



Salway Ash CE VA Primary School
School Development Plan 2018-2019

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School Development Plan 2018-2019

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

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 77%, from 58% (End year 5)
- Raise percentage of year 6 reaching the higher standard to 31% from 11% (Results 2018)
- Raise progress by the end of year 6 from -2.31
- 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 high and above Dorset average.
- A higher proportion of each year group attaining ARE+ and higher standard than each cohort attained in 2017/2018.

Actions	Key Personnel	Monitoring	Timescale	Resources	Outcomes		
					Autumn 2018	Spring 2019	Summer 2019
Share 'What Does Mastery Look Like?' with other teaching staff.	E.S to lead. All teaching	Professional discussion around	October	Staff meeting	All staff agree on what the		

	staff	mastery and how it looks in school.			mastery approach looks like in school		
Self-evaluate 'Mastery in Mathematics as a staff group.	All teaching staff.	Staff meetings. E.S. to lead and assimilate responses.	October February May	Mastery in Mathematics: Self Evaluation	Staff are aware of areas of strength and next steps in the development of a mastery approach.	Next steps identified last term are now complete. Further next steps identified	Next steps identified last term are now complete. Any development steps for 2019/2020 identified.
E.S. to attend training and subject leader events organised by Jurassic Hub (if appropriate), West Dorset Collaboration and L.A. over the academic year	E.S.	E.S. to feedback to L.C. Relevant information fed back to staff.	Throughout the year	Time out from class. Staff meeting time. £200	School development issues from training identified.	E.S. to meet with link Gov. C.J to report progress and impact so far and future development points.	E.S. to produce a brief report for Gobs and the HT outlining her work during the year and its impact on the standards and provision.
Staff with support of SLE and subject leader continue to try different teaching approaches needed to deliver the mastery approach successfully. Evaluate results to develop school approach to the way we teach fluency, reasoning and problem solving including how we support pupils to ensure the vast majority move through objectives at the same time.	All staff E.S. to lead approach	Staff use White Rose maths teaching guidance and then feedback experiences of teacher and children. E.S. to continue to evaluate NCETM materials for teaching mastery and share with staff. E.S. to investigate other possible approaches.	White Rose feedback during staff meetings.	White Rose maths materials NCETM materials.	Any further approaches trialled. Approach to mastery for our school established and in place.	??	A higher proportion of each year group attaining ARE+ and higher standard than each cohort attained in 2018/2019.

EYFS teacher to continue on the maths hub network collaborative project : 'Developing research practice for communication in mathematics.' Feedback to E.S.	H.C. E.S.	Schools work in pairs to plan and deliver lessons observe each other, with a focus particularly on the small steps required and communication for mastery. Evidence of working with new materials collated. Regular feedback to other teaching staff.	November onwards	Cover for teacher out of the classroom £200 Staff meetings. Mastery professional development materials	Accelerated progress for EYFS pupils. Children more engaged in maths lessons.	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 high and above Dorset average.
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<p>Audit and buy new mathematics resources and use them effectively in lessons to support a mastery approach. This requires a concrete, pictorial to abstract approach. Store resources suitable for sharing centrally and key resources for mastery e.g. concrete equipment, in classrooms.</p> <p>Monitor lessons to see if resources are being used effectively to support children's mathematical understanding.</p>	E.S. in consultation with other teaching staff.	E.S. L.C. C.J.(subject link Gov.) Learning walks. Focus: Resources being used effectively to enhance teaching and learning.	Autumn onwards	£300 (Further funds if available)	<p>Resources audit completed and recorded</p> <p>Required resources ordered.</p>	New resources in place and stored.	Monitoring outcomes show new resources in frequent use consistently across the school.
Track the attainment of children who were high attainers at the end of KS1	K.F E.S	Staff meetings KS2 meetings	At the end of each term		Make a list of children who were high attainers at the end of KS1 (for each year group in KS2). Check their progress - end of term.	Check their progress at the end of the term.	Check their progress at the end of the term.
Check that books of high attainers are being annotated with 'GD' to show where opportunities have been provided.	E.S.	Staff meetings KS2 meetings	At the end of each term	Time out of class	Check that books are being annotated appropriately with 'GD'	Check that books are being annotated appropriately with 'GD'	Check that books are being annotated appropriately with 'GD'
<p>E.S. to carry out lesson observations of all class teachers with a focus on 'The Mastery Approach'.</p> <p>Staff to have the opportunity to</p>	E.S. All staff	<p>Staff have feedback on strengths and areas for development in their mastery teaching.</p> <p>Teachers discuss and share observed good</p>	Autumn and Spring terms.	Cover for observations in school and visits out to partner schools. £200.	Opportunities for staff to observe other staff coordinated by E.S.	All teachers have observed at least one other teacher and shared good practice.	All teachers can list 5 aspects of their practice that have improved through these

observe each other, E.S. and visit other schools to observe approaches to mastery.		practice.					observations. 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.
Continue to develop rich early mathematical opportunities at EYFS both adult led and child initiated. EYFS team to further develop learning environment to inspire children to develop key mathematical skills including outdoor provision. H.C. (EYFS class teacher) to visit other settings, talk to other EYFS teachers, observe good practice, in order to enhance CPD.	H.C. E.S.	H.C. to feedback to E.S. and L.C. key elements of observed good practice and impact on EYFS learning environment.	Autumn and Spring terms.	Time out for visits to other schools. Cover. £200	E.S. and H.C. to audit present opportunities given to children to develop key maths skills.	H.C. to meet with link Gov. C.H to report progress and impact so far and future development points. EYFS planning clearly identifies opportunities to teach/promote key maths skills.	Monitoring outcomes judge the quality of provision for maths to be good or better. % of pupils attain GLD in the maths strand equal or above Dorset average.

Key Issue 2

Develop middle leaders through collaborative working which enhances inspirational learning experiences across the school.

Success criteria:

- A higher proportion of each year group attaining ARE+ and higher standard than each cohort attained in 2016/2017 in reading, writing, maths and science.
- All subject leaders have liaised with staff from collaboration schools and/or specialist support to share good subject knowledge and practice with a focus on the mastery approach to teaching and learning.
- Subject leaders (on agreed subjects) have monitored the quality of provision across the school on at least two occasions during the year and prepared a brief report for governors. These reports state a qualitative judgement on teaching and learning, the achievement of pupils and pupil attitudes to learning, including impact from shared good practice visits.
- An agreed school assessment system embedded for targeted foundation subjects.
- EYFS results equal or above Dorset average for Good Level of Development.
- All pupils have the opportunity to be involved in at least two collaborative learning experiences with pupils from schools in the West Dorset Collaboration.

Actions	Key Personnel	Monitoring	Timescale	Resources	Outcomes		
					Autumn 2018	Spring 2019	Summer 2019
Develop a collaboration plan of events which includes staff development, leadership activities and pupil opportunities.	All staff L.C. to help coordinate	Staff to make contact with collaboration schools to draw up a timetable of events.	Fully in place by end of autumn	None	Partnership plan is in place.	Staff fed back to staff meetings positive outcomes from events	Impact to feed in to report to governors. All pupils have the opportunity to be involved in at

							least two collaborative learning experiences with pupils from schools in the West Dorset Collaboration.
<p>Support new English and Science SL and develop her role as a key school improvement member of staff. Give support in gathering information about standards and progress</p> <p>HT to meet with SLs to discuss (where appropriate) skills that need developing and CPD opportunities required as part of performance management cycle.</p> <p>Provide SLs with opportunities to network with leaders in other schools in order to become more effective in their roles (English, Maths, ICT, Geog ,Hist, Science, and EYFS). Embed clear expectations and knowledge of standards in the subjects they lead and develop action plans to improve standards in their subjects.</p> <p>Ensure SL role in the monitoring cycle plan is focused on measuring impact of teaching, learning and</p>	All teaching staff subject leaders.	<p>HT to monitor through performance management.</p> <p>Feedback from staff regarding CPD.</p> <p>SL's action plans and reports.</p> <p>Lesson observations .</p> <p>Attainment and progress of pupils.</p>	October onwards	<p>Cover supervisors used where possible for short term supply cover to release teachers for visits and consultations.</p> <p>Staff meetings.</p> <p>Collaboration funds for CPD.</p> <p>£400</p>	<p>Monitoring timetable is in place.</p> <p>HT has met with all SLs and established needs.</p> <p>SLs have met with the person in the same role from another school. Development points noted and fed back to HT.</p> <p>SLs fed back to other staff in staff meetings development points.</p>	<p>All SLs to have at least two opportunities to monitor their area. Brief written feedback to the HT, with school development points identified.</p> <p>HT has held a further meeting with SLs providing support where needed.</p> <p>An agreed school assessment system embedded for targeted</p>	<p>Subject leaders (on agreed subjects) have monitored the quality of provision across the school on at least two occasions during the year and prepared a brief report for governors. These reports state a qualitative judgement on teaching and learning, the achievement of pupils and pupil attitudes to learning.</p>

<p>assessment against pupil outcomes.</p> <p>Formal and more regular 'drop in observations' enable HT to make a clear judgement on the quality of teaching and learning in all year groups.</p> <p>Literacy and Maths SLs ensure there is an emphasis on monitoring progress of all groups within cohorts (e.g. more able, upper prior attaining girls, SEND, PP)</p>						<p>foundation subjects.</p> <p>Lesson observations by HT show the quality of teaching and learning to be at least good.</p>	<p>SL action plans outline their impact on pupil outcomes, contributing to overall success criteria.</p>
<p>SLs meet with subject link Gobs. with a clear focus on improving standards including a Learning Walk, book scrutiny and monitoring subject action plans.</p>	<p>SLs Gobs HT</p>	<p>Governors report back to FGB following learning walks and meetings with SLs.</p>	<p>November onwards.</p>	<p>Release time for learning walks and meetings with governors.</p> <p>Cover supervisors to cover classes.</p>	<p>Governor plan developed and agreed during autumn meetings.</p> <p>Any training needs identified and a plan agreed.</p>	<p>All link governors to have visited at least once in a monitoring role.</p>	<p>Link gobs. reported back to FGB key findings from their monitoring visits.</p>

Subject Action Plans for Salway Ash School 2018-2019

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English

Subject Development Issue 1

Raise achievement in English through improved teaching, learning and assessment of the mastery approach to English

Success criteria:

- Develop strategies for using the mastery technique in English.
- Lesson observations during the year with a special focus on the mastery approach.
- A complete, thorough set of long-term English plans for each of the year groups to ensure that all the objectives are being covered.
- A book scrutiny of English books to ensure that classes are being taught according to the long-term plans.
- A complete set of SPTO assessments for each child.
- Improved progress from end of KS1 to end of KS2.
- A list of vulnerable children from each year group and what is being done to support or stretch them (SEN, PP, below ARE, gifted and talented.)
- Track children who are high attainers at the end of KS1 to ensure that their progress is in line with remaining as high attainers at the end of KS2. Ensure that provision is made for them to allow them to succeed at this.
- Create a system of recording opportunities for high attainers to work at greater depth.

Actions	Key Personnel	Monitoring	Timescale	Resources	Outcomes		
					Autumn 2017	Spring 2018	Summer 2018
Lessons observations in all classes with a focus on mastery.	S.L.	Feedback to individuals and in staff meetings where relevant.	Spring and summer terms	Time out of class.		Observations and feedback.	Observations and feedback.
Collect a set of English plans for each year group to ensure coverage of all the curriculum objectives.	S.L.	Feedback to individuals and in staff meetings where relevant.	Autumn terms	Time out of class.	Collect plans.		
Book scrutiny based on the long-term plans	S.L. and literacy governor	Feedback to individuals and in staff meetings where relevant.	Spring and summer term	Time out of class.		Book scrutiny and feedback.	Book scrutiny and feedback.
Check assessments and data on SPTO. Ensure that data has been recorded for each child.	S.L.	Staff meetings.	Summer term				Check assessments and data on SPTO.
Review assessments and data for the year. Find strengths and weakness and create an action plan for 2018/19	S.L. and literacy governor	Staff meetings.	Summer term	Time out of class.			Review assessments and data.
Make a list of vulnerable children from each year group and what is being done to support or stretch them (SEN, PP, below ARE, gifted and talented.)	S.L.	Staff meetings.	Autumn term and throughout the year.	Time out of class.	Make a list of vulnerable children from each year group.	Check what is being done for each child.	Review assessments and data.
Track the attainment of children who were high attainers at the end of KS1.	S.L. L.S.	Staff meetings KS2 meetings	At the end of each term.	-	Make a list of children who were high attainers at the end of KS1 (for each year group in KS2.) Check their progress at the end of the	Check their progress at the end of the term.	Check their progress at the end of the term.

					term.		
Check that books of high attainers are being annotated with 'GD' to show where opportunities have been provided.	S.L.	Staff meetings KS2 meetings	At the end of each term.	Time out of class.	Check that books are being annotated appropriately with 'GD.'	Check that books are being annotated appropriately with 'GD.'	Check that books are being annotated appropriately with 'GD.'

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Science

Subject Development Issue 1

Raise achievement in science through improved teaching, learning and assessment of the mastery approach to science

Success criteria:

- Develop strategies for using the mastery technique in science.
- Lesson observations during the year with a special focus on the mastery approach.
- A complete, thorough set of long-term science plans for each of the year groups to ensure that all the objectives are being covered.
- A book scrutiny of science books to ensure that classes are being taught according to the long-term plans.
- A complete set of SPTO assessments for each child.
- Improved science progress from end of KS1 to end of KS2.

Actions	Key Personnel	Monitoring	Timescale	Resources	Outcomes		
					Autumn 2017	Spring 2018	Summer 2018
Research mastery teaching techniques in science. All staff to try new techniques and share findings with others.	S.L. H.C. All teaching staff	Discussions in staff meetings on how to use mastery teaching across the curriculum. H.C. to share her resources and ideas from the geography and history mastery courses.	Autumn and spring term.	Mastery courses.	Research teaching mastery in science.	Share resources and findings.	Develop and build on mastery teaching techniques.
Science leader to collect plans from all the teacher and check to ensure full coverage of the	S.L.	Discussions in staff meetings.	Autumn term	Time out of class.	Complete set of plans. Publish them		

curriculum.					on the school website – they may be part of class rolling programmes.		
Lesson observations to ensure that science is being taught to a high standard throughout the school.	S.L.	Feedback in staff meetings/to individuals where relevant.	Spring term	Time out of class.		Observations done and feedback given.	
Book scrutiny of the science books from all the classes to ensure that recordings are of a high standard.	S.L. and science governor	Feedback in staff meetings/to individuals where relevant.	Spring and summer term	Time out of class.		Book scrutiny done and feedback given.	Book scrutiny done and feedback given.
Check assessments on SPTO for all classes.	S.L.	Staff meetings.	Summer term				Check SPTO for assessments.
Review assessments and data for the year. Find strengths and weakness and create an action plan for 2018/19	S.L. and science governor	Staff meetings.	Summer term	Time out of class.			Review assessments and data.

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Geography

Subject Development Issue 1 - Raise achievement in Geography through improved teaching, learning and assessment of the mastery approach to Geography.

Success criteria:

- A Whole year of assessment complete on assessment grid.
- All teachers to use new Geography scheme to ensure teaching is progressive
- Subject leader to complete a lesson observation on teachers.
- Subject leader to complete book scrutiny to ensure curriculum coverage.
- Geography report created for governors

Actions	Key Personnel	Monitoring	Timescale	Resources	Outcomes		
					Autumn 2017	Spring 2018	Summer 2018
Geography assessment Completed for 1 whole year *some of the units may not be completed in each term. Three units of data needs to be handed in by the end of the year.	All teaching staff	HC to explain assessment grid to teachers. All teachers are to fill in the grid on a termly basis. HC to collect data and check assessment is being complete.	All Year *	Microsoft Excel Collins Geography scheme of work	Teachers to assess first unit of Geography taught from connected geography scheme of work.	Teachers to assess second unit of Geography taught from connected geography scheme of work.	Teachers to assess second unit of Geography taught from connected geography scheme of work.
Teacher observations	HC and All teaching staff	HC to observe one geography lesson with class teachers, including a book scrutiny. HC to create a report when completed.	Spring/Summer term	Collins connected Geography Scheme of work. Observation grid.		Teachers to have 1 lesson observation on Geography, book scrutiny to check curriculum coverage and report created.	Teachers to have 1 lesson observation on Geography, book scrutiny to check curriculum coverage and report created.
Governors report	HC and Governors	HC to create a report for Governors on the progress made in Geography for this academic year.	June	Information gathered from observations, book scrutiny and teachers opinions.			Report created for Governors.

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History

Subject Development Issue 1 - Raise achievement in History through improved teaching, learning and assessment of the mastery approach to History.

Success criteria:

- One terms of assessment complete on assessment grid.
- All teachers to use new History scheme of work to ensure teaching is progressive
- Subject leader to complete a lesson observation on teachers.
- Subject leader to complete book scrutiny to ensure curriculum coverage.

Actions	Key Personnel	Monitoring	Timescale	Resources	Outcomes		
					Autumn 2017	Spring 2018	Summer 2018
History assessment Completed for a whole year *some of the units may not be completed in each term. Three units of data needs to be handed in by the end of the year.	All teaching staff	HC to explain assessment grid to teachers. All teachers are to fill in the grid on a termly basis. HC to collect data and check assessment is being complete.	All Year *	Microsoft Excel Collins History scheme of work	Teachers to assess first unit of History taught from connected History scheme of work.	Teachers to assess first unit of History taught from connected History scheme of work.	Teachers to assess first unit of History taught from connected History scheme of work.
Teacher observations	HC and All teaching staff	HC to observe one History lesson with class teachers, including a book scrutiny. HC to create a report when completed.	Spring/Summer term	Collins connected History Scheme of work. Observation grid.		Teachers to have 1 lesson observation on History, book scrutiny to check curriculum coverage and report created.	Teachers to have 1 lesson observation on History, book scrutiny to check curriculum coverage and report created.
Governors report	HC and Governors	HC to create a report for Governors on the progress made in Geography for this academic year.	June	Information gathered from observations, book scrutiny and teachers opinions.			Report created for Governors.