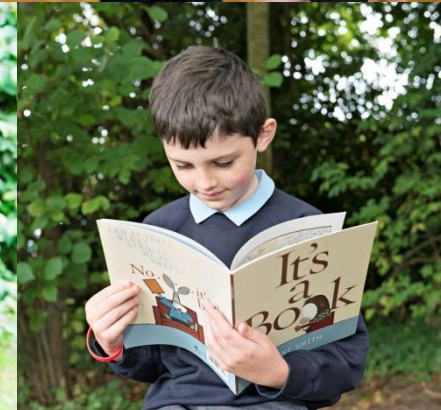


# Chalk Ridge Primary School School Development Plan September 2017 – July 2019



## Priority Area 1

### Teaching, Learning and Assessment

#### Area 1 Success Criteria

1. 100% of teaching, learning and assessment will be consistently good or better, with 50% consistently outstanding.
2. Teaching will be inspirational, engaging and exciting for all learners leading to better outcomes.
3. Attainment of more able/GDS pupils in each year group will be at least in line with national expectations (25%+ at GDS). Year R – Year 6.
4. Progress for pupils on SEN register will be at least good and at least in line with national average. Progress for SEN pupils from Year 2 to end of Year 6 will be at least good and in line with national average.
5. Progress for at least 70% pupils registered as Pupil Premium or E6 will be at least in line with national average.
6. The EYFS setting will be judged as good with “outstanding” features by July 2019.
7. Data drops will be consistent and accurate leading to agreement between staff for end of year assessments.
8. Staff will assess with confidence and accuracy leading to accelerated learning for all groups.
9. Pupils will become increasingly more independent in their work and progress will be accelerated as a result.
10. High quality interventions will impact on pupil attainment and progress.
11. All learning environments will be “outstanding” when compared against CRPS criteria.

Objective/Target	Action	Timescales	Monitoring Role	
			SLT/Subject Leaders	Governors
<b>1. Teaching, Learning and Assessment</b>	a. <u>Research, observe, discuss and explore “outstanding” teaching, learning and assessing at Chalk Ridge and other educational settings. 1a</u>	Review July 2018 Review July 2019	See monitoring map and individual leaders' action plans.	C&S

b. Establish with all staff a definition and expectation of what “outstanding” looks like. <b>1b</b>	On going January 2018		
c. Set up “teaching buddies” to promote discussion and support of practice, and use this strategy to develop practice. <b>1c</b>	November 2018		
d. Effectively use staff meeting and INSET time to support all staff in development of own practice. <b>1d</b>	On going Staff audit July 2018		
e. Visit other schools to observe “outstanding” practice – build in CPD time for professional discussions. <b>1e</b>	On going		
f. Subject Leader action plans will be strategic and aspirational, leading to quality first teaching in all subject areas. Computing, science and RE will be focus areas for creating meaningful cross curricular links to impact on progress in English and Maths. <b>1f</b>	Termly – WIGL programme  On going		
g. Review and update Homework Policy to enable greater links between school and home. <b>1g</b>	September 2017		
h. Develop practice to ensure that More Able pupils/GDS pupils are effectively differentiated for. <b>1h</b>	July 2018	*See monitoring maps and individual subject leaders’ action plans.	C&S
i. Use staff meeting time and INSET to explore and define strategies to challenge and extend pupils working at Greater Depth. <b>1i</b>	July 2019		
j. Develop expected practice/non-negotiables booklet to include expectations for provision of GDS pupils. <b>1j</b>	November 2017 March 2018 September 2018		
<b>SEN/EAL/Pupil Premium Pupils</b> k. Ensure lesson planning and teaching effectively takes account of needs of SEN, EAL and Pupil Premium pupils, and pupils with additional needs. <b>1k</b>  l. SEN register will be accurate and regularly updated to	December 2017  On-going	*  	Resources C&S

	<p>take account of changes in needs of SEN pupils. <b>1l</b></p> <p>m. Additional adults will be deployed effectively to ensure SEN pupils are supported and therefore make accelerated progress in every learning session. <b>1m</b></p>	On-going Review July 2018		
Provision in <b>EYFS</b> , both indoor and outdoor will be good or better leading to good or better teaching and learning.	<p>n. EYFS staff plan effective learning sessions in line with the EYFS profile and criteria for effective EYFS settings. <b>1n</b></p> <p>o. Resources are developed to enhance learning inside and outside so that learning for all groups is similar in all areas. <b>1o</b></p> <p>p. Staff are strategically deployed to support children with learning in areas, and this will include use of questioning and a mix of instruction, guidance and observation. <b>1p</b></p>	By October 2017 and on-going  Review July 2019	*	Resources C&S
<b>Assessment</b> by all staff will be timely, accurate and consistent. Based on confidence, and peer support and challenge.	q. Staff meeting time will be dedicated to staff CPD for understanding the importance of AfL. <b>1q</b>	July 2018	*	FGB Resources
	r. Review and update assessment policy. <b>1r</b>	October 2017	*	C&S
	s. Build staff confidence, peer support and challenge to enable accurate assessment to take place, both summative and formative. <b>1s</b>	July 2018	*	
	t. Pupil's self-assessment will be developed and will include greater independence in proof reading and editing in own work. <b>1t</b>	December 2017 April 2018 July 2018	*	
	u. All teaching staff will understand definition of "real time assessment" and this will ensure quality interventions within lessons to quickly close gaps for underachievement and challenge the more able. <b>1u</b>	December 2017 April 2018	*	
	v. Interventions by support staff will be timely and effective leading to accelerated progress. <b>1v</b>	On going	*	
<b>Learning Environments</b>	w. Establish and define what "outstanding" looks like	By July 2018	*	C&S visit – Summer

will be outstanding and used by all staff to promote and foster positive teaching and learning	for different year groups and key stages. 1w			2018
	x. Develop practice across the school to ensure that outstanding learning environments are the “norm.” 1x			
	y. Build these expectations into non negotiables and expectation booklet for all staff. 1y			

Impact Statements (These should be read alongside evaluations by subject leaders in action plans each term)		
Autumn 2017	Spring 2018 – (10.2.2018)	Summer 2018 (first update – 11.5.2018)
<p>Inset – Spelling focus. Communication to parents about new strategies.</p> <p>Subject Leader action plans – clear and easily tracked.</p> <p>Progress against action points in core subjects strong – e.g. maths and English – especially SPAG.</p> <p>Homework policy updated and shared with parents.</p> <p>Topic style 3 week homework work – positive feedback from children and parents.</p> <p>EYFS moderation visit – positive feedback from moderator. Report available. Staff are developing use of deeper questioning. This has impacted on outdoor learning and engagement with outdoor resources and learning opportunities.</p> <p>SEN and EAL CPD for staff – led by Amanda Forsey and Claire Hicks. SEN register and PLPs completed – clarity around criteria for SEN register and we have introduced “watching list.”</p> <p>Effective moderation sessions for staff – has improved understanding of EXS/GDS plus new terminology being used. Sharing good practice and professional dialogue.</p> <p>Formal observations have provided support staff with feedback around timely intervention. Revisits to classrooms have evidenced this is supporting children more quickly with learning and next steps.</p> <p>Maths interventions – Maths Leads are promoting use of in class intervention to identify next steps and misconceptions within the lesson. Impact – more progress within a lesson and less feedback required after</p>	<p>Focussed support for Year 3 and Year 4 class teachers in English planning from HIAS advisor – Kate Erricher is helping to drive standards up in these year groups.</p> <p>November and February data drops indicate that teaching staff are making more accurate assessments of pupil progress, and data shows that most pupils are on track to achieve predicted outcomes by the end of the year.</p> <p>“Questioning” project for LSAs started in January 2018 with focus on early intervention during group work. LSAs have been “buddied” up – with time spent observing each other. This has impacted on confidence and increasing the level of professional dialogue about pupil engagement.</p> <p><b>Outstanding learning environments</b> have been debated during a staff meeting and non-negotiables criteria drawn up – this has been discussed at a SLT meeting with the final criteria to be shared with all staff after half term. The intended impact will be tidy, safe and organised learning environments across the school, and therefore impacting on better learning.</p> <p>New <b>Pupil Premium</b> strategy plan has been written (and discussed with LLP) – and includes actions for additional support for PP chn in reading, ELSA, EFA and the PSA supporting vulnerable families.</p> <p>Purchase and introduction of <b>Rapid Reading intervention</b> has already impacted on progress for a number of PP children in KS2.</p>	<p><b>15 classroom visits</b> in April/early May by HT. (4 more to take place before half term.) Verbal and written feedback has been provided to all staff. Impact of development of learning walls in English and maths seen as teachers making better use as a teaching tool. Classroom visits have evidenced children working with independence and positive attitudes to learning. The impact being children work with better concentration and therefore apply themselves to learning more readily.</p> <p>New <b>Inclusion Leader</b> has reviewed and updated the SEN register. PLPs updated and shared with parents. Impact – SEN provision is developing as a cohesive and tight resource for all children on the SEN register and those with additional needs.</p> <p><b>EYFS outdoor development</b> continues with purchase of new resources. Adults have been carefully planning activities to ensure active engagement with learning opportunities outside. Impact has been chn are showing sustained concentration when learning outside. Adults are becoming more proficient at intervening to support learning. Data is on track for achieving EOY targets.</p> <p><b>DHT has led staff meeting on assessment</b>, laying out expectations for data achievement maps and tracking. Data maps evidence that teachers are becoming increasingly proficient when identifying next steps for learning as a result of analysing what the data is revealing. (see data achievement maps).</p> <p><b>Learning environments</b> have been focus of learning</p>

a lesson.	<p>Moderation (maths and English) staff meetings are planned for after half term, with a focus on feedback for pupils plus use of self -assessment. This is an on-going objective.</p> <p>Early Years staff continue to make creative use of the outdoor space – additional finance (£1000) has been made available to purchase new outdoor equipment. The impact will be to promote higher level engagement from all EYFS children.</p>	<p>walks by KS Leaders and staff meeting time. Feedback has been provided for staff by KS Leaders. Displays and working walls are more effectively supporting learning and celebrating achievement. Impact – data and quality of teaching and learning.</p> <p><b>Governor visits</b> have focussed on <b>GDS chn in Maths</b> and English – see visit reports. Increased emphasis on provision for GDS chn has been seen from book scrutiny and learning walks but further work needs to be developed here.</p> <p><b>EYFS Moderation</b> completed by LA with all judgements agreed as accurate by moderator.</p>
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**Priority Area 2**  
**The School Community**  
**Personal Development, Pupil Behaviour and Welfare**

<b>Area 2 Success Criteria</b>				
<b>Pupil behaviour and attitudes to learning will be consistently good or better, with the long term aim that all behaviours will be outstanding.</b>				
<b>Objective/Target</b>	<b>Action</b>	<b>Timescales</b>	<b>Monitoring Role</b>	
			<b>SLT/Subject Leaders</b>	<b>Governors</b>
<p><b>Behaviour</b></p> <p>Pupil behaviour and learning behaviours will be good or better.</p> <p>Longer term aim – behaviour and learning behaviours will be outstanding.</p>	<p>Introduction of behaviour charters for classroom – based on school values. <b>2a.</b></p> <p>Assemblies will be linked to school values, citizenship, British values and diversity. <b>2b.</b></p>	June 2017	See SLT monitoring map *	Attend whole school assemblies. Autumn 2 and Summer 1
	<p>House Point system introduced based on school values and behaviour code of conduct. <b>2c.</b></p>	June 2017	*	Pupil interviews. Autumn 2

	Continue to develop the Curriculum in Citizenship, RE and PSHE. <b>Ensure that all learning promotes positive behaviours. 2d</b>	On going	*	Pupil interviews with RRR ambassadors. Meeting with PSHE lead. Spring 2
	<b>Use external professional support for the small minority of pupils who do not respond to the behaviour policy in place within the school. Link with Primary Behaviour Service to support pupils, staff and parents. Provide staff with relevant training to equip them to deal with pupils who present with more challenging behaviours. E.g. Team Teach training, support from Educational Psychology. Use the support of the PSA for parents and pupils. 2e</b>	On going	*	
	Encourage other providers to be included in promotion of school values and school behaviour policy – including breakfast club, sports clubs and After School Club – Squidge Kids. <b>2f</b>	On going	*	
School Profile	A Long term plan is created and formulated for the use of outdoor space. The outdoor space will be developed to enhance teaching and learning. <b>2g</b>	April 2018	*	Spring 1
	<b>Increase participation in off- site events including sports competitions. 2h</b>	On going		
Increase links between governors, staff, parents and community, including PTA.	<b>Governors and PTA representatives to meet regularly to focus fund raising efforts. 2i</b>	Termly		PTA meeting Autumn 2
	<b>Promote and encourage the engagement of parents in the life of the school. Provide curriculum sessions to raise awareness, increase communication about the curriculum and how parents can support. 2j</b>	On-going. Subject Leaders		
	<b>Governors to attend school events such as Open Days, parent consultation meetings and school events. 2k</b>	Autumn 1/2 On going		September 2017 October 2017 November 2017
	<b>Governor newsletter is sent on a regular basis to forge stronger links between parents, school and governors, and keep parents aware of the work of the governing body. 2l</b>	Termly		
	<b>Continue to support the school to raise its profile within the community through means such as in local media. 2m</b>	On going		

## Impact Statements

(These should be read alongside evaluations by subject leaders in action plans each term)

Autumn 2017	Spring 2018 (10.2.2018)	Summer 2018
<p>Open Mornings have been well attended by prospective parents – with positive feedback. Behaviour for the majority of children is good or better on a daily basis – allowing adults to teach and all learners to learn and access activities in classroom. Some children are still passive in accessing learning and need greater support. Teachers who naturally target these children successfully have more active and confident learners in the classroom. E.g. strong attitudes in Year 6, Year 5 and Year 2. Squidge Kids have adopted HP system and as a result are promoting school values. Two KS1 curriculum afternoons for parents in maths – well led by Kate Hare and well attended by parents. Positive feedback from parents. Reading curriculum afternoons for parents – Mad Hatters Tea party. Well attended by community.</p>	<p>The <b>PTA</b> continue to work in conjunction with the school to promote the school and fundraise for school projects – impact has been some successfully run events promoting positivity and a sense of community. <b>Primary Behaviour Service</b> continue to support the school – supporting both staff CPD and individual children’s self-esteem and behaviour skills. Four staff members are now <b>Team Teach trained</b>, with a further two to be trained in February 2018. The impact has been staff have been better able to manage difficult situations, deescalate challenging behaviours where possible and support children. IBMPs have been written by HT in conjunction with key staff to provide consistency and direction when managing challenging behaviours. Significant support by key staff, including the PSA, for families with children whose behaviour has been challenging. <b>Collaboration Café 1</b> took place end January 2018 – only few parents attended. Impact was to open up channels of communication, provide an open forum for discussion for parents with staff and governors.</p>	<p><b>Learning Walks and classroom observations</b> have evidenced children are well supported by additional adults, the impact being individuals can access learning as well as the rest of the class. Expertise and knowledge have been supported by PBS and EPs. This has provided staff with the skills and confidence to manage more challenging behaviours. <b>Behaviour around school</b> is generally good, with the majority of children showing respect to each other and all adults. A very small minority (7 chn) continue to find lunchtimes more challenging and strategies are put in place to manage this. Impact – lunchtimes are calmer and lunchtime staff can manage behaviours more easily. <b>Curriculum Information for parents</b> has included Year 1 Phonics workshops, Year 3 and 4 Maths workshops, Arts Week Open Afternoon after half term. <b>Sport</b> continues to develop across the school, with increased participation in school events. We now publish newsletter every other month <i>Aspire and Succeed</i> to share with the community sporting news. <b>PTA</b> is energetically organising school events, as a result the school profile and community links are strengthened. Collaboration Café was attended by a small number of parents – an increase in knowledge around curriculum content and expectations was requested. This has already been actioned in many ways, with more work to be completed. Impact will be increased parental support and involvement with school life.</p> <p><b>Competitive offsite Sports Activities</b> go from strength to strength – impact of having a mini bus has enabled easy travel arrangements to activities. (See <i>Aspire and Succeed</i> newsletters) Successful <b>PTA Summer Fayre</b> organised with impact on raising school profile and generating positive</p>



## Priority Area 3 The Curriculum

### Area 3 Success Criteria

1. 80% plus in each cohort will attain ARE or above, in reading, writing and maths (some cohort data may be specific and will be lower than 80%)
2. 25% plus will attain GDS in reading, writing and maths
3. Progress scores at Year 6 will be at least in line with NA
4. 80% pupils will know 100% spellings from NC word lists.
5. 70% pupils in each cohort will achieve NC SPAG targets.
6. 80% plus of Year 1 pupils will achieve in Phonics screening.
7. All Year 2 pupils will pass Phonics screening test
8. A cohesive and creative curriculum will be created to provide rich learning experiences across a wide range of subjects.

Objective/Target	Action	Timescales	Monitoring Role	
			SLT Subject Leaders	Governors
<p><b>English – Reading</b></p> <p>Progress of higher attaining pupils will be at least in line with national averages. (Evidence – 2016 and 2017 – higher attaining pupils in reading progress scores were below the national average.)</p> <p>Attainment of Year 2 and Year 6 pupils in maths will be at least in line with National and LA.</p>	a. <b>Quality First Teaching of reading, including Guided Reading. 3a</b>	On going	*	C & S Visit Autumn 2
	b. Library development with Librarian promoting library visits and author visits. Greater support form SLS to widen range of reading books available for staff to use in teaching. <b>3b</b>	Review December 2017		Resources Spring 1
	c. Ensure consistent use of Bug Club to promote reading at home and school. <b>3c</b>	Review April 2018		Resources
	d. <b>Non negotiables and expectations booklet for the teaching of reading is followed by all staff. 3d</b>	Review July 2018		

<p><b>English – Writing</b></p> <p>Spelling, Punctuation and Grammar</p>	<p>e. High quality text types used in all English teaching sessions. 3e</p> <p>f. Curriculum map created and used by all staff. 3f</p> <p>g. A wide variety of strategies will be used to engage children in accessing a wide range of reading material. E.g. Bug Club, library and author visits. 3g</p> <p>h. Marking and feedback will focus on children’s errors and development required in SPAG. (WS PM target) 3h</p> <p>i. Grammar, spelling rules and strategies will be taught across the school in a progressive and cohesive manner in accordance with the National Curriculum. (WS PM target) 3i</p> <p>j. HIAS English Advisor will provide support for staff and lead INSET training. 3j</p>	<p>On going Review December 2017 Review July 2017</p> <p>On going</p> <p>On going Review December 2017 Review July 2018</p> <p>Autumn 1 and Autumn 2</p>	<p>*</p>	<p>C &amp; S Summer 2</p>
<p><b>English – Phonics</b></p>	<p>k. Early Years and KS1 staff will implement the requirements of Letters and Sounds phonics programmes to ensure progression across phases. 3k</p>	<p>On-going Review December 2017 Review July 2018</p>	<p>*</p>	<p>C &amp; S Summer 2</p>
<p><b>Mathematics</b></p> <p>Progress of higher attaining pupils will be at least in line with national averages. (Evidence – 2016 and 2017 – higher attaining pupils in maths progress scores were significantly below the national average.)</p> <p>Attainment of Year 2 and Year 6 pupils will be in maths will be at least in line with National and LA.</p>	<p>l. All teaching staff will be supported to understand the concept of maths mastery and the links with assessment. 3l</p> <p>m. CPD and training for teaching staff to be confident in teaching concepts within the mastery curriculum, and in particular a focus on arithmetic and calculations. 3m</p> <p>n. Maths curriculum will become richer as a result of consistent planning and teaching of mathematical problems, puzzles and challenges. 3n</p> <p>o. Staff will model reasoning and mathematical explanations in problem solving. 3o</p> <p>p. Greater emphasis on teaching and learning of timetables and number facts to ultimately impact on accuracy in calculation work and problem solving. 3p</p>	<p>July 2018</p> <p>July 2018</p> <p>July 2018</p> <p>On going Review July 2018</p> <p>On going</p>	<p>*</p>	<p>C &amp; S Summer 1</p> <p>Pay and Personnel Spring 2</p>
<p><b>Creative Curriculum</b></p>	<p>q. Develop a Creative Curriculum to provide stronger links</p>	<p>July 2018</p>	<p>*</p>	<p>C &amp; S</p>

development	<p>between subjects, knowledge and skills. <b>3q</b></p> <p>Use this to drive standards in English and Mathematics, and provide an exciting and motivating curriculum. Continue to develop the provision of sport and competition across the school.</p>	July 2019		Summer 2
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<p style="text-align: center;"><b>Impact Statements</b> (These should be read alongside evaluations by subject leaders in action plans each term)</p>		
Autumn 2017	Spring 2018 (10.2.2018)	Summer 2018
<p>Promotion of books – two busy library areas each mornings – well co-ordinated by librarian and English leaders. Author visit after half term and reading session with parents. Children talk positively about reading and favourite books.</p> <p>Curriculum maps for texts completed in September 2017 – being followed by all staff. Greater richness of text will impact on vocabulary and support for writing.</p> <p>Two successful INSET days on spelling – promoted professional dialogue, and raised profile of spelling across the school. Progression of teaching of spelling is clearly mapped and will ensure full coverage of NC.</p> <p>Two successful staff meetings on maths led by Kate Hare and Tom Green – supporting staff with concept of mastery, reasoning and problem solving. The impact of this is beginning to show in books and the way in which staff are planning.</p> <p>Times tables challenge trialled by Year 2 and now rolled out across other year groups. This will impact on preparation for end of year assessments plus the introduction of the Year 4 times tables test in 2019.</p>	<p>Staff meeting time has been dedicated to improving staff understanding of <b>mastery in maths</b> – led by KS1 and KS2 maths leaders. All staff including LSAs attended.</p> <p><b>Big Maths</b> work (Year 2 and up) is having a significant impact on pupil's number facts and times tables knowledge. This will support all children with reasoning and problem solving, plus support children with the Year 4 national maths test anticipated for 2019.</p> <p><b>Computing through English</b> project has been taking place this term led by RL and JC. The impact will be seen during Treasure Island week when the children can put their IT skills to work closely linked with writing.</p> <p><b>KS1 Phonics Leader</b> Sally Moore has analysed KS1 pupil progress against the Letters and Sounds programme. This has been used to identify gaps in learning with the impact being better focus for gaps in learning after half term. Year 1 phonics teaching sessions have been revised with more differentiation and group work so that children are more appropriately supported or challenged.</p> <p><b>No Nonsense spelling programme</b> is impacting on pupil confidence and enjoyment. Staff report children are more motivated with application and accuracy in writing improving. This needs to be on-going over a further 12 months to reap the benefits of the intensive programme now.</p> <p><b>Reading text curriculum map</b> is being by all staff across the school with prescribed texts for each term – this is leading to children being exposed to a wider range of texts which over time will support both reading and</p>	<p><b>Analysis of guided reading and impact</b> on learning is planned for 12.5.2018. Diagnostic spelling work has been completed in staff meeting with training and follow up due with HIAS inspection after half term. Impact of this work will be evaluated after a whole school spelling test in June.</p> <p>Whole school <b>Arts Week</b> planned for wb.4<sup>th</sup> June to provide rich and exciting activities.</p> <p><b>Data drop</b> has been completed for April 2018.</p> <p><b>Learning Walks by Maths Leaders</b> evidence an increased use of problem solving, reasoning and CPA – this has also been evidenced in work scrutiny of books. Impact will be strong foundations being laid for competent mathematicians as they move through the school and meet a demanding curriculum each year.</p> <p>HIAS Advisor Kate Erricher has led review staff meeting on use of new <b>spelling programme</b> – review has shown that children have become more confident and interested in spelling. Impact - Teachers report spelling is becoming more accurate in writing. Further work to complete here.</p> <p>Year 5 and Year 6 teaching staff have worked with Kate Erricher to develop planning for <b>English</b> – this includes a three week cycle. Impact is more cohesion to teaching of English skills with better links between SPAG and writing skills.</p> <p><b>Work scrutiny in Maths and English for GDS</b> show progress is strong with good presentation and embedding of skills at GDS.</p>

	writing skills.	<b>Impact of</b> wide range of off-site trips and visitors linked to a developing curriculum on site has led to keen and engaged learners.
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