2014 National Curriculum
- 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**
- 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 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**
- Understand the new Reading, Writing and Maths attainment/progress benchmarks for Year groups and develop appropriate assessment procedures (in collaboration with our local partners)
- Be clear about the new KS1/2 testing requirements starting in 2017

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 vast 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
- 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 Holegate, Partney and Great Steeping Primaries.
- Regular use of middle leaders to moderate and improve teaching and learning outcomes across the Collaboration.
- Support our four new teaching teams to ensure the children in their care make at least good progress (YR, Y1, 2 and 6)

- 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 7 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
- 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 residentials, 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 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 are ambitious and drive forward children's standards
- Continue to monitor the achievement and progress of all groups
- 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 Collaborative Partnership into the strategic direction of the 5 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) is "Outstanding"

The percentage of our EYFS children achieving a "Good Level of Development" was significantly higher than Lincolnshire and national expectations in 2016. 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.

An exciting, well-equipped environment successfully welcomes all children 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 first 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:

- Ensure 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 first 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

The Overall effectiveness of our School is "Good".