

**School Improvement & Development Plan 2019-20**

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| **Priority:** | **Key Objective:** | **Success Criteria:** | **Key Ofsted Area(s): (2019)** | **Links to School Vision:** |
| **1.** | **To develop an effective ‘knowledge-engaged’ curriculum across all subjects utilising evidence from cognitive psychology.**  **To further develop pedagogy and subject knowledge of teaching staff to be able to deliver enhanced broader curriculum.** | * Current curriculum offer has been augmented by systematic knowledge based approach and meets new Ofsted outstanding descriptors * Teaching and learning policy and practice reflects recent key messages from cognitive psychology * Children make strong progress across all subjects | Quality of Education  Leadership & Management | Love of learning  Make it Your Best  Persevere  Skills for Life |
| **2.** | **To introduce provision in RSE which meets new statutory requirements.** | * RSE provision has been reviewed in light of new statutory requirements. * Parents and staff are aware of new requirements * Curriculum meets best practice guidelines | Personal Development  Leadership & Management  Behaviour & Attitudes | Love of learning  Make it Your Best  Persevere  Skills for Life |
| **3.** | **To further develop school capacity to support children with speech and language difficulties.** | * School has developed significant ‘in house’ expertise to effectively support children with speech and language difficulties showing good value for money | Personal Development  Leadership & Management  Early Years | Love of learning  Make it Your Best  Persevere  Skills for Life |
| **4.** | **To further develop school provision in Outdoor Learning** | * School curriculum offer in outdoor learning is more coherent, integrated and planned, utilising range of opportunities in local area. | Quality of Education  Leadership & Management | Love of learning  Make it Your Best  Persevere  Skills for Life |
| **5** | **To further raise standards of attainment across core subjects at all key stages** | * *Drawn from annual subject leader audits*   *(April 2019)* | Quality of Education  Leadership & Management | Love of learning  Make it Your Best  Persevere  Skills for Life |

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| **Priority: 1** | | Curriculum Development | | | | | |
| **Rationale** | | We have continued to develop our curriculum offer over the last two years, with new national awards in Science, MFL and PE, along with undertaking a review using the Rainbow resources last year. We have good foundations to now introduce and embed systematic planning of core knowledge and links between topics to make use of recent compelling educational research about cognitive development and long-term memory. This also chimes well with the proposed revised Ofsted inspection framework from September 2019. It is also envisaged that this work will lead to revisions in our broader Teaching and Learning policy. | | | | | |
| **Success Criteria** | | * Current curriculum offer has been augmented by systematic knowledge based approach and meets new Ofsted outstanding descriptors * Teaching and learning policy and practice reflects recent key messages from cognitive psychology * Children make strong progress across all subjects | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | To develop an effective ‘knowledge-engaged’ curriculum across all subjects utilising evidence from educational research. | | | | | |
| **Intent:** | **Implementation:** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Impact:** |
| Teachers have strengthened range of pedagogical approaches.  There is a developed understanding of valuable insights from cognitive psychology.  Subject knowledge is secure across the curriculum. | **Teachers: Subject and Pedagogical Knowledge**   * **Establish a new vision for curriculum.** * **Review best educational research** re:   Long term memory  Working memory  Knowledge-rich curriculum  Cognitive theory   * **Rewrite the Teaching &Learning** **policy** to include changes made. * **Review annual ‘subject leader audits’** to include reference to recent research * Review subject knowledge of teaching staff across curriculum- address gaps in cost effective manner | | HT | Staff meetings & PD days  HT time  Subject leader time | **July’19**  T&L policy new draft completed. | Summer TAP  Autumn TAP |  |
| The curriculum has planned for key knowledge and vocabulary. There is a coherent narrative to curriculum which is reflected in lesson planning and delivery.  Children make good progress in subject disciplines. | **Subject planning**   * **Establish school ‘**Knowledge organisers’ * **Link skills progression to our existing curriculum map**   A4 sheet outlining skills progression in each subject- common format. **Key vocabulary**- subject specific to be **planned** revisited and embedded in lessons, assemblies and guided reading sessions (Tier 2 words)   * **Focus on key themes drawn from respected subject expertise** eg Historical Association) and end of key stage outcomes (or maybe 2,4,6) * **Create overview** sheet of links between subjects for ‘**narrative’ within disciplines** * Plan into each curriculum overview ‘beautiful work’ concept (Berger) and an opportunity to write for an ‘authentic’ audience | | HT  Subject leaders | Staff meetings & PD days  HT time  Subject leader time | **July’19**  Knowledge Organisers for first half-term & revised curriculum maps completed for same. Letter to parents.  **Sept’19**  Inset day-  Subject skills and narrative overviews work completed- draft.  **Ongoing**  Above work completed on a rolling basis over 2 year cycle. | Summer TAP  Autumn TAP |  |
| Parents are clear about intent of curriculum.  There is strong evidence in school of quality of work. This is used for assessment by omission at end of each term- captured in WS data sheets. | **External audience:**   * **Communicate expectations and procedures clearly to parents** for September 2019 * **Showcase best outcomes from each topic to use as reference points for assessment judgements/expectations/Ofsted** | | HT  All teachers | HT time | **Sept’19**  Info for parents  **Oct’19**  First entries to portfolio collected ‘expected’ ‘GD’ | Autumn TAP |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area. | | | | | | | |

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| **Priority: 2** | | RSE | | | | | |
| **Rationale** | | This is a statutory requirement for September 2020, but encouraged for September 2019. | | | | | |
| **Success Criteria** | | * RSE provision has been reviewed in light of new statutory requirements. * Parents and staff are aware of new requirements * Curriculum meets best practice guidelines | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | To introduce provision in RSE which meets new statutory requirements. | | | | | |
| **Intent:** | **Implementation:** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Impact** |
| To introduce provision in RSE which meets new statutory requirements. | * Cluster purchase of Educator Solutions training package (April-July’19). * Develop timeline. * Parental information sessions- Seotember 2019. * New curriculum phased in 2019-20 academic year. | | HT  All staff | £540 for cluster package (purchased)  Staff meeting and HT time | Apr’19  SRE sorted  Jun’19  Cluster Twilight  Sept’19  Parental info | Throughout year |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area. | | | | | | | |

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| **Priority: 3** | | Speech and Language | | | | | |
| **Rationale** | | We are receiving a growing number of children into the school with speech and language difficulties and the support from NHS is limited. The intention therefore is to further develop our ‘in-house’ capacity to support children, especially in Early Years and Year 1. Significant training has already been accessed for this since September 2019 (see staff PD log). | | | | | |
| **Success Criteria** | | * Children with S&L difficulties make good progress. * School support for children with S&L difficulties is sustainable and effective. | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | To further develop school capacity to support children with speech and language difficulties. | | | | | |
| **Intent:** | **Implementation:** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Impact** |
| To develop staff expertise in supporting children with S&L difficulties so that they make good progress. | * Purchase 1 term ‘Communicate’ package for work with specific children alongside TA and T. Resources and training to be part of the bespoke package negotiated. * Continue to access training from ECCH provider- expand to include TA’s in KS1 and Reception (see PD log for record of courses accessed) | | BC/KL  VM/SS | £540  (Training budget) | **Apr ’19**  Communicate Sessions  **Summer ‘19**  TA training | Summer TAP |  |
| To develop range of resources available in school to support children with S&L difficulties. | * EYFS audit – Apr’19- to identify resources for speech and language development (inc role-play) * Review requirements at Oct’19 with new intake | | BC | £300  (SIDP 5) | **Apr’19**  EYFS audit  **Oct ‘19**  Review of new intake needs | Summer & Autumn TAP |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area. | | | | | | | |

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| **Priority: 4** | | Outdoor Learning | | | | | |
| **Rationale** | | We have developed our outdoor learning capability this year with weekly sessions at KS1. We have also received the offer of access to a local 2 acre garden/wooded area for school projects. There is already also a school outdoor learning club, and the new termly whole school STEM days have made use of the school grounds. We also have a separate den-building area for all children at lunchtimes and EYFS. The intention is therefore to develop this further and work towards a nationally recognised award, investing in staff training supplemented by visits to other schools through VNET network. | | | | | |
| **Success Criteria** | | * To develop practice and gather evidence to make a NOLA award application in summer term 2020 * For all children in school to enjoy and benefit from outdoor learning approaches | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | To further develop school provision in Outdoor Learning | | | | | |
| **Intent:** | **Implementation:** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Impact** |
| To further develop staff expertise in Outdoor learning | * Arrange for teacher visits to suggested VNET schools to observe outdoor learning provision (see Mar’19 T&L Review) * HT to complete (postponed) tree management course so that able for school to access outdoor learning * KS1 timetabled sessions to continue. KS2 to review curriculum planning for additional opportunities to incorporate into lessons. * NOLA award criteria to be explored in autumn term 2019 and a timeline developed. | | KL/BC  HB | **HT will cover staff release £0** | July ‘19  At least two visits completed. | Throughout year. |  |
| To further develop school site for outdoor learning | * Following gain in expertise, to invest in development of school site for outdoor learning eg orienteering, bushcraft, team building. * Consider invitation to external providers- club or army days to deliver sessions with staff observing to gain ideas | | Teaching staff | Friends contributions | Oct’19  New resources identified and invested in. | Autumn term TAP |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area. | | | | | | | |

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| **Priority: 5** | | Middle leadership-core subjects | | | | | |
| **Rationale** | | Middle leaders are given release time to complete a subject audit. These recommendations flow directly into the SIDP as item 6. | | | | | |
| **Success Criteria** | |  | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | To further raise attainment in core subjects and Early Years | | | | | |
| **Intent:** | **Implementation:** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Monitoring & Evaluation** |
| To raise attainment in Maths at KS1 and proportions achieving Greater Depth at KS2 | Maths   * To develop a subject leader calendar of actions to be delivered across the year. For example when book looks happen, learning walks, pupil voices, TA observations etc… * To work closely with Katie to develop the role of the subject leader. Possibly to have leadership time at the same time? * To develop parental involvement – calculation evenings, inviting parents to join classroom activities, workshops, drop-ins, maths café… * To create a one-page maths subject statement/vision– a non-negotiables for maths. ‘This is what you would expect to see in a maths lesson in our school.’ (To incorporate the 3 Is.) * Develop understanding of long-term memory development and how this can be used to support mathematical knowledge and number facts learning. * Look at the possible use of knowledge organisers for ‘outer’ maths areas – for example shape. * Add progression in fractions onto the calculation policy. * Introduce games sessions for KS1 and LKS2 within Wednesday assembly time. * Create a ‘problem solving strategies’ display for each classroom. * Introduce Number Blocks within EYFS and Year 1. | | SC  All teachers | £150 initially  Staff meeting time | July’19  Calendar of actions completed  Sept’19  Dec’19 Mar’20 2 xsessions  Sept’19- all classrooms to have a copy up  Ongoing – see SIDP1  Dec’19- add to calcs policy  Trial-June’19  Trial- July’19 Sept’19 start  Sept’19  Sept’19 | Summer & Autumn TAP |  |
| To raise attainment in writing at KS1 and maintain high standards in other aspects across school in English. | English  Fully embed the new approach to spelling in EYFS and KS1. Look to trial in KS2 for those ‘hard to recall’ words (HFW generally).  ● Look to produce a ‘Curriculum Statement’ for English - what would you expect if you walked into an English lesson at LMPS?  Purchase significant additional new reading scheme books for home EYFS/Y1 phonics progression  ● Develop a calendar of subject leader duties that can support the school development cycle e.g when to do book scrutinies, pupil voice, TA observations. Work on this with the Maths Subject Lead.  ● To work closely with Sam (Maths lead) to establish this calendar of duties – possibly have subject-leader time together to facilitate this?  ● Consider developing ‘knowledge organisers’ for SPAG alongside development of ‘knowledge-rich’ curriculum.  ● Trial ‘Games Assemblies’ in KS1/Lower KS2 to support the development of long term memory, vocabulary acquisition, maths games, turn-taking, game knowledge, speech and language and knowledge recall.  ● Increase opportunities for parents to engage with the school within English e.g. Reading Cafes, Phonics Workshops/drop-ins, invite parents to come and share work with their child etc.  ● Continue to expand Topic book resources for classes - trial run Norfolk Children’s Book Centre service to purchase high-quality texts on approval. Further investment in aging stock of phonetically decodable books for EYFS and KS1.  ● Board games including - vocab rich, SPAG games, speech and language focus, jigsaws.  ● Specific books about various writing initiatives in EYFS.  ● Develop over the next year our stock of ‘teaching’ books to support topic and English work - around £60-80 per topic each for EYFS, Snowy and Barn. Books to be kept separate from library stock. (This is a replacement for the money we have spent in the past on loaning project boxes). | | KL  All teachers  BC | £150 initially  £500-1000 | Evaluate and make adjustments by July’19  By Sept’19-all classrooms to have a copy  Sort and order May’19  Sticker new bands by July’19  Written by Sept’19  As above  Trial in Autumn Term-along with Knowledge Organisers  Trial Summer’19  By Dec’19  Start in May’19- continue each term  Audit June’19  BC to order- May’19 | Summer & Autumn TAP |  |
| To increase achievement and attainment in Science & further develop depth of curriculum offer | **Science**  Develop Science skills progression based on TAPS or ASE as part of curriculum review (SIDP 1)  Develop Science overviews- curriculum narrative (SIDP 1)  Knowledge organisers- termly rolling basis (SIDP 1)  Resource audit and spend  Organise 64 School Lane activity  Encourage use of pond area | | HB | £150 | All by Mar ‘20  School Lane by July’19  Audit by Dec’19  See SIDP 1 milestones | Summer, Autumn & Spring TAP- some actions |  |
| To increase achievement and attainment of children in EYFS. | **Early Years**  Continue to embed new ideas and initiatives to support SLCN following variety of CPD courses attended by BC.  Consider girls’ lack of use of the outdoor provision, and how to motivate them to use this more.  Continue to develop TA knowledge and understanding of EYFS principles and assessment requirements to enable increased quality of observations and interactions that supports children’s next steps  We have just started to use the WellComm screening to assess children’s SLCN. Looking to explore and embed this further.  Orchard Toys games to replace/add to our small selection  Living plants and natural materials  Resources to support SLCN  Whiteboard to be positioned near carpet area to use as a way to support days of the week vocabulary and also to model writing on a daily basis. Interactive board is brilliant, but a manual whiteboard would allow writing to be left for the day, added to and contributed to by the children.  Role play and dressing up resources. Ours are heavily outdated and need replacing.  Continue to develop small world resources. Need more fairy tale themed e.g. castle  Resources to support enhanced provision: From Cosy Direct or Early Excellence. These resources will also  Require open-ended storage such as baskets which are easily accessible and not ‘closed’ they would be in a box. A  Wooden arch to create a ‘safe-space’ would be desirable (Also flexible for use as role play, literacy friendly areas etc.)  EAD resources: · Variety of open-ended craft resources need stocking up (feathers, buttons, ribbon, sequins etc.) · Clay · Puppet making resources · Weaving/sewing resources | | BC/VM | £300 initially |  |  |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. | | | | | | | |

Gantt Chart- Summer Term 2018

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| **w/b** | **16.4.18** | **23.4.18** | **30.4.18** | **7.5.18** | **14.5.18** | **21.5.18** | **HT** | **4.6.18** | **11.6.18** | **18.6.18** | **25.6.18** | **2.7.18**  **SRE** | **9.7.18** | **16.7.18** |
| **Whole School Cycles** | SIDP |  | Attendance Analysis 1 | Maths network | KS2 SATS | Y5/6 Scratch club- week 1 (AP) |  | Attendance Analysis 2  Sports Day 6.6 | Train TAs in Nessie and Rapid Reading | Termly T+L Reviews | Assessment week (not Y2/Y6)  Reserve Sports Day 27.6 | Transition days  English network | Y1 (selected)  Apples & Pears baseline test-  Y2 (selected)  Nessie screening | W/S STEM Week of activities- include collaborative learning ideas  17.7 Circus trip  23.7 Architect w/shop |
| **Staff Meetings** |  | Cluster Maths Mod.  (HJS) | Nessie Resources  Rapid Reading resources  Bar Modelling – tbc (HJS visit) | Science scrutiny – Blofield & Wicklewood (9.5.18) | GDPR  SRE policy & resources review | (Dance Showcase)  Spellings core word lists R,1 and 2 & write next steps |  | STEM week planning & Science- HB | Maths-SC  Meta-cognition- KL | Rainbow Curriculum planning 1 | Rainbow Curriculum planning 2 | Report writing- no staff meeting | Report writing- no staff meeting  (Reports Out 13.7.18) | English-KL |

TBA-

Maths calculations videos on line