

## Simon Marks

### School Development Planning Overview 2017-18

#### Ofsted Report 2017

The school was rated a 'Good' School in Summer 2017.

#### Areas for further improvement were:

- Capitalising on pupils strong phonics skills to improve spelling across the school, especially in KS2
- Ensuring that presentation in mathematics books is as constantly neat as in English books
- Matching tasks better to pupils starting points in topic work, particularly for the most and least able pupils

#### Pikuah Report 2017- Graded RI Areas for further improvement were:

- Assessment of pupils to inform future teaching and learning
- Insufficient progress in Jewish Studies lessons
- Support for class teachers to embed Jewish studies

#### School Improvement Plan 2017-2018

#### Leadership and Management :

- To ensure that Governance is reviewed, a code of conduct is adopted, and ensure all Governance procedures are followed as recommended by the Governors review document.
- To develop middle leader and newly appointed senior leaders of learning, ensuring effective quality assurance of teaching, learning and accountability
- To ensure the New Curriculum is fully embedded across the school
- To ensure that Jewish Studies is embedded and effectively monitored for impact across the school
- To use all opportunities to promote the school public image and presence in Local community and beyond

#### Teaching and learning:

- To ensure that all teaching is consistently good or better
- To embed the marking & assessment systems in practice
- To develop oracy across all areas of the curriculum to enable confident communication for all pupils
- To integrate Hebrew and Jewish Studies effectively into the school day
- To embed continuous cursive handwriting across the curriculum
- Develop the teaching of reading to ensure high standards of achievement

#### Personal Development and Well Being:

- To develop pupil voice and pupil ambassadors to raise the profile of, and enrich the curriculum
- To further develop the role of School Council in having a stronger voice across the school and impacting changes
- To ensure care is taken with presentation of both work and personal presentation in and around the school

#### Outcomes

- Drive standards further in order for children to continue making rapid and sustained progress and achieve exceptionally well
- To ensure that stamina for writing is embedded throughout the school
- To ensure all pupils make good or better progress from their starting points
- Further develop systems which demonstrate good or better progress for all pupils in Jewish Studies and Hebrew



## **Simon Marks**

### **School Development Planning 2017-18**

- Leadership and Management
- Teaching, Learning & Standards
- Personal Development and Well Being
- Outcomes for Pupils

## Leadership and Management

| Priority  | Core Tasks  | Monitoring  | TimeLine/<br>Costs   | Impact |
|---|---|---|--|--------|
| <p><b>To ensure that Governance is reviewed, a code of conduct is adopted, and ensure all Governance procedures are followed as recommended by the Governors review document.</b></p> | <ul style="list-style-type: none"> <li>• Governing body to adopt a 'code of conduct'</li> <li>• All meetings are minuted by the clerk and agreed at the start of each meeting</li> <li>• Governors respond to the review document and act on recommendations</li> <li>• Governor working party set up</li> <li>• Terms of reference are adhered to and link governors identified</li> </ul> | <ul style="list-style-type: none"> <li>➤ Code of conduct in on website</li> <li>➤ Attendance and evaluations from Governing body visits to school</li> <li>➤ -Attendance and log of Governor training</li> <li>➤ -Content of governor page on website in line with statutory requirements and demonstrating transparency of process.</li> <li>➤ Minutes demonstrate Governors contributions as critical friends of the schools leadership team</li> </ul> | <p>Reviewed annually</p>   |        |
| <p><b>To develop middle leader and newly appointed senior leaders of learning, ensuring effective quality assurance of teaching, learning and accountability</b></p>                  | <ul style="list-style-type: none"> <li>• Establish training &amp; induction programme</li> <li>• Clarity of roles and responsibilities</li> <li>• Model scrutiny and accountability systems</li> <li>• Develop website presence</li> <li>• Consider outside training opportunities for new leader/s.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Teacher support plans in place if necessary</li> <li>➤ Subject Leader action plans with impact statements</li> <li>➤ Approach IOE for leadership staining</li> </ul>   | <p>Reviewed termly</p> <p>£1,800 (from Foundation Trust)</p>       |        |
| <p><b>To ensure the New Curriculum is fully embedded across the school</b></p>  | <ul style="list-style-type: none"> <li>• Curriculum leads ensuring raised profile of subjects and higher standards across the curriculum.</li> <li>• Staff training and CPD to support planning and implementation</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Planning scrutinies</li> <li>➤ Monitoring and scrutiny of pupil outcomes (book looks)</li> <li>➤ Subject Leader termly evaluations and reviews</li> <li>➤ Monitor termly assessment outcomes and ensure GAP analysis for core subjects</li> </ul>  | <p>Reviewed termly</p> <p>£TLR &amp; Subject Release time</p>      |        |
| <p><b>To ensure that Jewish Studies is embedded and effectively monitored for impact across the school</b></p>  | <ul style="list-style-type: none"> <li>• Staff training and CPD to support planning and implementation</li> <li>• Audit of school resources for successful teaching and learning</li> <li>• Implement assessment systems for monitoring progress and forward planning</li> <li>• Assemblies- deliver with values and phrases of the month</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Planning scrutiny to optimise integration with National Curriculum</li> <li>➤ Scrutiny of pupils books</li> <li>➤ Monitor assessment and progress to plan ahead (Jewish studies and Hebrew)</li> <li>➤ Teacher and support staff observations</li> </ul>   | <p>Audit outcomes and resource funding through the Foundation.</p> |        |

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| <b>To use all opportunities to promote the school public image and presence in Local community and beyond</b> | <ul style="list-style-type: none"><li>• Publicise the schools successes when and where possible</li><li>• Create and upkeep school Facebook account</li><li>• Ensure newsletters are sent out regularly to parents</li></ul> | <ul style="list-style-type: none"><li>➤ Local press publicity options to be considered</li><li>➤ Parent feedback</li><li>➤ Monitor social media account.</li></ul> |  |  |
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## Teaching, Learning & Standards

| Priority  | Core Tasks  | Monitoring  | TimeLine/<br>Costs                                 | Impact |
|---|---|---|--|--------|
| <b>To ensure that all teaching is consistently good or better</b>   | <ul style="list-style-type: none"> <li>• Termly observations for early identification of development points</li> <li>• Use of embedding good and good to outstanding plans</li> <li>• Modelling and demonstrating where needed</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Meeting with teachers to feedback</li> <li>➤ Observation outcomes sheet</li> <li>➤ Mentor coaching feedback</li> <li>➤ Teaching profile documents</li> </ul>   | SLT time for feedback and monitoring               |        |
| <b>To embed the marking &amp; assessment systems in practice</b>  | <ul style="list-style-type: none"> <li>• SLT scrutinies</li> <li>• CPD, modelling and demonstrating marking for progress</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Book scrutinies</li> <li>➤ Planning feedback</li> </ul>  | Reviewed termly<br>£TLR & Subject Release time     |        |
| <b>To develop oracy across all areas of the curriculum to enable confident communication for all pupils</b> | <ul style="list-style-type: none"> <li>• CPD is aligned to develop teacher subject knowledge</li> <li>• Bespoke training for staff who need additional support</li> <li>• Planning support to develop key questioning</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Monitoring planning</li> <li>➤ Work scrutiny- tracking for progress</li> <li>➤ Observations and feedback</li> </ul>  | SLT time for feedback and monitoring               |        |
| <b>To integrate Hebrew and Jewish Studies effectively into the school day</b>                               | <ul style="list-style-type: none"> <li>• CPD is aligned to develop teacher subject knowledge</li> <li>• Bespoke training for staff who need additional support</li> <li>• Data tracked is used to identify any gaps and extend breadth and depth of learning</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Monitoring planning</li> <li>➤ Work scrutiny- tracking for progress</li> <li>➤ Lesson observations and feedback</li> <li>➤ Learning walks- quality of displays</li> <li>➤ Track data for progress</li> </ul>                         | SLT time for feedback and monitoring               |        |
| <b>To embed continuous cursive handwriting across the curriculum</b>  | <ul style="list-style-type: none"> <li>• Whole school handwriting CPD</li> <li>• Timetabling to allow for teaching handwriting</li> <li>• Modelled handwriting on displays</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Books scrutiny and feedback</li> <li>➤ Learning walk and quality of displays modelling cursive handwriting</li> </ul>  | Termly SLT time for feedback and monitoring        |        |
| <b>Develop the teaching of reading to ensure high standards of achievement</b>                              | <ul style="list-style-type: none"> <li>• Implementation of Destination Reader training with associated training</li> <li>• Monitoring and tracking of impact of initiatives on pupil outcomes</li> <li>• Development of school libraries to establish active reading bases</li> <li>• Audit and review of whole school home reading scheme</li> </ul> | <ul style="list-style-type: none"> <li>➤ Termly Reading Progress measures</li> <li>➤ Overall % of pupils on track</li> <li>➤ Groups data related to reading achievement for all groups</li> <li>➤ Pupil evaluations of libraries and quality of home reading books</li> </ul> | Reviewed termly<br>CPD- £2000 for ongoing training |        |

## Personal Development and Well Being

| Priority  | Core Tasks   | Monitoring  | TimeLine/<br>Costs  | Impact |
|---|--|---|---|--------|
| <b>To develop pupil voice and pupil ambassadors to raise the profile of, and enrich the curriculum</b>                  | <ul style="list-style-type: none"> <li>• Pupils roles and responsibilities promoted- pupils apply for posts such as Eco monitors/green teams/ lunch helpers etc..</li> <li>• Further raise pupil awareness of safety and well being</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Pupil questionnaires and interviews</li> <li>➤ Pupil evaluations of events</li> <li>➤ School council minutes</li> <li>➤ Class council minutes</li> <li>➤ Learning walk feedback</li> </ul> | Reviewed termly. £200 for badges, aprons, high vis vests etc...       |        |
| <b>To further develop the role of School Council in having a stronger voice across the school and impacting changes</b> | <ul style="list-style-type: none"> <li>• Democracy day and elections</li> <li>• Assemblies leading up to democracy day and the meaning of manifestos</li> <li>• Regular school council meetings</li> <li>• Introducing class councils</li> </ul> | <ul style="list-style-type: none"> <li>➤ Pupil questionnaires and interviews</li> <li>➤ Pupil evaluations of events</li> <li>➤ School council minutes</li> <li>➤ Class council minutes</li> <li>➤ Learning walk feedback</li> </ul> | Reviewed termly<br>Release time for lead. £60- badges and resources   |        |
| <b>To ensure care is taken with presentation of both work and personal presentation in and around the school</b>        | <ul style="list-style-type: none"> <li>• Handwriting training takes place</li> <li>• Introduction of 'pen licences'</li> <li>• Presentation policy updated and shared</li> <li>• Updated uniform is launched and shared with parents</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Pupil evaluations of events</li> <li>➤ Book scrutinies and feedback</li> <li>➤ Numbers of pupils gaining a pen licence</li> </ul>  | Reviewed termly<br><br>£400- new handwriting books, pens and licences |        |

## Outcomes for Pupils

| Priority  | Core Tasks   | Monitoring   | TimeLine/<br>Costs   | Impact |
|---|--|--|--|--------|
| <b>Drive standards further in order for children to continue making rapid and sustained progress and achieve exceptionally well</b> | <ul style="list-style-type: none"> <li>Investment and CPD in Destination Reader programme in KS2</li> <li>Identifying gaps and progress of focus groups through data and test analysis</li> <li>Setting of groups to ensure quality and smaller group size teaching in order to reach more pupils</li> </ul>   | <ul style="list-style-type: none"> <li>Data collection points</li> <li>Pupil progress meetings</li> <li>Termly Gap analysis statistics</li> <li>Book scrutiny and work analysis</li> <li>Moderations</li> <li>Tracking of focus groups and impact of intervention</li> </ul> | Termly SLT time for feedback and monitoring (DHT for curriculum and team)  |        |
| <b>To ensure that stamina for writing is embedded throughout the school</b>   | <ul style="list-style-type: none"> <li>Embed cross curricular opportunities for writing</li> <li>Introduce writing workshops for low achievers who need to build writing stamina</li> <li>Develop new handwriting cursive style for ease of writing and presentation</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring pupil books</li> <li>Increased expectations from adults working with pupils</li> <li>Data collection points</li> <li>Moderations</li> </ul>  | Termly SLT time for feedback and monitoring (DHT for curriculum and team)  |        |
| <b>To ensure all pupils make good or better progress from their starting points</b>   | <ul style="list-style-type: none"> <li>Embed and utilise new EY baseline assessments</li> <li>Identifying gaps through data and test analysis</li> <li>Ensure new assessment grids are in use and demonstrate progress</li> <li>Ensuring interventions in place are meeting the needs of pupils who need it</li> <li>Bespoke CPD for staff who need this (end of year expectations)</li> </ul> | <ul style="list-style-type: none"> <li>Data collection points</li> <li>Pupil progress meetings</li> <li>Termly Gap analysis statistics</li> <li>Book scrutiny and work analysis</li> <li>Moderations</li> <li>SEN data/gap analysis</li> </ul>                               | Termly SLT time for feedback and monitoring                                |        |
| <b>Further develop systems which demonstrate good or better progress for all pupils in Jewish Studies and Hebrew</b>                | <ul style="list-style-type: none"> <li>Identifying gaps through book looks</li> <li>Ensuring interventions in place are meeting the needs of pupils who need it</li> <li>Ensuring assessment systems are used to track and monitor pupil progress</li> </ul>   | <ul style="list-style-type: none"> <li>Data collection points</li> <li>Pupil progress meetings</li> <li>Teacher observations</li> <li>Book scrutiny and work analysis</li> <li>Moderations</li> </ul>  | Termly SLT time for feedback and monitoring (Asst head for Jewish studies) |        |
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