

**SALWAY ASH CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**



SCHOOL DEVELOPMENT PLAN

2016-2017

School Development Plan
2016-2017

- **Mission Statement and Aims of Our School**
- **2015-2016 Results Analysis**
- **Review of 2015-2016 Key Priorities**
- **Sources for Future Priorities**
- **Rationale for Chosen Priorities**
- **2016-2017 Key Priorities**
- **Additional Action for School Development Plan**
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Let our Light Shine



As we achieve together!

Our aim at Salway Ash School is to:-

Provide a supportive environment where children, staff, parents, governors and the local community all work together to attain high standards, achieving academic, creative, spiritual, social and emotional fulfilment.

Provide a secure, caring Christian ethos that enables us to grow together, learn together and inspire each other

Dorset and National Data Pack Analysis Autumn Term 2016

Please note: As our Pupil Premium/Disadvantaged Children numbers are low, as are our SEN numbers in some cohorts, we have omitted data specific to them to respect their privacy. This data is available via school, if required.

Foundation Stage

How does attainment compare to the Dorset Local Authority average?

The percentage of pupils achieving Expected in all 12 scales of 'Good Level of Development' is 71% which matches Dorset percentages. The Average Total Score is 24.7 compared to 25.2 in Dorset.

There was a noted divide between parents who were appropriately supporting their children's learning at home and those who weren't. This is something we have begun to address with the introduction of Tapestry. It is hoped that with the better connection with school that Tapestry brings, an increased engagement of parents with children's learning at home will follow.

Key Stage 1 (cohort of 20)

Figures are based on pupils achieving Expected Level or Greater Depth Level.

How does attainment and pupil progress compare to the Local Authority average?

Attainment

In **Reading** the school exceeded the L.A. average, with every pupil judged to have attained the Expected level. The school was also well above L.A. average at the Greater Depth level.

In **Writing** the school exceeded the L.A. average at both the Expected and Greater Depth levels.

In **Maths** the school exceeded the L.A. average at both the Expected and Greater Depth levels.

In **Science** the school was above the L.A. average with every pupil judged to have attained the Expected level.

In **Reading/Writing/Maths Combined** the school exceeded the L.A. average at both the Expected and Greater Depth levels.

Progress from EYFS

Both the percentage of children who had achieved 'Good Level of Development' when in EYFS and percentage of children that had achieved GLD who converted to Reading/Writing/Maths combined Expected Level at KS1 exceeded the L.A. average.

How does attainment and pupil progress at my school compare to the national average?

Attainment

In **Reading, Writing and Maths** the school exceeded national averages at both Expected and Greater Depth levels.

In **Science** the school was above national average with every pupil judged to have attained the Expected level.

Progress

In **Reading** 2+ pupils above national average achieved the Expected level from Emerging at EYFS and 1+ pupil above national average achieved the Expected level from Expected at EYFS.

Also 2+ pupils above national average achieved the Greater Depth level from Expected at EYFS and 1+ pupil above national average achieved the Greater Depth level from Exceeding at EYFS.

In **Writing** 1+ pupil above national average achieved the Expected level from Emerging at EYFS and 2+ pupils above national average achieved the Expected level from Expected at EYFS.

Also 1+ pupil above national average achieved the Greater Depth level from Exceeding at EYFS.

In **Maths** 2+ pupils above national average achieved the Expected level from Expected at EYFS.

In **Science** 1+ pupil above national average achieved the Expected level from Expected at EYFS.

There was no progress data below national average for any subject from any starting point.

How did specific groups of pupils perform compared to the national average?

In **Reading, Writing and Maths** both boys and girls were above national average in both Expected and Greater Depth levels.

How might the context of the school affect our performance?

We focused on enabling our pupils to meet the new rigorous Age Related Expectations with great success. The teacher made sure she was well informed and carried through accurate planning and assessment. We were moderated by the L.A. The only judgements to be readjusted were up and not down.

How does pupil attendance compare to the L.A. average?

Our overall average Key Stage 1 attendance was above the L.A. average.

What were the strengths and weaknesses of our school?

Relative strengths

Key stage 1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures.

Key Stage 1 attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures.

Relative Weaknesses

No relative weaknesses

Key Stage 2 (cohort of 15)

What is a Scaled Score?

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. In 2016, panels of teachers set the raw score required to meet the expected standard on each test. Figures are based on pupils achieving Expected Level or Greater Depth Level, also referred to as High Level.

How does attainment and pupil progress compare to the L.A. and national averages?

Attainment

In **Reading** the average Scaled Score of 110.3 was well above the national and Dorset average scores. All pupils attained the expected standard with 47% attaining the higher standard. Again this is above national and Dorset averages at both levels.

The school is ranked 6th nationally for Reading Attainment.

In **Writing** 80% of pupils attained the expected standard compared to 74% nationally and 60% in Dorset. 13% attained the greater depth level compared to 15% nationally and 8% in Dorset

In **Grammar, punctuation and spelling** the average Scaled Score of 106.1 was above the national and Dorset average scores.

73% of pupils attained the expected standard compared to 72% nationally and 67% in Dorset. 33% attained the higher Scaled Score compared to 22% nationally and 18% in Dorset.

In **Maths** the average Scaled Score of 103.9 was in line with national and above Dorset. 73% of pupils attained the expected standard compared to 70% nationally and 63% in Dorset. 27% attained the greater depth level compared to 17% nationally and 13% in Dorset.

Progress

In **Reading** the school achieved greater than average progress compared to pupils with similar starting points nationally. 3+ pupils above national average achieved the expected standard from middle prior attainment at KS1. Also 2+ pupils above national average achieved the higher standard from middle prior attainment at KS1 and 1+ pupil above national average achieved the higher standard from high prior attainment at KS1.

In **Writing** the school's progress score was not significantly different from the national average. 1+ pupil above national average achieved the higher standard from middle prior attainment at KS1. 2+ pupils below national average achieved the higher standard from high prior attainment at KS1. One pupil above national average from prior attainment points of both Emerging and Exceeding levels at the end of EYFS attained the Expected Standard and two pupils above national average from Expected prior attainment at end of EYFS attained the Expected Standard.

In **Maths** the school's progress score was not significantly different from the national average. 1+ pupil above national average achieved the higher standard from high prior attainment at KS1. Two pupils above national average attained the Expected Standard from the Expected level at EYFS.

How are we performing in different subjects?

Science

All of our pupils were judged to have attained the expected standard which was above national and Dorset figures.

Do we have any under-performing groups?

Gender (9 boys, 6 girls)

In **Reading** girls and boys attainment and progress was significantly better than national average and in the top 10%.

In **Writing** girls attainment and progress was higher than national averages, with prior middle attainers performing particularly well.

100% achieved the expected standard compared to 81% nationally and 33% achieved greater depth compared to 19% nationally. One girl above national average attained the Expected Standard from the Expected level at EYFS. One boy above national average attained the Expected Standard from the Emerging level at EYFS.

Boys progress overall was below national average with none achieving Greater Depth.

In **Maths** boys average score was above national average score and girls in line.

Boys progress was in line with national average progress and above girls progress.

Girls high scaled score was above national average at 33% compared to 15%

Middle Prior Attainers (9 pupils, 3 girls, 6 boys)

In **Reading** the girls attainment and progress was significantly above national average. Boys were also above national average in both attainment and progress.

In **Writing** girls attainment and progress was above national averages, boys below.

In **Maths** boys performed better than girls but just below national average.

Higher prior Attainers (6 pupils, 3 girls, 3 boys)

In **Reading** the girls and boys attainment and progress was above national average.

In **Writing** both girls and boys were above the Dorset level attaining Expected Standard but below national averages.

In **Maths** Boys attainment and progress was above national average, girls below.

How does pupil attendance compare to the national average?

Our absence rate of 2.8% was below national average (4%) for year 6 and 1.8% below the Dorset figure.

What are the strengths of the school at the end of KS2?

Reading is a strength in boys and girls in all groups from all prior attainment levels.

In Writing girls performed above national averages in attainment and progress with the three prior middle attainers performing particularly well.

In Maths boys with high prior attainment out performed national averages in attainment and progress.

In grammar, punctuation and spelling attainment was above national average for the higher standard.

In Science attainment was above the national average.

In Reading, Writing, Grammar, punctuation and Spelling and Maths the school achieved a higher % of pupils attaining the Expected Standard than national and Dorset averages.

In Reading, Grammar, punctuation and Spelling and Maths pupils attained a higher average scaled score than national and Dorset averages.

In Reading, Writing, Grammar, punctuation and Spelling and Maths the school achieved higher % of pupils attaining the Higher Standard than Dorset.

In Reading, Grammar, punctuation and Spelling and Maths the school achieved higher % of pupils attaining the Higher Standard than national.

SCHOOL DEVELOPMENT PLAN 2015/2016

OBJECTIVE 1: To fully engage in the development of a collaborative partnership with other schools in the South West of Dorset.

ACTIONS	PERSON RESPONSIBLE	TIME-SCALE	TRAINING AND RESOURCE NEEDS	ESTIMATED COSTS	MONITORING and SUCCESS CRITERIA
Contact and instigate meeting with local schools who may be interested in collaborative working.	Headteacher Chair of governors	Autumn Term	N/A	N/A	Schools agree to attend meeting N.B.
Chair a meeting which encourages open and honest discussion about collaborative working and what this means to schools.	Headteacher	Autumn	Feedback to colleagues	N/A	Positive meeting where views are aired in a positive environment. Actions agreed for next meeting. N.B.
Invite speakers to discuss possible development paths/issues with interested schools	Headteacher	Autumn Term	Relevant reading material Feedback to colleagues	N/A	Schools gain knowledge and confidence in the future of the collaboration. Actions agreed for next meeting. N.B.
Agree a way forward e.g. Levy per child, project areas, appropriate personnel	Headteachers Chair of Governors of all schools	Spring Term	Governor meetings	N/A	Decisions made in agreement. A clear way forward planned. N.B.

to lead collaboration.					
Second coordinator to initially lead collaboration	Headteachers	Spring Term	Meeting time to agree contract/interview etc.	N/A	An appropriate coordinator in post. N.B.
Measure impact of first project areas in all participating schools and plan a way ahead.	Headteachers Chair of Governors	Summer Term	Meetings – Headteachers/chair of Governors	N/A	Measures show positive impact for all pupils in all schools. Future plans made to continue collaboration. N.B.

Key priority 1 Review – Autumn Term 2016

Collaboration is now up and running. Eight primary schools have contributed £17 per pupil head to the collaboration budget. Beaminster Secondary School are also contributing by providing venues, staff and ideas for the Collaboration.

A Collaboration Coordinator has been appointed on a contract of one day a week. A new job description was created for her and is now part of the Job Evaluation Portfolio.

Head teachers and Chair of Governors have had regular meetings and agreed priorities which have been put into an action plan. Teachers and Teaching assistants have also been part of formulating the Collaboration Action Plan.

A launch day has taken place and parents informed of the Collaboration. Teachers have attended phase meetings with each other and these are planned throughout the year. These will include moderation. Teacher exchanges are also planned with a focus on maths. The Jurassic Teaching School has been contacted to provide targeted CPD on Maths.

SCHOOL DEVELOPMENT PLAN 2015/2016

OBJECTIVE 2: To continue to develop assessment procedures/systems across the school, including ensuring the school is ready for the new KS1 and KS2 end of year assessments.

ACTIONS	PERSON RESPONSIBLE	TIME-SCALE	TRAINING AND RESOURCE NEEDS	ESTIMATED COSTS	MONITORING and SUCCESS CRITERIA
Pyramid/partner Headteachers meetings to discuss approaches and strategies	Headteacher Partner Headteachers	Autumn Term On going	Headteacher/senior leadership meetings Reading material for research purposes	N/A	Minutes of meetings show ideas shared which enhance systems used in school. Rev. J.N.
Pupil Tracker training attended to ensure fully effective and correct use of software	Headteacher All staff	Autumn Term On-going	Twilight Staff meetings	£150	Pupil Tracker used as an effective planning and assessment tool. Rev. J.N.
Staff meetings to analyse and discuss strengths and weaknesses of the use of Pupil Tracker so far and how this can be improved.	Headteachers All staff Staff of partner schools	Autumn Term On-going	Staff meetings Twilight	N/A	Staff more confident and using Pupil Tracker regularly with increased effectiveness. Staff feel tracking system is a true reflection of pupil's abilities. Rev. J.N.
Research end of key Stage assessment expectations	Headteacher All staff	Autumn Term On-going	PPA time DfE material	N/A	Staff clear and pupils well prepared. All pupils make at least

					good progress. Rev. J.N.
Report to parents on children's progress in a clear, concise format.	Headteacher All staff	Autumn term ongoing	Staff meetings Parent Consultations	N/A	Parents understand the assessment arrangements in school and the data on their child's progress. Rev. J.N.
Use school data effectively to ensure excellent progress and to raise attainment.	All staff	Autumn term ongoing			Excellent progress made by the majority of children. Rev. J.N.
Identify children not making progress	All staff	Autumn term ongoing			Intervention used effectively. Rev. J.N.

Key Priority 2 Review – Autumn Term 2016

Analysis of assessment data shows that the school was well prepared for the end of year assessments. Please refer to the Dorset and National Data Packs analysis in this document.

SCHOOL DEVELOPMENT PLAN 2015/2016

OBJECTIVE 3: To raise pupil achievement in writing across the school

ACTIONS	PERSON RESPONSIBLE	TIME-SCALE	TRAINING AND RESOURCE NEEDS	ESTIMATED COSTS	MONITORING and SUCCESS CRITERIA
Ensure all staff are clear on the 'improvement' agenda of marking and how best this can be achieved.	Headteacher All staff	Autumn Term On going	Staff meetings	N/A	Marking policy adhered to and used to aid progress. V.H.
Increase moderation of writing and book scrutiny's to ensure expectations are pitched correctly.	Headteacher All staff Staff of partner schools	Autumn Term On going	Staff meetings INSET	N/A	Teachers, pupils and parents know 'where they are' in regards to writing standards compared to nationally agreed standards. V.H.
Teachers to share writing books with colleagues and discuss if marking is clearly aiding improvement and progress of pupils.	All staff	Autumn Term On going	Staff meetings	N/A	Marking has an impact on pupil progress and raises achievement in writing. V.H.

Ensure all writing objectives are being covered for each year group and assessed accurately.	Headteacher All staff	Autumn Term On going	Planning materials Pupil Tracker Staff meetings	N/A	Full appropriate coverage achieved for all pupils which contributes towards raising standards. V.H.
Use the tracking system to identify pupils falling behind or those who should be making more rapid progress. In particular prior lower and middle attainers from end of KS1.	All staff SENCO	On going	Pupil Tracker Meetings	N/A	Interventions used effectively to raise standards. High expectations ensure excellent progress. V.H.
Use book scrutiny and pupil interviews to ensure pupils are clear about targets and 'next steps'.	All staff Governor interviews	Spring/Summer terms	Non-contact time.	N/A	Pupils clear on how to improve ensuring high expectations achieved. V.H.
Ensure planning shows opportunities to highlight and focus on writing whenever possible, including display, celebrating achievements in assembly and praising writing goals being reached whenever possible.	Headteacher All staff	Throughout the school year.	Staff meetings	N/A	Pupils' excited and enjoying writing. Choosing writing as an activity and proud of their improvements and achievements. Standards raised due to increased pace of progress. V.H.

Key Priority 3 Review – Autumn Term 2016

Key Stage 1

Writing:

The school exceeded the L.A. average at both the Expected and Greater Depth levels.

In Reading/Writing/Maths **Combined** the school exceeded the L.A. average at both the Expected and Greater Depth levels.

The school exceeded national averages at both Expected and Greater Depth levels.

1 + pupil above national achieved the Expected level from Emerging at EYFS and 2+ pupils above national achieved the Expected level from Expected at EYFS. 1+ pupil above national achieved the Greater Depth level from Exceeding at EYFS.

Both disadvantaged pupils achieved the Expected level compared to 70% nationally. Neither pupil achieved the Greater Depth level compared to 16% nationally.

Key Stage 2

Writing:

80% of pupils attained the expected standard compared to 74% nationally and 60% in Dorset. 13% attained the greater depth level compared to 15% nationally and 8% in Dorset.

In **Grammar, punctuation and spelling** the average Scaled Score of 106.1 was above the national and Dorset average scores. 73% of pupils attained the expected standard compared to 72% nationally and 67% in Dorset. 33% attained the higher Scaled Score compared to 22% nationally and 18% in Dorset.

Girls attainment and progress was higher than national averages, with prior middle attainers performing particularly well.

100% achieved the expected standard compared to 81% nationally and 33% achieved greater depth compared to 19% nationally. One girl above national attained the Expected Standard from the Expected level at EYFS. One boy above national attained the Expected Standard from the Emerging level at EYFS.

Boys progress overall was below national average with none achieving Greater Depth.

SCHOOL DEVELOPMENT PLAN 2015/2016

OBJECTIVE 4: To raise pupil achievement in mathematics across the school

ACTIONS	PERSON RESPONSIBLE	TIME-SCALE	TRAINING AND RESOURCE NEEDS	ESTIMATED COSTS	MONITORING and SUCCESS CRITERIA
Ensure all staff are knowledgeable about age related expectations.	L. Smith All staff	Autumn Term On going	Staff meetings	N/A	Pupil's performance judged accurately, ensuing correct provision. N.B.
Increase staff confidence and ability in order to provide more investigative/problem solving activities for all abilities.	L. Smith	Autumn Term On going	Staff meetings Twilights L.A. Courses	£150	Pupils gain knowledge, skills and confidence through investigative work. The majority of pupils make at least good progress. N.B.
Increase knowledge about 'mastery' and what this means for children in the classroom.	L. Smith	Autumn Term On going	Staff meetings Twilights	N/A	Tracking is accurate and reflects pupil's abilities. Provision provides greater depth of understanding. N.B.
Use moderation more widely to ensure expectations are pitched correctly and to share good	Headteacher L. Smith	Autumn/Spring/ Summer terms	Staff meetings Twilights	N/A	Teachers secure in their assessments. Standards raised due to sharing good practice.

practice.					N.B.
Use the tracking system to identify pupils falling behind or those who should be making more rapid progress. In particular 2B and 2A prior attainers at end of KS1.	Headteacher All staff SENCO	On going	Staff meetings	N/A	Interventions used effectively to raise standards. High expectations ensure excellent progress. N.B.
Use book scrutiny and pupil interviews to ensure pupils are clear about targets and 'next steps'.	Headteacher L. Smith All staff Governor interviews	Spring/Summer terms	Non-contact time	N/A	Pupils clear on how to improve ensuring high expectations achieved. N.B.

Key Priority 4 Review – Autumn Term 2016

Key Stage 1

Maths:

The school exceeded the L.A. average at both the Expected and Greater Depth levels.

In Reading/Writing/Maths **Combined** the school exceeded the L.A. average at both the Expected and Greater Depth levels.

The school exceeded national averages at both expected and Greater Depth levels.

2+ pupils above national achieved the Expected level from Expected at EYFS.

Both disadvantaged pupils achieved the Expected level compared to 77% nationally. Neither pupil achieved the Greater Depth level compared to 20% nationally.

Key Stage 2**Maths:**

The average Scaled Score of 103.9 was in line with national and above Dorset. 73% of pupils attained the expected standard compared to 70% nationally and 63% in Dorset. 27% attained the greater depth level compared to 17% nationally and 13% in Dorset.

The school's progress score was not significantly different from the national average.

1+ pupil above national achieved the higher standard from high prior attainment at KS1. Two pupils above national attained the Expected Standard from the Expected level at EYFS.

Boys average score was above national average score and girls in line.

Boys progress was in line with national average progress and above girls progress.

Girls high scaled score was above national at 33% compared to 15%

FUTURE PRIORITIES

A range of sources has been used in order to identify future priorities within the School Development Plan. These include:

- Review of 2014/2015 School Development Plan
- Review of RAISEonline report
- Review of Dorset analyses of data
- Review of Inspection Dashboard
- SEP reports
- Central Government initiatives
- Governing Body inputs
- Governor interviews with pupils
- Staff Performance Management objectives
- Governor school visits
- PTA committee
- School Council/Eco-Schools Council
- Whole staff inputs (Teaching and non-teaching)
- Parent questionnaires
- Pupil questionnaires
- Pyramid initiatives

RATIONALE FOR CHOSEN PRIORITIES

Rationale for Priority one:

Improve achievement across the school through continued development of and participation in the West Dorset Collaboration.

- DfE
- Governing Body
- Local Schools

Rationale for Priority two:

To continue to develop outstanding practice in RE and Collective Worship in preparation for 2016-2017 SIAMS Inspection

- Salisbury Diocese
- School self-evaluation
- Governing Body

Rationale for Priority three:

Improve achievement in writing across the school with the aim of all pupils making at least nationally expected progress and more pupils reaching the higher levels of attainment by the end of years 2 and 6. Embed high quality teaching across the school to support all pupils in attaining aspirational personal targets in writing.

- DfE
- Raiseonline report
- Inspection Dashboard Report
- Staff Performance Management objectives
- Review of Dorset analysis of data
- Governing Body
- School self-evaluation

Rationale for Priority four:

To focus on the pedagogy of mathematics so that teaching across the school remains consistently good or better. Strive for a significant improvement in achievement across the school.

- DfE
- School self-evaluation
- Governing Body
- Raiseonline report
- Inspection Dashboard Report
- Staff Performance Management objectives
- Review of Dorset analysis of data

SCHOOL DEVELOPMENT PLAN 2016/2017

OBJECTIVE 1: Improve achievement across the school through continued development of and participation in the West Dorset Collaboration.

KEY STRANDS	KEY ACTIONS	LEAD PERSON	TIME-SCALE	RESOURCES and COSTS	MONITORING and EVALUATION
Headteachers and Governors to agree on priorities for all local children in order for them to receive best 'value for money'.	Headteachers and Chairs of the collaboration meet regularly to discuss issues and priorities	LC NB AK	Ongoing throughout the academic year	NIL	Minutes from meetings and action plans highlighting work done and to be done.
To upskill teachers in knowledge and practice.	Teachers regularly attend phase meetings across the collaboration with targeted and specific agenda. This to include monitoring. Also teacher exchanges regularly occur with an agreed focus.	LC AK	Ongoing throughout the academic year	£17 per pupil in the collaboration 'pot'. This will pay for supply costs to allow staff to be out of school	Evaluation sheets and feed back in staff meetings. Evidence in pupil's books, lesson observations and talks with pupils.
To agree a contract with the Jurassic Teaching School to deliver CPD	JTS work alongside teachers and TAs to improve subject knowledge in key areas of maths such as reasoning, mastery, fractions and division.	LC ES	Spring term Summer Term	Paid for by the Collaboration budget	Subject leader and headteacher observations focusing on subject knowledge.
School Governors and finance officers to meet regularly.	Regular governor meetings and finance officer meetings in order to share best	NB JB	Ongoing throughout the academic year	Travel costs paid from collaboration budget.	Minutes from meetings. Increased efficiency in running the school. Shared resources

	practice.				increasing accessibility.
To improve support for disadvantaged pupils, including emotional resilience.	Shared resources to enable a counsellor to be employed, SENSS assessment to be carried out and the West Family Partnership Zone services to be utilized to the full in order to support vulnerable pupils. Two staff trained in ELSA. Two staff trained in Speech and Language training.	LC	Ongoing throughout the academic year	Collaboration budget. This may need to be supplemented from the school budget according to need. ELSA: £325 Speech and Language: £90 x 2= £180	Children's files. Tracking system showing good progress. Parents and pupils views.
To upskill Teaching assistants	INSET day for all teaching assistants with a trainer on an agreed area – Behaviour or Speech and Language.	LC AK	Spring Term	Collaboration budget	Feedback from Teaching Assistants. Practice in classrooms. Headteacher to monitor.

SCHOOL DEVELOPMENT PLAN 2016/2017

OBJECTIVE 2: To continue to develop outstanding practice in RE and Collective Worship in preparation for 2016-2017 SIAMS Inspection

KEY STRANDS	KEY ACTIONS	LEAD PERSON	TIME-SCALE	RESOURCES and COSTS	MONITORING and EVALUATION
Continue to explore the development of the distinctive Christian character of Salway Ash CEVA Primary School	Discuss and explore Christian Values with pupils in Collective Worship and in classes. How do these 'look' in school?	Rev. JN LC	Start Autumn Term	Useful website: Christianvalues4schools.org.uk NIL cost	Foundation Governors. When questioned pupils are confident to talk about Christian values and their impact on school life.
Continue to explore the development of the distinctive Christian character of Salway Ash CEVA Primary School	Groups of children to work with Rev.JN on a weekly basis to explore links between the school's Christian Values and Bible stories. Also to explore how these values impact on every day school life.	Rev. JN	Start Autumn Term	NIL cost	Foundation Governors When questioned pupils are confident to talk about Christian values and links with the Bible which exemplify them.
Continue to develop learners' involvement in planning and leading worship.	Groups of children to regularly lead elements of Collective Worship	LC Rev.JN	Start Autumn Term	NIL cost	Evaluation sheet in file. Foundation Governors to observe.
Extend the detail of the evaluation of Collective Worship	Design a new evaluation sheet which allows for greater detail in evaluation	Rev.JN	November 2016	NIL cost	Evaluation sheet used by staff. More depth of detail provided and therefore an aid in future planning for Collective Worship. Also clear evidence of impact.

Continue to explore the development of the distinctive Christian character of Salway Ash CEVA Primary School	Foundation Governors to meet each term to discuss important aspects contributing to our successful church school ethos and practice. First meeting to explore our Mission Statement alongside our Christian Values. Followed by discussions with the two KS2 classes.	Foundation Governors Rev.JN	November 2016	NIL cost	Foundation Governors knowledgeable and involved in the Christian ethos of the school. Pupils make links between the School Mission Statement and Christian values and are able to discuss this openly.
Engage a wide number of the community in shaping CW and RE in school	Use questionnaires to gauge the opinions of parents and pupils on present and possible future provision and practice.	LC Foundation Governors	Autumn and Spring Terms	NIL cost	Once views collated, LC to report to Foundation Governors. Also Governors to report to LC. Action plans formulated according to findings.
Broaden children's experiences of places of worship	Travel to Salisbury Cathedral for the year 6 Leavers' Service. Also explore possible other visits during the year for alternative year groups.	LC	Ongoing throughout the year	Cost of transport?	Foundation Governors talk to pupils for feedback and impact of trips.
Continue to develop the whole school approach to assessing progress in RE.	Teachers receive assessment from the previous year in RE. Discuss and refine for this year.	BB	Ongoing throughout the year	NIL cost	RE assessment accurate and useful. BB and LC to monitor.
Engage all staff in the Understanding	Salisbury Diocese input	BB	Autumn and Spring Terms	PSA credits used where possible	Subject Leader to monitor progress

Christianity project in order to deepen understanding.					across the school – observations, books and pupils.
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SCHOOL DEVELOPMENT PLAN 2016/2017

OBJECTIVE 3: Improve achievement in writing across the school with the aim of all pupils making at least nationally expected progress and more pupils reaching the higher levels of attainment by the end of years 2 and 6. Embed high quality teaching across the school to support all pupils in attaining aspirational personal targets in writing.

KEY STRANDS	KEY ACTIONS	LEAD PERSON	TIME-SCALE	RESOURCES and COSTS	MONITORING and EVALUATION
To ensure marking has a positive impact on pupil progress	Regularly analyse whether there is an effective impact due to marking on pupil progress. Ensure pupils have time to react to marking.	LC	Autumn Term, on-going	Marking Policy Nil cost	Book scrutinies and pupil discussions led by LC and VH.
To ensure pupils know how to improve their writing	Regular discussions with pupils so they are clear on next steps and personal targets.	LC	Autumn Term, on-going	Clear expectations and target systems.	Lesson observations and pupil discussions led by LC and VH
To focus on the need for high quality, independent writing to be sustained at age appropriate levels across the whole curriculum. Particular focus on progress in boys.	Children to work in partnership with the staff team to create purposeful opportunities to write and to improve a shared accountability for personal targets being achieved.	LC	Ongoing with the aim of increased % of pupils meeting A.R.E. by the end of the year and improved pupil progress.	Nil cost to Collaboration moderation sessions.	In-house and joint moderations focusing on A.R.E. evidence across the curriculum.
To improve outcomes in progress and attainment for all pupils in spelling, punctuation and grammar.	Grammar, spelling and punctuation will be a regular focus in all teaching and learning to emphasise the context and impact.	LC	Ongoing with the aim of increased pupil progress by the end of the year. Increased % of pupils meeting A.R.E.	Nil cost to pupil progress check sessions	Work scrutinies led by LC to focus on spelling, punctuation and grammar.

SCHOOL DEVELOPMENT PLAN 2016/2017

OBJECTIVE 4: To focus on the pedagogy of mathematics so that teaching across the school remains consistently good or better. Strive for a significant improvement in achievement across the school.

KEY STRANDS	KEY ACTIONS	LEAD PERSON	TIME-SCALE	RESOURCES and COSTS	MONITORING and EVALUATION
To improve subject knowledge of whole staff team in key areas like reasoning, mastery, fractions, division and place value.	Collaboration work: CPD through the Jurassic Teaching School Alliance. Teacher exchanges with a specific mathematics focus. Phase meetings discussing best practice and sharing resources and ideas.	ES	January 2017- July 2017	Costs paid for from the Collaboration budget	Subject leader and head teacher observations focusing on subject knowledge. Book scrutinies. Pupil discussions. Pupil Tracker showing rates of progress.
To develop independent problem solving, reasoning and communication skills To maximise pupils' achievement and secure higher attainment and greater progress across the whole school. Particular focus on progress in girls.	To support our pupils to apply their skills and subject knowledge to unfamiliar mathematical contexts.	ES Investigating White Rose Teaching Hub planning tool.	September 2016 ongoing National assessments in May and June 2017	Nil cost at this stage.	Analysis of mocks Early march 2017. National assessments May and June 2017
To quickly identify pupils not making expected progress	To use Pupil Tracker and regular pupil progress check meetings to identify pupils falling behind	Subject leader to support teachers in providing the most effective support/intervention.	September 2016 ongoing	Nil cost	Analysis of individual pupil tracking and assessment data.

	or those who should be making more rapid progress.				
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Additional School Development action plan for 2016/2017

KEY STRANDS	KEY ACTIONS	LEAD PERSON	TIME-SCALE	RESOURCES and COSTS	MONITORING and EVALUATION
To introduce a Global Citizenship programme	Share relevant resources with staff and introduce key elements of Global Citizenship.	KT	Autumn Term ongoing	£200 in budget	Governors and LC monitor impact on school community including talking to children and staff. Work produced shows understanding and growing knowledge. School website. Links with other subjects including SIAMS.
To ensure the school website complies with statutory requirements and is stakeholder friendly	Regularly update the website. Consult with stakeholders to gain their views of strengths and weaknesses	LC JH Chair of Governors	Autumn Term ongoing	Three year contract	The website complies with statutory requirements. It is more attractive and 'child friendly'. Information is easily found and the site is interactive allowing parents to sign up for events such as parent consultations. The website is used much more as a 'tool' by parents. N.B./L.C.

SALWAY ASH CE VA PRIMARY SCHOOL

Annual Cycle for School Self Review

	September	October	November	December	January	February
Assessment and target setting Tracking progress	- Set targets for all year groups - Review IEPs. - Pupil Tracker updated	Dorset data and RAISEonline used to analyse results of previous year. Baseline assessment for Foundation Stage pupils.		Pupil tracker updated	- Review IEPs Pupil Tracker reviewed to check on pupil progress Progress meetings with staff	
Performance management	PM: Review/Planning Performance Management: Headteacher to agree objectives with teachers and support staff	- PM: Headteacher review of objectives with governing body and agree new objectives (external assessor support). - Headteacher report to governors on PM.			PM: Head completes mid -year review of objectives set for support staff	PM: Monitoring including observation of teaching for teaching and non teaching staff
School improvement planning	- Staff Development discussions. Staff development needs and training opportunities identified and planned	- School development plan agreed, (costed in line with school budget and Standards Fund).	.		- Governors, headteacher and staff audit progress of School Development Plan	
School self review	Governor classroom visits throughout the year	Assessing Pupil Progress on Pupil Tracker	- Monitoring of lessons Headteacher	- Scrutiny of work by Headteacher	Questionnaire to parents every two years	- Monitoring of lessons and scrutiny of work by subject co-ordinators – for literacy and one other subject.
Other school events	-Teachers provide an 'Information letter' to parents specific to each class	Coffee morning for parents Class assemblies Open afternoon for prospective new parents	-Parent consultations	-Christmas carols and Christmas productions -Christmas parties Governors newsletter for parents	SATs parents meeting Year 6	
	March	April	May	June	July	August
Assessment and target setting Tracking	Pupil tracker updated	- Review IEPs Pupil Tracker reviewed to check on pupil progress	Key Stage 1 teacher assessment - Key Stage 2 SAT's Optional SATs for Year	- Analysis of KS1 assessment - curriculum priorities in English and Maths	- Analysis of KS2 SAT's - priorities in English/Maths/Science. - Class results collated	

progress		Progress meetings with staff	3,4,5	Phonics Screening	and progress reviewed against targets set. Transfer meeting with next teacher to set targets for the next year/review IEPs. Reports given to parents. Pupil tracker updated and analysed for pupil progress.	
Performance management				PM: Head to review and set new objectives with support staff		
School improvement planning	- Review progress of school development plan , focus on main priorities				Governors, headteacher and staff audit progress of School Development Plan/discuss priorities for the coming year including any post-ofsted key issues	
School self review	- Monitoring of lessons and scrutiny of work by subject co-ordinators – for numeracy and one other subject.	- Headteacher monitoring of lessons, followed by overview of the quality of teaching - consider planning implications for whole-school action plan		Scrutiny of work by Headteacher Subject leaders interview pupils for their view as learners.	Governors to interview pupils	
Other school events	- Parent consultations - Year 6 residential visit	Governors newsletter for parents	- Year 4 residential trip	- Class visits	- Induction processes for reception intake. - Year 6 Transfer forms completed and 2 induction days. - School ‘open day’ - Parent discussions/reports Sports evening Governors newsletter for parents	