

# Weaverthorpe CE (VC) Primary School

## School Development Plan 2017-18

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree next steps. We ask parents, staff and children to share their ideas. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are five Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff will undertake training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff.

### **Our Vision**

We are committed to improving the quality of the educational provision for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Weaverthorpe CE (VC) Primary School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team;
- the whole staff team working together to do its best for our children's confidence;
- the whole staff team having high expectations of our children's social, behavioural and academic performance;
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children;
- creating stimulating and attractive learning environments in which our children can take a pride;
- fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children;
- promoting respect for other people and their property;

- working in partnership with parents, governors and the local community to enrich opportunities for our children.

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will raise the children's standards of attainment, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning;
- learn social skills that encourage agreeable interactions between their peers as well as adults;
- treat everyone in an equal manner, irrespective of gender, race, class or disability;
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life;
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.

## **Context**

Weaverthorpe CE (VC) Primary is situated in a very pleasant position, overlooking the village in the heart of the Wolds valley. We serve a rural community and take children from the villages of Weaverthorpe, Helperthorpe, Butterwick and some outlying farms. The main school caters for children from 4 to 11, plus a part-time Foundation One class for children from the age of 3 plus a term. Weaverthorpe CE (VC) Primary is a vibrant school with talented and hard-working staff and pupils.

Pupils come from a wide range of socio-economic backgrounds and the majority from White British backgrounds. There are a number of vulnerable families with 22% of the school population eligible for pupil premium. Many of our pupils come from backgrounds where education is valued and families have high aspirations. A few of our parents and children are more difficult to engage. We are working hard with all our families to make them value and support their children's education; and also to help parents feel welcome and valued in school.

## **THE VISION AND VALUES OF THE SCHOOL**

### **Our Christian School aims**

- To be a welcoming rural school with a friendly Christian ethos, where learning is exciting, challenging and engaging; and where children reach their full potential.
- To encourage care, respect and celebration for themselves, **all** others and the environment in which they live and learn.
- To deliver high standards of teaching where we can develop questioning minds and skills for life-long learning.

## Our Christian values

We aim to:

- Respectful – to show empathy towards each other and to respect all and their belongings.
- Good learners – we will demonstrate good learning behaviour and meet challenges in a positive way.
- Trustworthy – we will tell the truth and show that we can be relied upon.
- Kind, forgiving and patient – with ourselves and each other.
- Fit and healthy – we will know how to live healthy, active lives.

We aim to:

- Enjoy learning – we all want school to be good fun!
- Care for the environment - at school and in the wider world.
- Have good manners.
- Be confident and believe in ourselves.
- Become independent – as we learn.

## Staff Responsibilities 2017-18

<b>Name</b>	<b>Priorities/Subject Area(s)</b>
Miss J Wilkinson	Teaching and Learning/Assessment, SENCo, Gifted and Talented, Home-School Link, Key Stage 1, Maths, ICT, PSHCE, EVC, RE, Collective Worship, Child Protection.
Mrs K Beresford	Key Stage 2, Literacy, Science.
Mrs E Clarke	EYFS, Home School Link.
Mrs D Stockill	Music, French
Mrs L Sims	PE

## Report on School Development Plan 2016-17

### **Priority 1: The development of the school's assessment tracking system**

- The school adopted the Sheffield Stats assessment tracking system at the beginning of this academic year. This has worked more effectively in reading, writing and SPaG and upon reflection as a result of a more thorough knowledge of the new curriculum this tracking will be more robust and accurate next year.
- Staff have also used the same system for tracking assessments in mathematics, although more fine-tuning is necessary in order to make it as robust as those used for the other subjects.
- After reflection by the staff, the starting points for some pupils had not been as accurately pinpointed at the start of the year, as they would have been with a more thorough knowledge of the new National Curriculum expectations. As a result of the deeper knowledge of the National Curriculum gained throughout the year, the starting points (September 2015) for some pupils have changed. This is to ensure that more robust information re progress over time (i.e. over 2 or more years) can be tracked accurately.
- Develop a robust and accurate baseline assessment system including one that can be transferred to the Key Stage 1 tracking in September of each year.

We have worked hard this year to firmly understand the requirements for the STATs levels. We have tried to integrate these into the End of Key Stage 1 and Key Stage 2 Interim Levels. However these do not easily assimilate.

Whilst working with the SPaG groups, the STATs assessment informed us all of the next steps to take with the children's learning.

Although using a separate assessment system for maths allowed us to take data to the Governing Body, we have found it to be an extra burden. The end of the year assessment data shows exactly what we initially thought; the attainment in maths is in line with national expectations. We are to rethink the assessment of maths; probably not doing a separate system. Our Maths planning informs the areas covered.

There is a large gap between the expectations at the end of EYFS and the beginning of Year 1 expectations. We are to use the STATs assessment format in EYFS and assess Year 1 in October of each year according to the National Curriculum.

### **Priority 2: The development of the Mastery of mathematics**

The HT, as leader of mathematics, is to implement the mastery approach to the teaching and learning in mathematics across the school. She will trial this approach through investigative opportunities, sharing her findings with other staff, with the aim that pedagogy and therefore outcomes for pupils will improve over time.

We have used the mastery approach in Key Stage 1 and Key Stage 2 using Maths Hub materials. Although we find mixed aged planning difficult we are making progress with this; it is not a new problem!

Levels of challenge have increased, the approach encourages more problem solving at a

higher level of thinking.

### **Priority 3: The development of the computing curriculum**

- The resources for this staff development area have already been accessed so that they can develop their expertise over time.
- As part of this area of the curriculum, digital leaders (pupils) are to be developed to strengthen the expertise of pupils.

We have been using the Somerset scheme and the teachers have gained confidence in the teaching of Computing. The programmes of work taught have had good links to the other curriculum areas including Science, History and Maths.

There has been an awareness of how some children perceive boys to be more able at computing; the digital leader scheme has been established and it has gone some way in tackling this issue.

### **Priority 4: The development of the Global Awareness Agenda**

- The school is determined to ensure that pupils are provided with opportunities to explore and experience the multi-cultural and diverse nature of Britain and the wider world, in preparation for their future lives.
- The resources for this area of development are currently being investigated.

The link with Gingin High School has continued.

Key Stage 2 children visited the Buddhist Centre in Pickering. This provided the children with opportunities to explore and experience the multi-cultural and diverse nature of Britain and the wider world, in preparation for their future lives. We had one child who refused to attend as she thought it went against her Christian beliefs. Whole class discussions and learning has taken place on the differences and similarities of belief and values.

### **Priority 5: The further progress of the Spiritual, Moral, Social and Cultural development of pupils**

This priority is linked with the school's preparation for its next SIAMs inspection, and use will be made of the SIAMs handbook to identify and then evaluate the priorities for next academic year.

See separate assessment of RE

The hobbit house has been built and has been used for quiet reflection and play.

Two members of staff have attended the Understanding Christianity training.

**Key Priority 6: Celebrating differences and challenging homophobia, biphobia and transphobia in Primary School.**

3.1.17 Staff development day – we used the Stonewall material including the Challenging Difference DVD. Modern texts have been purchased and put into classes; these identify different family structures and celebrate differences. The anti-bullying policy has been revised and shared with stakeholders, including parents, to reflect the need to tackle homophobic bullying. We have a procedure in place to tackle homophobic language.

**Overview of Key Priorities of School Development Plan 2017 - 2018**

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
<p><b>Effectiveness of Leadership &amp; Management</b></p>	<p>The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence.</p>	<ul style="list-style-type: none"> <li>• The gap is closing between the attainment and progress of Disadvantaged pupils and National other pupils.</li> <li>• Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports.</li> <li>• The broad and balanced curriculum inspires pupils to learn with our school values and the fundamental British Values at the heart.</li> <li>• Safeguarding is highly effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop further the Pupil Premium champion to ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils.</li> <li>• Continued development of our school values and British Values within our effective broad and balanced curriculum.</li> </ul>
<p><b>Quality of Teaching, Learning and Assessment</b></p>	<p>To be judged as 'outstanding' as the teachers are determined that pupils achieve well, they have deep knowledge</p>	<ul style="list-style-type: none"> <li>• Teachers plan lessons very effectively and the content is progressive and demands more of pupils.</li> <li>• Teachers provide adequate time for practice to embed</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure English writing is taught consistently in line with the English National Curriculum.</li> <li>• Continued implementation of Reading Skills, ensuring effective questioning develops</li> </ul>

	and understanding of the subjects they teach and have high expectations of all.	<p>the pupils' knowledge, understanding and skills securely.</p> <ul style="list-style-type: none"> <li>• Teachers embed Reading, Writing and communication across the curriculum.</li> </ul>	<p>reading skills and comprehension.</p> <ul style="list-style-type: none"> <li>• To introduce a new 'Maths Policy' to ensure pupils develop mastery and depth, and acquire reasoning and fluency skills.</li> <li>• To introduce the teaching and learning resources of 'Understanding Christianity'.</li> <li>• To further develop the Computing curriculum.</li> <li>• To develop the teaching and learning of PE.</li> <li>• Evaluate and develop further the school assessment policy, providing pupils the maximum opportunity to progress and reach their end of year potential.</li> <li>• To revise the long term curriculum ensuring more cohesive planning.</li> </ul>
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<b>Personal development, behaviour and welfare</b>	To enable pupils to behave impeccably at all times, especially at unstructured time.	<ul style="list-style-type: none"> <li>• Pupils can explain accurately and confidently how to keep themselves healthy and safe.</li> <li>• Parents, staff and pupils are positive about behaviour and safety.</li> <li>• Reduced number of lunchtime incidents as school strategies support pupils ability to self- discipline.</li> <li>• Pupils are equipped to be thoughtful, caring and active citizens in school and in wider society.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the PHSE curriculum to enable pupils to explain accurately how to keep themselves safe and healthy.</li> <li>• Pupils feedback that they have happy, healthy and safe lunchtimes.</li> </ul>
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<p><b>Outcomes for pupils</b></p>	<p>To ensure 'outcomes' remain at least good, by pupils making substantial and sustained progress.</p>	<ul style="list-style-type: none"> <li>• Ensure writing attainment becomes more in line with National expectations.</li> <li>• Ensure maths attainment becomes more in line with National expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced phonic provision and monitoring of pupils to ensure increased standard.</li> <li>• To ensure Reading is taught consistently across the whole school; skills are embedded throughout and pupils foster a love of books.</li> <li>• To ensure pupils attain the best outcome by targeted and individual support.</li> <li>• Progress of pupils demonstrates 'substantial and sustained' progress across all years.</li> </ul>
<p><b>Effectiveness of the Early Years</b></p>	<p>To ensure children in Early Years are 'school ready'.</p>	<ul style="list-style-type: none"> <li>• School Good Level of Development (GLD) is in line with National GLD.</li> <li>• Expected level in Reading is closer to National.</li> </ul>	<ul style="list-style-type: none"> <li>• Outstanding practice observed in the EYFS – by providing stimulating and engaging learning environment both in and out.</li> <li>• Reading is a priority – children taught to read effectively – focused adult directed teaching.</li> </ul>

**Whole School Action:**

The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence.

**Develop further the Pupil Premium champion to ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils:**

- New appointment of Pupil Premium champion;
- Further develop and implement a system to identify and track disadvantaged pupils;
- Ensure all staff can identify and understand provision for PP pupils;
- Monitor interventions / additional provision for PP pupils;
- Access relevant training relating to Pupil Premium / Disadvantaged pupils;
- Feedback relevant updates to staff;
- Train and support staff as necessary dependant on findings;
- Ensure funding is spent effectively to narrow the attainment gap.

**Impact/Evidence****Continued development of our school values and British Values within our effective broad and balanced curriculum:**

- Curriculum Map identifies Key Areas in different year groups;
- Monitor and revise the Long Term and Medium Term 'Creative Curriculum' ensuring values have been planned for;
- Evaluate the findings and address any arising concerns;
- Enterprise week in June 2018.

**Impact/Evidence**



**Whole School Action:**

To be judged as 'outstanding' as the teachers are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.

**To ensure English writing is taught consistently in line with the English National Curriculum.**

- Revise the planning for English to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the resourcing – include 'quick write', 'Once upon a picture' and 'purple mash'.
- Review the teaching and learning of handwriting.
- Review the teaching and learning of spelling.

**Impact/Evidence**

**Continued implementation of Reading Skills, ensuring effective questioning develops reading skills and comprehension.**

- Revise the planning for English to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the resourcing – include ‘Once upon a picture’ and ‘purple mash’.
- Review the teaching and learning of Guided Reading.
- Review the teaching and learning of reading comprehension to reflect the level of questioning required.

**Impact/Evidence**

**To introduce a new ‘Maths Policy’ to ensure pupils develop mastery and depth, and acquire reasoning and fluency skills.**

- Revise the policy for Maths to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the planning for Maths to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the resourcing – include White Rose Hub materials, resources for mental maths, use of ‘SMIRFS’ and ‘purple mash’.
- Review the teaching and learning emphasis on number.

**Impact/Evidence**

**To introduce the teaching and learning resources of 'Understanding Christianity'.**

- Revise the planning for RE to ensure planning reflects challenging attainment targets and at least expected progress.
- To train all teachers and TAs on the use of the resources and materials for 'Understanding Christianity.
- To incorporate the materials into our RE long term planning.

**Impact/Evidence**

**To further develop the Computing curriculum.**

- Revise the policy for Computing to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the planning for Computing to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the resourcing – include Somerset materials and 'purple mash'.

**Impact/Evidence**

**To develop the teaching and learning of PE.**

- Revise the policy for PE to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the planning for PE to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the resourcing required to ensure our ambitions targets for the teaching and learning of PE are feasible.

**Impact/Evidence**

**Evaluate and develop further the school assessment policy, providing pupils the maximum opportunity to progress and reach their end of year potential.**

- Include EYFS in the STATs assessment system.

**Impact/Evidence**

**To revise the long term curriculum ensuring more cohesive planning.**

**Impact/Evidence**

**Whole School Action:**

To enable pupils to behave impeccably at all times, especially at unstructured time.

**Develop the PHSE curriculum to enable pupils to explain accurately how to keep themselves safe and healthy.**

**Impact/Evidence**

**Pupils feedback that they have happy, healthy and safe lunchtimes.**

**Impact/Evidence**

**Whole School Action:**

To ensure 'outcomes' remain at least good, by pupils making substantial and sustained progress.

**Enhanced phonic provision and monitoring of pupils to ensure increased standard.**

- Revise the planning for Phonics to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the resourcing.

**Impact/Evidence**

**To ensure Reading is taught consistently across the whole school; skills are embedded throughout and pupils foster a love of books.**

- Revise the planning for English to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the resourcing – include ‘Once upon a picture’ and ‘purple mash’.
- Review the teaching and learning of Guided Reading.
- Review the teaching and learning of reading comprehension to reflect the level of questioning required.

**Impact/Evidence**

**To ensure pupils attain the best outcome by targeted and individual support.**

- Revise the planning for target groups and individual support to ensure planning reflects challenging attainment targets and at least expected progress.
- Revise the assessing for target groups and individual support to ensure planning reflects challenging attainment targets and at least expected progress.

**Impact/Evidence**

**Progress of pupils demonstrates 'substantial and sustained' progress across all years.**

See previous teaching and learning section.

**Impact/Evidence**

See previous teaching and learning section.

**Whole School Action:**

To ensure children in Early Years are 'school ready'.

**Outstanding practice observed in the EYFS – by providing stimulating and engaging learning environment both in and out.**

**Impact/Evidence**

**Reading is a priority – children taught to read effectively – focused adult directed teaching.**

**Impact/Evidence**