



William Shrewsbury Primary School Development Plan 2019-2020



<p>Key Area 1 – Outcomes for Pupils’ Learning</p> <p>‘Accelerating pupils’ progress and raising attainment’</p> <p>Lead: E. Curtis</p> <p>Link Governor: L. Perry/L.Salt/C.Rhodes (RADY)</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Continue to raise standards in Reading and Writing across the school ZP/JP/SLT 2. Continue to narrow the gap for disadvantaged pupils, making use of Achievement for All training and support LS/HE/SLT/MLT
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Ob	Action	Time	People responsible	Outcomes/success criteria	Monitoring and milestones	Costings/resources
1	<p>To raise standards in Reading and Writing across the school, particularly those of boys, disadvantaged pupils and SEND pupils. This will include the following strategies:</p> <ol style="list-style-type: none"> 1) Working with David Bell from Assessment for All and to close the gap for all Disadvantaged and SEND children. 2) MRu to complete his NPQH project with a particular focus on Writing in KS1 3) Performance Management objective for all. 4) Staff training on FFT target setting. 5) Training for staff on latest learning theories to ensure consistency of most effective quality first teaching. 7) Interventions such as Lexia, Write away, inference training. 8) Interventions to ensure emotional learning readiness particularly for EYFS, KS1 and children with emotional needs in KS2 9) Education of parents through Assessment for All strategies. 10) Return to P4C to encourage deeper understanding of texts. 	May 2019	<p>ZP/JP EC SLT English team All Staff</p>	<p>By the end of Reception 90% will have reached end of phase 3 phonics.</p> <p>By end of Year 1 90% pupils will pass the phonics screen, 80% will reach expected or higher in Reading and Writing. At the end of KS1, at least 84% of pupils will achieve expected or higher levels in reading and 82% in writing. GDS for Writing will be in line with Reading and Maths.</p> <p>At the end of KS2, at least 84% of pupils will achieve expected or better standards in Reading and 84% in writing</p> <p>Across the rest of KS2, at least 85% of children in a year group will reach securing in reading and 85% in writing (expected standard).</p> <p>The gap between boys and girls and disadvantaged and other will have narrowed.</p> <p>Individual targets set using FFT and monitored half termly through the year.</p>	<p>Regular monitoring by: SLT, MLT and Subject Leaders to ensure that:</p> <ul style="list-style-type: none"> • All children are fully engaged in lessons • Teacher explanations are clear • Knowledge is consolidated so that children can use their working memory effectively without cognitive overload. • Progress is being made by all children as seen in lessons, work scrutiny, pupil discussion and data. <p>Termly tracking of outcomes and Termly reports to Governors See monitoring timetable</p>	<p>Achievement for all £4000 Includes training, advisor support (David Bell) and website resources</p>

2	Implement the Achievement for All programme to continue to narrow the gap for disadvantaged pupils and to ensure that vulnerable groups of pupils progress and achieve at least as well as others. This includes Ever 6, FSM, LAC	Ongoing	HE LS All staff	Staff will have a clear knowledge of who the vulnerable groups (including the Achievement for All focus children) are in their class and a good understanding of how to support them. SENCo and Assistant SENCo will support staff to ensure that vulnerable groups access support that closes the gaps between them and other pupils. Achievement for All strategies will be implemented across the school. Staff training will deepen staff understanding of this approach. Assistant SENCo will bring new strategies through work with other MAT schools and share with staff.	Lesson observations, Learning Walks, Work scrutiny, Assessment data SEND review meetings Monitoring of planning Termly achievement for All review meetings with David Bell. Termly formal pupil progress interviews. Pupil feedback through focus groups and surveys – comparison of PP premium surveys with non PP Analysis of data Report to Governors termly	Delivery of interventions – costs met from PP see separate plan Training and time for Achievement for All and RADY meetings Achievement for All package (see above)
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Key Area 2- Great Teaching, Learning and Assessment				Objectives:		
<p><i>'Ensuring consistently excellent teaching and learning and effective assessment'</i></p> <p>Lead: E.Curtis/ M. Randles/M.Runacus</p> <p>Link Governor: L. Perkins/H. Dimelow</p>				<p>1. Further improve teaching quality through the use of video technology, criteria for effective teaching and learning, lesson study and coaching practices EC/SLT</p> <p>2. Review and streamline assessment systems to ensure effective feedback to pupils for maximum impact on learning and progress whilst reducing workload for staff MRu</p>		
Ob	Action	Time	People responsible	Outcomes/success criteria	Monitoring and milestones	Costings/resources
1	To make use of video technology, team planning and observation, feedback and reflection to develop and improve teaching and learning to ensure best practice.	By July 2020	EC/MRu/MRa BCLT support SLT All staff	Teachers will produce written feedback on how their knowledge and understanding of their teaching has grown and how they have amended their practice and as a result. Teaching will be more responsive to the needs of individual learners through effective AfL strategies. Learners will be engaged and enthusiastic in lessons. The quality of teaching and learning across the school will be more consistent.	Observations Learning Walks Pupil voice Coaching meetings Termly reports to governors Report to CCLT board	Release time for staff £1000
2	Review and streamline reading and writing grids to ensure effective feedback to pupils and to inform future planning as effectively and efficiently as possible. This will include looking at models from other settings, seeking views of staff and pupils about the current grids and target strips.	Spring 2019 and ongoing	EC/MRu/AC H/DW/AR All staff	Streamlined grids which provide information which has maximum impact on future planning and children's day to day learning. Children will understand assessment which will be approached through a 'growth mindset' approach with the aim of building resilience and enjoyment of learning. Formative and summative assessment will continue to be compatible with tracking systems to avoid additional workload.	Formation of group to work on new assessment criteria Completion of new criteria Trial and monitoring of new system HT discussions with MAT HTs and CEO EC report to GB	Time Release time for staff £500

<p>Key Area 3- Developing a Curriculum for Learning for Life <i>'Planning an effective local curriculum'</i></p> <p>Lead: A Hayden/M Runacus</p> <p>Link Governor: L. Perkins/K.Bradshaw</p>	<p>Objectives:</p> <ol style="list-style-type: none"> To review the school curriculum ensuring that children develop deep knowledge and skills through an engaging, broad and relevant curriculum. MRu/ACH Increase children's access to quality outdoor learning opportunities. LS/MRa
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Ob	Action	Time	People responsible	Outcomes/success criteria	Monitoring and milestones	Costings/resources
1	To review the school curriculum ensuring that children develop deep knowledge and skills through an engaging, broad and relevant curriculum	By June 2020	MRu/ACH All staff	The school will have a clear intention for the broader curriculum and individual subjects. New units of work will be planned to address gaps in coverage of themes, knowledge and skills identified in last year's audit. Lessons will be planned taking into account latest research in pedagogy eg key vocabulary, deep learning, cognitive overload etc Knowledge mats will be created and used to support children's learning All planning will be uploaded centrally onto Google docs so that it can be monitored effectively.	Observations of sessions Parent survey Termly report to GB	Time Staff meetings and inset time Possible AFWS money for development of environment Knowledge mat format £25 Individual subject budgets allocated for resources
2	Increase children's access to quality outdoor learning opportunities. This will include: Nursery play area Commando Joe's Developing outdoor activities to promote learning across subjects		LS/MRa	New planning across the curriculum includes outdoor learning opportunities.	Observations of sessions Feedback from pupils and staff Termly report to governors	Time EYFS £1500

<p style="text-align: center;">Key Area 4- The Learning Environment: Support for Pupils’ Personal Development,</p> <p style="text-align: center;">‘Promoting exemplary behaviour, secure safety, effective partnerships’</p> <p>Lead: M Runacus/L.Salt/S.Salt</p> <p>Link Governor: R Ortiz/L. Perry</p>	<p style="text-align: center;">Objectives:</p> <ol style="list-style-type: none"> 1. To take part in the national pilot of the new PSHE programme so that we are ready to implement this fully in 2020-21. MRu/EC 2. To introduce the online safeguarding software My Concern to all staff. EC/HE
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Ob	Action	Time	People responsible	Outcomes/success criteria	Monitoring and milestones	Costings/resources
1	To take part in the national pilot of the new PSHE programme so that we are ready to implement this fully in 2020-21. This will include: 1)Staff training 2)Planning and trialling new schemes of work 3)Communication with parents	June 2020	MRu, EGr SLT	We will have a PSHE programme which supports our school values so that children grow to be respectful, empathetic, confident and contributing members of the community. Our PSHE curriculum will meet national requirements Parents will have access to information about the curriculum and how it is implemented at our school.	MRu/EC/EGr attendance at national training – Oct/Nov Staff training and implementation Monitoring of lessons – Spring term Termly report to School governors	Release time for planning and training for MRU, EC, EGr Birmingham course free.
2	Introduce My Concern to record and follow up causes for concern about children’s safety and wellbeing.		EC,HE	The school will have a clear record of causes for concern and continue to follow up concerns in a timely and effective way. DSLs will use the software to look for patterns and common issues in order to focus support for children and staff training.	DSL and DDSL training Adding staff to the system Staff training Meetings with Safeguarding Governor for termly audits Termly HT report to Governors Annual Safeguarding report to Governors	My Concern package £905

<p>Key Area 5- Effective Leadership for Learning</p> <p><i>‘Growing strong and effective leaders, secure governance, a safe and inspiring environment’</i></p> <p>Lead: E.Curtis</p> <p>Link Governor: L.Perry / C.Rhodes</p>	<p>Objective:</p> <ol style="list-style-type: none"> 1. To develop the knowledge, skills and confidence of non-core subject leaders.EC/MRa 2. To develop teachers’ use of other adults to impact positively on children’s learning. HE/SLT
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Ob	Action	Time	People responsible	Outcomes/success criteria	Monitoring and milestones	Costings/ resources
1	To develop the knowledge, skills and confidence of the subject leaders, particularly in the foundation subjects.		EC,MRa	Subject leaders will be able to speak knowledgeably about the Intent, implementation and impact of their subject.	Monitoring during the appropriate staff meetings and curriculum development activities. Individual coaching by SLT Termly HT report to governors	Training courses Entrust foundation subject leader network meetings £99 per person per term
2	To develop teacher use of other adults in the classroom through the Achievement for All programme.		HE, SLT	Additional adults in the classroom will be used creatively and effectively to meet the needs of the children. There will be effective communication of teacher intentions, children’s needs and feedback about progress between adults.	Achievement for All Launch 25.9.19 Staff meetings and TA meetings to deliver training Classroom observations and learning walks HT report to Governors.	Achievement for All programme (costed in Key Area 1)

<p>Key Area 6- Health and Safety</p> <p><i>‘Ensuring a safe, secure and inspiring working environment’</i></p> <p>Lead: E.Curtis, M.Randles Link Governor: N. Brown / C.Lunn</p>	<p>Objective:</p> <ol style="list-style-type: none"> 1. To introduce a termly Health and Safety newsletter for staff. EC/MRa/JC 2. To ensure that the school is using My Health and Safety software effectively to report and review accidents in school. EC/JC 3. Continue regular business continuity exercises. EC
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Ob	Action	Time	People responsible	Outcomes/success criteria	Monitoring and milestones	Costings/resources
1	To introduce a termly Health and Safety newsletter for staff.	Dec 2019	EC/JC/MRa/KB	The school will have a termly newsletter which gives new information or provides reminders about Health and Safety matters. Eg staff emotional wellbeing resources, accident reporting procedures, new legislation, H&S committee reminders etc Children from H&S committee will be involved in writing parts of the newsletter.	Monitor through auditing processes and Termly reports to Governors.	JC time
2	To ensure that the school is using My Health and Safety software effectively to report and review accidents in school.	Dec 2019	EC/JC	EC and JC will have a better understanding of the potential of the My health and Safety software. New staff members will feel confident about how to use the paper forms to inform EC of accidents.	Meeting with Wendy Sears from Entrust Annual H&S report to Governors – Spring Term	EC/JC training £75 per person, per term
3	Continue regular business continuity exercises.	July 2019 and ongoing	EC/MRa/JC	Three desk top exercises will have been undertaken any the results shared with all stakeholders so the school is well prepared for any emergencies School will be secure and safe for all members of the community	Discussions with staff in staff meetings Termly report to Governors	SLT/office staff time