



Salway Ash CE VA Primary School
School Development Plan 2019-2020

A plan for inspirational collaboration with the goal of higher achievement for all

It has been agreed that the following ‘Learning Powers’ will create an umbrella over the School Development Plan Actions and subsequent outcomes. As a result everyone involved in the Salway Ash School community will strive to ensure that all pupils possess:

- ✓ Resilience – Perseverance, managing distractions, absorption, noticing.**
- ✓ Independence – Taking ownership, taking responsibility to be the best we can be, asking questions.**
- ✓ Resourcefulness – Reasoning, imagining.**
- ✓ Reflectiveness – Listening, thoughtful.**

We aim for our children to:

‘Recognise learning is an enjoyable life long journey’

‘Be equipped with the skills to be a valuable member of society wherever they live’

Salway Ash CE VA Primary School
School Development Plan 2019-2020
Mathematics

Key Issue 1

Raise progress in mathematics through improved teaching, learning and assessment.

Success criteria:

- Lesson observations by middle and senior leaders judge the quality of teaching to be good or better on at least three occasions during the year with a special focus on the mastery approach.
- Raise percentage of year 6 cohort at ARE+ to 100%, from 90% (End year 5)
- Raise percentage of year 6 reaching the higher standard to 52% from 38% (Results 2019)
- Year 6 target girls Expected + from 83% to 100%. Greater depth to 42% from 25%.
- Year 6 target boys greater depth to 78% from 56%.
- Raise progress by the end of year 6 from -0.4
- Percentage of Foundation Stage pupils achieving a Good Level of Development equal to or above national percentage and proportion of children achieving the overall mathematics ELG equal or above Dorset average.
- Percentage of Foundation Stage pupils achieving exceeding in maths remains above Dorset average.
- A higher proportion of each year group attaining ARE+ and higher standard than each cohort attained in 2018/2019.

Actions	Key Personnel	Monitoring	Timescale	Resources	Outcomes		
					Autumn 2019	Spring 2020	Summer 2020
Collaboration maths leaders meetings	ES Link Gov	Link Gov. to meet termly with ES to discuss outcomes and impact on collaboration and school improvement progress	September Ongoing termly	Release time for ES: Meetings Link Gov. meetings Time to follow up actions agreed	Fed back to staff. Fed back to Link Gov. Actions followed up and monitored.	Fed back to staff. Fed back to Link Gov. Actions followed up and monitored.	Fed back to staff. Fed back to Link Gov. Actions followed up and monitored.
Develop links and improve transition for pupils with main feeder secondary school regarding teaching of maths BC to visit SA School ES to visit secondary school to observe maths teaching	ES BC	Feedback to collaboration group and staff at SA	Initially Autumn Term Ongoing	Release time for ES	Secondary school informed on teaching of maths in primary school and relevant expectations.	Primary school informed on teaching of maths in KS3 and relevant expectations .	ES informed on expectations and any adjustments needed in preparing pupils for secondary school.
To be part of a Teacher Research Group to develop teaching for mastery across the whole school. Jurassic Maths Hub partnership. First year of a two year commitment. (Focus	ES KF Rachel Hill (primary mastery maths specialist)	ES with Link Gov: Identify changes in practice which will have a positive impact on learners. Make selected changes and observe impact.	Autumn term ongoing	Release time for ES and KF	Link Gov. Initial meeting with ES and LC to share focus for improvement.	Link Gov. to complete Learning Walk/book look with ES with highlight on the agreed TRG focus	Analysing lessons learnt from TRG and impact on children's progress. ES and KF plan to lead

on KS2). Collaborative planning and observation between schools involved facilitated by a primary maths mastery specialist teacher.		Discuss observations of impact with colleagues.				and its impact on KS2 pupils progress.	a teacher research group with EYFS/KS1 SA teachers in 2021. Report back to governors.
Ruth Trundley (Babcock) Concrete, Pictorial, Abstract CPD for all teachers and TAs. Interactive session, examining pedagogy.	ES LC All staff including TAs	Follow up activity for staff to complete. ES to feedback to maths lead group facilitated by RT.	Spring Term	Collaboration Jan. INSET Day. Maths leads meetings. 28/01/20 17/03/20 14/07/20		Staff meeting for feedback. New ideas explored in classrooms. Adaptations to provision explored.	Successful ideas embedded. Learning Walk with link Govs. to observe learning. Data analysis.
Develop Collaboration Calculation Policy from EYFS to KS3	All maths leads. Ruth Trundley Headteachers	Feedback to all staff	Spring Term onwards	ES release time. Staff meetings		Draft policy written	Policy agreed and adopted in school.
Develop 'Pre teaching' strategies in order for all children to keep up. Jurassic Maths Hub. Ruth Trundley.	ES All staff Collaboration	Teacher pre teaching in order for maximum impact. Link Gov. discussion with ES regarding expectations and outcomes of pre teaching.	Spring Term	Staff meetings. Release time ES.		Link Gov. with ES, observe the pre teaching lesson and discuss children's responses. Observe following lesson and discuss	Link Gov. with ES, data analysis.

						impact on children's learning.	
Share and discuss year 6 (18-19) question analysis data.	ES All staff	Monitor targeted pupils progress in agreed areas.	Autumn Term	Staff meeting Data information. SATs papers and mark scheme.	Staff aware of areas of maths that require strengthening.	Focus on highlighted areas. Staff meeting for book look to monitor children's progress in learning in agreed areas.	Analyse year 2,4,6 end of year data from test papers. Identify pupils to target for 20-21.

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EYFS

Key Issue 2

To Raise Standards of Teaching and Learning in the EYFS class.

Success criteria:

- To help parents knowledge of early learning in English and Maths.
- To encourage parents to be more involved with their child's school lives.
- To develop outdoor learning
- Pre-school links to be encouraged: have a deeper understanding of school readiness at Salway Ash School.
- Percentage of Foundation Stage pupils achieving a Good Level of Development equal to or above national percentage and proportion of children achieving the overall mathematics ELG equal or above Dorset average.
- Percentage of pupils gaining Expected Plus in maths raised from 63% (assessment on entry) to 88%.
- Percentage of pupils gaining Greater Depth in maths raised from 25% (assessment on entry) to 44%

Actions	Key Personnel	Monitoring	Ofsted Requirement Link	Resources	Outcomes		
					Autumn 2019	Spring 2020	Summer 2020
To help parents understand more about the expectations of learning in EYFS. HC to run a parents workshop/information evening for New parents and existing parents in KS1. The parents will be given information about how the children will learn in English and maths and how to support them at home.	HC LC SL/ KC	HC to set up dates and invite parents to the phonics information evening and early mathematics evening. HC to make sure resources are available on the sessions so parents can see first-hand what this learning looks like and how to help their child's development. Governors to be invited to help support these events.	Adults effectively engage parents, including those who may be more reluctant to contribute, in their children's learning. Parents are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home.	Powerpoint Learning activities Classroom	Phonics information evening set up and completed. Maths information evening date set and evening completed. Send home learning packs home to give parents the resources to support the children's learning.	Send home learning packs home to give parents the resources to support the children's learning.	Send home learning packs home to give parents the resources to support the children's learning.

<p>To encourage parents to be involved in children's lives at school. Parents to be invited into school on a regular basis for 'stay and play' sessions and learning to be shared with them. To ensure the school is sending regular letters, emails and texts to update parents on any school information they need to be aware of.</p>	<p>HC, VJ, HA</p>	<p>Parents to be invited into school on a regular basis to share work and look through their books. Parents to be using Tapestry on a regular basis to see what their child is doing in school and to show us what they are doing at home.</p> <p>Governors to be invited to help support these events. Governors to check that dates have been made on a regular basis.</p>	<p>Adults effectively engage parents, including those who may be more reluctant to contribute, in their children's learning. Parents are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home.</p>	<p>Tapestry</p>	<p>Parent set up onto Tapestry – making sure both parents to be on Tapestry if applicable.</p> <p>Parents invited to attend class assembly. Parents invited to parents evening. Parents invited to school for a 'stay and play' session.</p>	<p>Parents invited to attend class assembly. Parents invited to parents evening. Parents invited into school for a 'stay and play' session.</p>	<p>Parents invited into school for a 'stay and play' session.</p>
<p>To encourage more outdoor learning in the EY. HC to plan regular lessons/learning times where children are outdoors for English and Maths. This can be on the playground/field or local area.</p>	<p>HC LMH GOV's</p>	<p>HC/LMH to attend outdoor learning courses to help develop knowledge/understanding of purposeful outdoor learning. Possible Forest school course? HC to set regular morning out of the classroom for outdoor learning. Governors to be invited to</p>	<p>Practitioners teach children to take appropriate risks and challenges as they play and learn both inside and outdoors, particularly supporting them to develop</p>	<p>LA courses Wet clothing Welly boots Outdoor area</p>	<p>Courses for outdoor learning booked.</p> <p>Sessions of outdoor learning planned and started.</p>	<p>Courses for outdoor learning booked.</p> <p>Sessions of outdoor learning planned and started.</p>	<p>Courses for outdoor learning booked.</p> <p>Sessions of outdoor learning planned and started.</p>

		<p>help support these sessions. Governors to check that dates have been made on a regular basis.</p>	<p>physical and emotional health.</p> <p>Practitioners provide a range of opportunities for physically active play, both inside and outdoors.</p>				
<p>To encourage stronger links with pre-schools. Due to having so many pre-schools feeding to school, HC to choose the 'main' feeders to make links with. HC to stay in regular contact with the pre-schools and drop in for 'reading' sessions and to speak to the pre-schools about school readiness. HC to attend EY leaders sessions run by DCC.</p>	<p>HC Pre-schools LA</p>	<p>HC to attend pre-schools to build the relationship with the main 'feeders'</p> <p>HC to book onto EY Leaders sessions using nexus.</p> <p>Governors to be invited to attend pre-schools/ EY leaders sessions with HC.</p> <p>Governors to check that dates have been made for HC to attend leaders sessions and pre-schools</p>	<p>Children are ready for the next stage of education, especially school, where applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.</p>	<p>LA leaders sessions</p> <p>Pre-schools</p> <p>HC time out of the classroom</p>	<p>Book onto EY leaders session.</p>	<p>Book onto EY leaders session.</p> <p>Book sessions to attend pre-schools.</p> <p>Attend pre-schools for a 'reading' session.</p>	<p>Book onto EY leaders session.</p> <p>Book sessions to attend pre-schools.</p> <p>Attend pre-schools for a 'reading' session.</p> <p>Set up transition visits for 'new children'</p>

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SEND

Key Issue 3

To improve teaching and learning for children with SEND

Success criteria:

- A collaborative network developed in order to share good practice.
- Staff have increased knowledge on how to support children with SLCN and SpLD.
- SEND provision evaluated and action plans for development produced, implemented and monitored. Two year plan. To include gathering of parent views.
- Targeted progress of pupils with SEND monitored each term.
- SEND lead has increased involvement in the spending of the SEND budget.

Actions	Key Personnel	Monitoring	Timescale	Resources	Outcomes		
					Autumn 2019	Spring 2020	Summer 2020
Involvement in the development of regular SENCO meetings in the local area.	ES Other local SENCOs	ES to feedback to SEN governor. ES to feedback to SA staff and monitor changes.	Ongoing	Release time	Knowledge and good practice shared and disseminated to staff and SEN governor. Changes monitored in school by ES	Knowledge and good practice shared and disseminated to staff and SEN governor. Changes monitored in school by ES	Knowledge and good practice shared and disseminated to staff and SEN governor. Changes monitored in school by ES
Collaboration Twilights Kitty Huthwaite (SENS). SLCN and promoting independence.	KH LC All staff	Two way feedback with staff following twilights Pupil progress meetings tracking progress made by targeted pupils.	January onwards	Twilights and staff meetings. Release time for ES		Strategies for supporting SLCN and developing pupil's independence agreed and trialled in school.	Learning Walk with link Gov and ES to observe strategies in place and impact on pupils progress.
Training on supporting pupils with	ES SD?	Two way feedback following twilights.	January onwards	Twilight sessions shared with		Strategies for supporting SpLD agreed	Learning Walk with link Gov and ES to

Specific Learning Difficulties		Pupil progress meetings tracking progress made by targeted pupils.		other collaboration schools?		and trialled in school.	observe strategies in place and impact on pupils progress.
Audit of SEND provision. Supported by LA SEND advisor.	ES KS	Feedback to LC action plan prepared and implementation initiated	January onwards	ES release time and LC time for meetings,		Strengths and weaknesses identified. Feedback to SEN governor	Initial implementation of action plan monitored by ES and SEN governor.
Termly pupil progress meetings	ES All staff LC	Targeted children monitored and adjustments to provision made as necessary.	Autumn Term ongoing	Release time of teachers	Teachers clear of expectations and progress of targeted children in each class and subsequent changes made to improve progress.	Teachers clear of expectations and progress of targeted children in each class and subsequent changes made to improve progress.	Teachers clear of expectations and progress of targeted children in each class and subsequent changes made to improve progress.
Increased knowledge of SENCO lead regarding how SEND budget is used in order to improve provision.	ES LC LS	Review of budget spending against provision for pupils. Finance and SEN link governors with LC, ES and LS.	January 2020	Meeting time		Spending reviewed for current financial year and plans developed for next financial year.	Review of efficiency of planning and spending.

Salway Ash CE VA Primary School
School Development Plan 2019-2020
Curriculum Development

Key Issue 4

Ensure high standards in learning across the curriculum through an engaging, challenging and relevant curriculum

Success Criteria

- A clear and shared vision of the school curriculum (intent, implementation, impact)
- Full NC coverage across the school for every subject
- Skills are tracked and progression is evident across the school
- Children are enthused, engaged and challenged in their learning across subjects
- Quality writing is embedded across the curriculum
- Cross curriculum opportunities allow the development of key skills
- Website gives clear information about curriculum coverage and intent

Actions	Key Personnel	Monitoring	Timescale	Resources	Outcomes		
					Autumn	Spring	Summer
Agreement of the desired intent, implementation strategies and impact of the curriculum with ongoing monitoring	LC All	Info shared via HT to link gov.	Throughout the year	Staff meeting time Meetings with govs.	Agreed curriculum intent and implementation and desired impact	Monitoring evidences intent and implementation	Monitoring evidences impact
Complete curriculum map to evidence clearly that the full national curriculum is offered	Subject leaders	Full document on website	By Apr 2020	Staff meetings Leadership release	Key overview completed	Full coverage map completed	Complete curriculum map on website
Key skills and knowledge for subjects and topics are identified, mapped and tracked	Subject leaders	Subject overviews shared with link govs	Termly with full cycle by July	Staff meetings Leadership release	Termly key skills and knowledge Autumn & Spring	Termly key skills and knowledge Summer & beyond	Termly key skills and knowledge full cycle
Opportunities for pupil voice and reflection through assemblies, planned class time and pupil	LC	Feedback to governor	Ongoing	Assemblies	Pupils able to talk about learning with enthusiasm and detail	Pupils able to talk about learning with enthusiasm and detail	Pupils able to talk about learning with enthusiasm and detail (govs)

interviews							
Promote high expectations and links across the curriculum; with time for teachers and pupils to reflect on impact; monitoring of books	LC all	Book looks demonstrate consistent high expectations across curriculum	Termly	Leadership time	High expectations across all subjects evidenced Pupil engagement evidenced	High expectations across all subjects evidenced Pupil engagement evidenced Pupils able to share making links to own learning	High expectations across all subjects evidenced Pupil engagement evidenced Link Gov. Pupils able to share making links to own learning
Website reflects curriculum ethos and content	All staff	Information shared with all stakeholders	Ongoing from spring term	Staff time		Information added to website	Information added to website. Link Gov monitored. Ongoing improvements into year 2.