

# Whitnash Primary School

Single Integrated Development Plan 2007-2008

## Aim Statement

**Whitnash Primary School aims to provide a secure, happy and stimulating learning environment where everyone is valued and encouraged to do their best at all times.**

## School Development Plan

This section of the SIDP addresses the key issues from the Ofsted report and from the schools own monitoring and self evaluation. These priorities reflect our determination to attain higher standards and address the challenges we face.

The school's main priorities for improvement are:

1. Improve the consistency of standards in reading, writing and mathematics across the school through recognising that high standards are based on high quality teaching and learning.
2. Develop assessment for learning in all curricular areas to ensure it shows what has been achieved, what the next steps of learning are and that the process is shared and understood by all pupils. Ensure pupil self assessment is consistently embedded across the curriculum.
3. Develop links in curriculum planning to ensure we have a cohesive, creative and stimulating curriculum which offers breadth and balance and is meaningful to all pupils.
4. Develop a stimulating and challenging Foundation/Year 1 curriculum which
  - meets the needs of our pupils,
  - is based on high expectations of all learners and
  - allows for flexible groupings according to ability and
  - ensures that knowledge and skills provide the building blocks for further development.
5. Identify, plan to address the barriers to low achievement in our school - poor attendance, low attainment on entry and low parental expectation.

**Improve the consistency of standards in reading, writing and mathematics across the school through recognising that high standards are based on high quality teaching and learning.**

**Measurable outcomes:**

- **By December 2007: 100% of the teaching is satisfactory or better throughout the school**  
60% of the teaching is good or better
- **By March 2008: 100% of the teaching is satisfactory or better throughout the school**  
75% of the teaching is good or better
- **By July 2008 :** **(Include targets for KS1 and KS2 here)**  
At least 90% of pupils will have reached their end-of-year targets  
All groups of pupils in Key Stages 1 and 2 will have made good progress  
Pupils in the ISP writing target groups will be working at age-related expectations

**In order to achieve this we will:**

- Involve all staff in the use pupil performance data to set curricular targets for reading, writing and mathematics
- Use the pupil progress tracking grids to monitor pupils' progress half termly in mathematics and writing and termly in reading.
- Ensure that short-term planning is appropriately differentiated to meet the needs of all groups of pupils and that teaching and the work set for pupils builds on their prior attainment
- Ensure that all lessons have clear learning objectives and that pupils understand what they need to do to achieve them
- Implement the Marking Policy and provide good quality feedback related to the objectives of the lesson.
- Share exemplar writing samples with pupils to ensure they have a clear knowledge of what they need to do to achieve at each level.

**This means that:**

- End-of-year targets will be realistic and challenging; based on a rigorous analysis of tracking grids, data, FFT estimates, teacher's professional knowledge and pupil circumstances.
- The school has a clear manageable system to identify and monitor the achievements and progress in reading, writing and mathematics
- Planning identifies precisely what pupils will be learning in the lessons and is clearly differentiated for groups of pupils
- High quality teaching is seen in all classes.
- Planning and teaching and learning are evaluated and that these evaluations are used to adapt short-term plans to meet the learning needs of the pupils
- Pupils' work will be marked against the learning objectives,
- Marking will indicate how well the learning objective has been met and will provide quality feedback on what pupils need to do to improve.

**1) Improve the consistency of standards in reading, writing and mathematics across the school through recognising that high standards are based on high quality teaching and learning.**

Tasks	Actions	Who / By when?	Success Criteria	Monitoring Arrangements
Improve the use of pupil performance data to set class and group targets	<ul style="list-style-type: none"> <li>Analyse FSP, SATs &amp; QCA test papers to identify whole-school curricular targets for reading, writing and maths</li> <li>Set up class and whole-school tracking grids for current classes and academic year, identify target groups of pupils</li> <li>Layered targets in NY are to be set half termly and LY writing and reading targets are to be set termly for each class</li> <li>Write targets for SA+ and Foundation Stage pupils</li> </ul>	<p>All Staff September 2007</p> <p>September 2007</p> <p>Each half term in NY Each term in LY Termly with SENCo/JR input.</p>	<ul style="list-style-type: none"> <li>All new and current staff know how to analyse performance data to set curricular targets</li> <li>Pupil progress trackers in place for all classes and understood by staff</li> <li>Key LY &amp; NY staff know how to write layered targets.</li> <li>Layered targets in place in all classes</li> <li>Appropriate targets in place for SA+ and Foundation stage pupils</li> </ul>	<p>2 Whole school staff meetings to analyse data and set targets. Info to HT report to GB &amp; SIP. Written report following termly meetings to analyse progress against targets set. HT /LY monitoring of target boards and tracking grids. Report to HT file.</p>
Ensure all lessons have clear learning objectives and pupils know what they need to do and how long they have to achieve them	<ul style="list-style-type: none"> <li>Agree common MT and ST planning formats for LY, NY and for Foundation subjects.</li> <li>Write LO in language that pupils can understand and ensure it is articulated at the start of lessons, repeated throughout and revisited in the plenary</li> <li>Timely reminders are given to children to ensure the pace is maintained and they complete the task.</li> </ul>	<p>All staff Sept 07</p> <p>All staff from Sept 5th</p>	<ul style="list-style-type: none"> <li>Agreed planning formats used consistently across the school</li> <li>LO clearly written up on whiteboard and shared frequently with pupils.</li> <li>Pupils are given timely reminders during lessons so that they work at a good rate throughout.</li> <li>Expectations of work rate and quality of presentation are made explicit to pupils in all lessons and are evident in the pupils recorded work.</li> </ul>	<p>Monitoring of ST plans with written feedback to staff- HT LY/NY subject leader's monitoring &amp; observations. Written feedback to staff and HT. Work scrutiny outcomes show all pupils are completing tasks neatly within the lesson.</p>

<p>Improve the use of teaching time in NY target sessions and in Guided reading.</p>	<ul style="list-style-type: none"> <li>• Ensure guided reading planners are used consistently across the school.</li> <li>• Guided reading plans show direct teaching input for guided group sessions to at least 1 group of pupils each session.</li> <li>• Plans indicate purposeful, interesting and well- matched activities for groups working independently of an adult so that all pupils can achieve their LO</li> <li>• New resources to extend pupils comprehension skills are purchased used effectively</li> </ul>	<p>LY Subject Leader. October 2007</p> <p>LY subject leader November 2007</p>	<p>Guided reading is appropriately taught and pupils make good progress during these sessions.</p> <ul style="list-style-type: none"> <li>• Resources stimulate learning and are contributing to improvements in standards</li> <li>• During independent tasks pupils complete their work successfully because they have appropriate resources and are working at a good pace.</li> </ul>	<p>Staff meeting to feedback outcomes to staff from LY monitoring of plans. LY monitoring of termly reading tracking grids. Written report to HT and feedback to all staff. HT observations &amp; walk the school activity.</p>
<p>Ensure that all pupils have access to practical apparatus for maths and resources to support independent reading, writing and spelling</p>	<ul style="list-style-type: none"> <li>• Carry out annual NY resource audit, check that all classes have the right apparatus and that centrally stored resources are clearly labelled, well organised and readily accessible</li> <li>• Carry out annual LY resource audit, check that all classes have a suitable range of resources to support independent spelling, writing and reading and that centrally stored resources are clearly labelled, well organised and readily accessible</li> <li>• Teach pupils strategies to enable them to work independently of an adult</li> </ul>	<p>NY subject leader &amp; all staff March 08</p> <p>Ly subject leader &amp; all staff March 08</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>▪ Pupils develop skills, to select, use and store resources appropriately &amp; independently.</li> <li>▪ Resources are looked after by staff and pupils.</li> <li>▪ Any gaps in resources are identified and items listed, costed and passed to HT for budget consideration in March 2008.</li> <li>▪ During independent tasks pupils complete their work successfully because they have appropriate resources and are working at a good pace.</li> </ul>	<p>Audit lists complied and HT includes outcomes in HT report to GB</p> <p>HT reports info to GB for Budget setting</p> <p>Lesson observations indicate greater pupil independence. Written feedback to staff and HT report to GB.</p>

**2. Develop assessment for learning in all curricular areas to ensure it shows what has been achieved, what the next steps of learning are and that the process is shared and understood by all pupils. Ensure pupil self assessment is consistently embedded across the curriculum.**

**Measurable outcomes:**

<p><b>By December 2007:</b></p>	<ul style="list-style-type: none"> <li>• 100% of the teaching is satisfactory better throughout the school - with explicit learning objectives being shared at the outset of the lesson, visually, verbally and in writing.</li> <li>• 60% of the teaching is good or better with learning objectives being shared at outset and revisited during the sessions and used as a self assessment tool in the plenary.</li> </ul>
<p><b>By March 2008:</b></p>	<ul style="list-style-type: none"> <li>• 100% of the teaching is satisfactory with learning objectives being shared at outset and revisited during the sessions, used as a self assessment tool in the plenary.</li> <li>• Pupils self assessment codes are being used consistently in Numeracy.</li> <li>• 75% of the teaching is good or better</li> </ul>
<p><b>By July 2008 :</b></p>	<ul style="list-style-type: none"> <li>• 90 % of pupils will be able to explain clearly what they need to do to improve their work.</li> <li>• Pupils self assessment will be embedded in all classes consistently.</li> </ul>

<p><b>In order to achieve this we will:</b></p> <ul style="list-style-type: none"> <li>• Ensure all lessons have clear learning objectives and pupils understand what they need to do to achieve them.</li> <li>• Use 'mind mapping techniques' as a 'baseline' assessment at the outset of all new themes.</li> <li>• Embed pupil self assessment into Literacy, Numeracy, History, Geography and Science</li> <li>• Implement the Marking Policy/Key and to provide quality feedback related to learning objectives.</li> <li>• Embed 'Thumbs up' and 'Traffic lights' pupil self assessment in all classes.</li> <li>• Revisit learning objectives through questioning, peer and self assessment and written and oral feedback throughout the lesson.</li> <li>• Use the learning objectives to formulate the focus and questions in the plenary session.</li> </ul>	<p><b>This means that:</b></p> <ul style="list-style-type: none"> <li>• Planning identifies appropriate, clear and precise learning objectives.</li> <li>• Pupils know what they are learning and why and what they are expected to do to achieve this.</li> <li>• Pupils' work will be marked against the learning objectives,</li> <li>• Marking will indicate how well the learning objective has been met, provide quality feedback on what pupils need to do to improve and challenge pupils to think for themselves.</li> <li>• Evidence of pupils using self assessment codes will be clearly visible in written work.</li> <li>• Pupils will be given time to respond to the marking comments.</li> <li>• Plenary sessions will have a clear focus and provide assessment opportunities for Teacher and pupils.</li> </ul>
---	--

**2) Develop assessment for learning in all curricular areas to ensure it shows what has been achieved, what the next steps of learning are and that the process is shared and understood by all pupils. Ensure pupil self assessment is consistently embedded across the curriculum.**

Tasks	Actions	Who / By when?	Success Criteria	Monitoring Arrangements
All teachers have a clear understanding of what pupils know, understand and can do at the start and end of each unit of work in order to measure progress made over time.	<ul style="list-style-type: none"> <li>Revisit agreed school 'mind mapping' techniques with all staff, amend and adopt.</li> <li>Staff and pupils use 'Mind-mapping' techniques to record baseline knowledge, understanding and skills at start of each unit of work in Science, History and Geography</li> </ul>	<p>All staff F-Y6</p> <p>January 2008 Staff meeting.</p>	<ul style="list-style-type: none"> <li>Staff and pupils confident in using 'Mind mapping'</li> <li>Baseline established at the start of each new unit of work</li> <li>Agreed school formats are being used consistently.</li> </ul>	Scrutiny of work in H, G, and Sc February 2008 Report to HT for inclusion in HT report to GB
Pupils know how well they are doing and what they must do to improve their work	<ul style="list-style-type: none"> <li>Revisit the marking policy and discuss and display the marking codes in all classrooms</li> <li>Teachers marking               <ul style="list-style-type: none"> <li>relates to LO</li> <li>gives positive feedback</li> <li>gives specific advice for improvement</li> <li>challenges pupils to think for themselves</li> <li>uses the school making key symbols.</li> </ul> </li> <li>Provide time at the start of each session for pupils to respond to the marking comments.</li> </ul>	<p>October 2008</p> <p>All staff</p> <p>December 2008</p>	<ul style="list-style-type: none"> <li>Marking codes displayed in all classrooms; understood by pupils and being used consistently by teachers</li> <li>Pupils receive positive and helpful feedback on how well they achieved the LO and what they need to do to improve their work</li> <li>Written work shows pupils have had time and have responded to written feedback.</li> </ul>	<p>Scrutiny of pupil work Written feedback to staff. HT report to GB Pupils discussion with visiting Governors to focus on teachers marking comments and pupils responses.</p> <p>SMT walk the school to ensure items are on display.</p>
Build in regular opportunities for pupils to evaluate their own and others' work	<p>Pupils use 'thumbs up' technique to self assess against questions formulated from the learning objective in the plenary sessions.</p> <p>All work in mathematics, History, Geography and Science includes pupils are using 'traffic lights' to assess next to the LO</p>	<p>All staff Sept 2008</p> <p>Ma 09/07 H &amp; G 01/08 Sc 11/07</p>	<ul style="list-style-type: none"> <li>Staff using agreed strategies to enable pupils to evaluate their own and others' work in lessons</li> <li>Pupils show increasing security &amp; honesty in their self assessment.</li> <li>Written work shows clear evidence of codes being applied and self assessments valued.</li> </ul>	<p>Lesson observations with written feedback to individuals.</p> <p>Work scrutiny by H, NY, Sci. &amp; G leaders with written feedback to Staff and HT.</p>

### 3. Develop links in curriculum planning to ensure we have a cohesive, creative and stimulating curriculum which offers breadth and balance and is meaningful to all pupils.

**Measurable outcomes:**

**By December 2007:**

School is meeting its statutory obligations  
 The curriculum is suitably broad and balanced and meets the needs of pupils  
 The NC PoS are being covered in a coherent, meaningful and relevant way for pupils in single-age and mixed-age classes

**By March 2008:**

Opportunities for pupils to apply Key Skills are embedded in the planning for SC,RE and Foundation subjects  
 Educational visits/ First hand experiences/ role play are an integral part of the introduction to all units of work in History.

**By July 2008 :**

Plans will be completed to introduce the International curriculum into Key Stage 1 and 2 at the first opportunity.

<p><b>In order to achieve this we will:</b></p> <ul style="list-style-type: none"> <li>• Change our long term curriculum plan to ensure proper coverage of all subjects in Key Stages 1 and 2.</li> <li>• Include explicit and meaningful opportunities for pupils spiritual and cultural development</li> <li>• Maximise the use of first hand experiences to bring 'learning to life' for all pupils.</li> <li>• Develop a curriculum which offers pupils the opportunities to develop and apply the 6 Key Skills: Communication, Application of Number, Information and Communication Technology, Working with Others, Improving own Learning and Performance and Problem Solving.</li> </ul>	<p><b>This means that:</b></p> <ul style="list-style-type: none"> <li>• Pupils have their full entitlement to the NC.</li> <li>• Learning provides breadth, balance and cohesion.</li> <li>• We will make learning enjoyable and relevant to the needs of our pupils by providing a wide range of first hand experiences.</li> <li>• Pupils have regular and relevant opportunities to apply their skills and knowledge to other subject areas.</li> </ul>
--	--

### 3 Develop links in curriculum planning to ensure we have a cohesive, creative and stimulating curriculum which offers breadth and balance and is meaningful to all pupils.

Tasks	Actions	Who / By when?	Success Criteria	Monitoring Arrangements
The revised LTP for KS's 1 & 2 ensures full coverage of the NC PoS and meets the needs of pupils in single-age and mixed age classes	<ul style="list-style-type: none"> <li>• Revise LTP and make explicit, meaningful and relevant links between learning.</li> <li>• Purchase and use the Focus Ed. Key Skills tool to develop planning.</li> </ul>	All staff led by HT July 2007 Jan 2008	<ul style="list-style-type: none"> <li>• LTP addresses NC PoS for all subjects and caters for single-age and mixed age classes</li> <li>• LTP enables pupils to experience the curriculum in a coherent and progressive way</li> <li>• LTP exploits the full potential for cross-curricular links .</li> </ul>	Curriculum monitoring - termly Written feedback to staff. Changed/updated LTP's to GB
MT make explicit reference to opportunities for: cultural development educational visits, first-hand experiences role-play; the application of speaking and listening, LY,NY and ICT skills <b>AND</b> ST plans make explicit reference to opportunities for: spiritual: spiritual development;	<ul style="list-style-type: none"> <li>• . Revise formats for MT plans for History, Geography, art and music &amp; Science</li> <li>• Identify opportunities in MTPs for educational visits and the use of the local environment</li> <li>• Purchase resources a range of artefacts for History</li> <li>• Identify cross-curricular links between subjects and opportunities for the application of Key skills in SC,RE and Foundation subjects</li> </ul>	SMT/All staff Sept 07  Sci - Jan 2008  Sept 07 Dec 07 March 08	<ul style="list-style-type: none"> <li>• MT plans indicate how pupils will be given opportunities to practice and apply what they are learning in LY and NY in other subjects</li> <li>• Teaching and learning in lessons is brought to life by good quality, relevant, educational visits and first-hand experiences</li> <li>• ST plans include appropriately differentiated activities for pupils of all abilities</li> <li>• Pupils' recorded work shows regular opportunities are being given for them to apply the Key skills in a variety of contexts</li> <li>• Planning for spiritual and cultural development is explicit in ST plans.</li> </ul>	Work scrutiny matched with planning and pupils discussion by SMT. Written feedback to staff Report to HT for inclusion in GB report.  Governors discussions with pupils to focus on the breadth and value of visits and first hand experiences

<p>The revised LTP for the Foundation Stage ensures full coverage of Foundation Stage Curriculum and meets the needs of pupils or reception class.</p>	<ul style="list-style-type: none"> <li>• Revise LTP and make explicit, meaningful and relevant links between learning.</li> <li>• Ensure all 6 areas are covered within the themes</li> <li>• Maintain a strong emphasis on CLL and MD</li> <li>• Ensure each theme provides opportunities for OA to extend learning for all pupils</li> </ul>	<p>JR July 07 Dec 2008</p>		
<p>Evaluate the potential for adopting the International curriculum in our setting.</p>	<ul style="list-style-type: none"> <li>• SMT attend small school training on IC</li> <li>• Staff visits arranged to see this curriculum in action</li> <li>• Training day arranged for staff and Governors</li> <li>• Proposal to GB and Parents that International curriculum is adopted by WPS.</li> <li>• Establish a time line for the introduction and adoption of this curriculum.</li> </ul>	<p>SMT Nov 2007 Jan 2008  Spring 2008 LA inspector  HT  HT/GB</p>	<ul style="list-style-type: none"> <li>▪ SMT knowledgeable re - international curriculum</li> <li>▪ The curriculum offered to WPS pupils is the very best we can offer.</li> <li>▪ IC meets the needs of WPS pupils and the statutory obligations.</li> </ul>	<p>Records show course attendance and school visits Discussions are minuted.</p>

**4) Develop a stimulating and challenging Foundation/Year 1 curriculum which**

- meets the needs of our pupils,
- Is based on high expectations of all learners,
- Allows for flexible groupings according to ability and
- Ensures that knowledge and skills provide the building blocks for further development.

**Measurable outcomes:**

**By December 2007:**

**100% of the teaching is satisfactory in the Foundation Stage**

**60% of the teaching is good or better**

**By March 2008:**

**100% of the teaching is satisfactory in the Foundation Stage**

**75% of the teaching is good or better**

**By July 2008 :**

- **(Include targets for FSP here)**

**75% of pupils will be working at age-related expectations at the end of the foundation stage**

**In order to achieve this we will:**

- Review the organisation of the daily programme to include self registration and selection of snack and lunch options.
- Groups and teach pupils in ability groups of no greater than 6 for MD and CLL activities.
- Maximise the use of teaching time for CLL and MD by ensuring the work is sharply focused on the development of skills and concepts in these areas.
- Sharpen assessment and annotation of work
- Broaden the range of activities for mathematical understanding, mark making and writing.
- Provide daily opportunities for pupils extend their learning experiences by working outdoors.

**This means that:**

- Registration time is used productively to promote pupils ability to develop independence and make choices.
- Planning identifies precisely what pupils will be learning in each session and sessions are clearly differentiated for groups of pupils.
- Groupings are based on evidence from tracking grids and FSP.
- High quality teaching is seen in all classes.
- Objectives are shared verbally, visually and in writing with all groups of pupils.
- Assessment will indicate how well the learning objective has been met and will provide quality feedback on what pupils need to do to improve.
- A range of resources will be provided to support learning in MD and CLL

**4) Develop a stimulating and challenging Foundation/Year 1 curriculum which**

- meets the needs of our pupils,
- Is based on high expectations of all learners,
- Allows for flexible groupings according to ability and
- Ensures that knowledge and skills provide the building blocks for further development.

Tasks	Actions	Who / By when?	Success Criteria	Monitoring Arrangements
Review the organization of the daily programme.	<ul style="list-style-type: none"> <li>• Children self register on arrival</li> <li>• Children self select what they want for break / snacks on arrival</li> <li>• Children settle to an organised task with a member of staff.</li> <li>• Staff available to support/ deal with parental concerns.</li> </ul>	All FS Staff September 2007	<ul style="list-style-type: none"> <li>▪ Children become independent and able to make choices for themselves.</li> </ul>	Ht walk the school observations Observations of 'start of day' procedures.
Group the children by ability for LY & NY	<ul style="list-style-type: none"> <li>• Teaching and learning happens in small ability groups of up to 6 pupils</li> <li>• Work relates to LY or NY in, more focused groups,</li> <li>• Plans indicate which staff are introducing which session to which groups</li> <li>• Staff maintain a teaching and learning focus on LY and NY in the morning sessions.</li> <li>• Staff plan and teach work that is matched to the needs of each group</li> </ul>	All FS Staff September 2007	<ul style="list-style-type: none"> <li>▪ Details of pupil groupings are clear in planning file.</li> <li>▪ Plans clearly identify:-                             <ul style="list-style-type: none"> <li>• focused objectives</li> <li>• appropriate differentiation</li> <li>• expected learning outcome</li> <li>• daily use of the outdoor classroom for LY &amp; NY learning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• JR / DHT monitor plans weekly</li> <li>HT &amp; DHT lesson observations to focus on: staff deployment</li> <li>• Quality of interaction with pupils to accelerate learning.</li> <li>• Use of OA for CLL &amp; MD</li> <li>• Teaching &amp; learning.</li> </ul>
Maximise the use of teaching time for CLL and MD by ensuring that pupil activities and work is sharply focused on the development of skills & concepts in these subjects/areas of learning.	<ul style="list-style-type: none"> <li>• Objectives must be tightly focused and related to CLL and MD.</li> <li>• Only CLL) and MD activities are to be taught in CLL and MD sessions.</li> <li>• Objectives must be shared verbally, visually and in writing with all children in the groups.</li> </ul>	All F S staff Initial June 07 DHT to revise plans / themes for Sept 07	<ul style="list-style-type: none"> <li>▪ St plans have a sharp clear focus for CLL, and MD</li> <li>▪ Objectives are clearly displayed and verbalised by all staff.</li> <li>▪ Children &amp; staff adopt :- I am learning to ..... My teacher wants to see me .....</li> </ul>	<ul style="list-style-type: none"> <li>▪ DHT monitoring of planning - written feedback to staff, report to HT</li> <li>▪ HT walk the school note objectives are clear</li> <li>▪ HT/DHT/ LY/talks with pupils show they know What they are learning to ..... What their teacher wants to see</li> </ul>

Sharpen assessment, feedback and annotation of work.	<ul style="list-style-type: none"> <li>• Ensure the next steps in learning are crystal clear and shared with pupils</li> <li>• Ensure assessment information is being used effectively to plan differentiated work.</li> <li>• Develop a method of recording assessments against the learning objectives which will feed into the FSP and into the annual written report.</li> </ul>	<p>All F staff</p> <p>DHT to revise and implement assessment using FSP for Sept 07</p>	<ul style="list-style-type: none"> <li>▪ Daily evaluations are used to inform planning.</li> <li>▪ Evaluation on planning clearly identifies 'next steps'.</li> <li>▪ Clear feedback is given to pupils on what they need to do next.</li> <li>▪ Annotations on work provide clear indication to adults what the next steps in learning are for each child.</li> </ul>	<ul style="list-style-type: none"> <li>▪ DHT monitoring of planning - written feedback to staff and report to HT</li> <li>▪ HT interviews with pupils</li> <li>▪ Work sampling to monitor comments &amp; pupils subsequent actions.</li> <li>▪ FSP assessments &amp; tracking grids show expected progress</li> </ul>
Ensure that all pupils in the Foundation stage have access to stimulating apparatus to support and extend their knowledge and skills in MD and in CLL.	<ul style="list-style-type: none"> <li>• Improve provision of resources and materials in the indoor and outdoor learning areas to support learning in MD and CLL</li> <li>• Ensure children have regular structured opportunities to make their own books, labels, invitations, letters etc.</li> <li>• Provide a range of resources to support emergent and independent writing e.g. alphabetic word lists, alphabet strips etc</li> <li>• Provide a range of resources to support emergent and independent mathematical skills e.g. number lines, matching games, objects for counting and sorting. Visual and symbols representing numbers.</li> </ul>	<p>DHT</p> <p>F Staff</p> <p>November 2007</p>	<ul style="list-style-type: none"> <li>▪ Audit resources to ensure a full range is identified and costed</li> <li>▪ List showing costing &amp; priorities for resources to be provided for HT</li> <li>▪ Provision includes adequate stimulating resources to support learning.</li> <li>▪ Learning is consolidated through a range of activities - displayed in the classroom.</li> <li>▪ Pupils develop skills, to select, use and store resources appropriately &amp; independently</li> <li>▪ Resources are looked after by staff and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ HT walk the school observations.</li> <li>▪ Work sampling to monitor range of opportunities and resources used by pupils.</li> <li>▪ Budget is allocated to facilitate the necessary spend.</li> <li>▪ Audit of literacy environment by HT/DHT/LY - written report to GB</li> </ul>
Provide opportunities for NQT and experienced teacher to observe good practise.	<ul style="list-style-type: none"> <li>• Arrange visits to schools where a range of good /outstanding practices can be observed.</li> <li>• In discussion with SMT, plan and implement one initiative to raise standards and strengthen current practise.</li> <li>• All F Staff to observe JR teaching in F stage</li> </ul>	<p>JR to identify and arrange visits for NQT &amp; CB</p>	<ul style="list-style-type: none"> <li>▪ NQT and experienced teacher has visited at least one other setting by January 20<sup>th</sup> 2008</li> <li>▪ Discussion of outcomes clearly inform one initiative for our setting.</li> <li>▪ One initiative is clearly defined, planned &amp; implemented in our setting by Feb half term 2008</li> </ul>	<ul style="list-style-type: none"> <li>• JR to arrange and monitor visits take place</li> <li>• HT monitor planned interventions.</li> <li>• Dates of visits are logged in HT Diary</li> <li>• HT report to GB</li> </ul>

## **5 Identify, plan to address the barriers to low achievement in our school – poor attendance, low attainment on entry and low parental expectation.**

**Measurable outcomes:**

**By December 2007:**

**An initial snap shot of attainment is made of pupils in the reception class using FSP**

**A calendar of information evenings is set up for the Spring and Summer terms.**

**Parent satisfaction questionnaire is distributed and returns analysed.**

**By March 2008:**

**80%Attendance at parent / teacher discussion evenings across the school.**

**By July 2008 :**

**100% attendance at report discussion evenings.**

**Attendance is at least 96% for pupils of statutory school age across the whole school.**

**In order to achieve this we will:**

- Set dates and arrange parents consultation and information evenings / afternoons**
- Maintain registers of attendance at all parents meetings.**
- Monitor the parents / agencies sheets in the Class logs to monitor the number of meetings arranged for Academic reasons.**
- Consult with parents re- times of meetings to ensure maximum attendance.**

**5 Identify, plan to address the barriers to low achievement in our school – poor attendance, low attainment on entry and low parental expectation.**

Tasks	Actions	Who / By when?	Success Criteria	Monitoring Arrangements
Attendance	<ul style="list-style-type: none"> <li>• Monitor the progress on tracking grids of pupils with low attendance.</li> <li>• Inform and work with parents where low attendance and low attainment correlate</li> <li>• Liaise closely with parents and external support to improve attendance.</li> </ul>	<p>Admin</p> <p>All staff</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• Target group clearly identified</li> <li>• Positive home/school liaison</li> <li>• Support for parents/pupils is identified and offered.</li> </ul>	Tracking grids / attendance tracking half termly
Extended services	<ul style="list-style-type: none"> <li>• Work with school meals service to launch a cost effective and self sustaining Breakfast club.</li> <li>• Work with extended services coordinator to secure volunteers to establish a homework club at Keystage 2 and a reading club at Keystage 1</li> <li>• Link with Action 21 to set up a gardening and healthy food club</li> </ul>	<p>Ext services coord.</p> <p>Governor</p> <p>All staff</p> <p>Action 21</p> <p>April 2008</p>	<ul style="list-style-type: none"> <li>• A well supported self sustaining breakfast club is established.</li> <li>• Knowledgeable adults provide support for pupils.</li> <li>• Profile of homework / reading &amp; basic number work is increased. <ul style="list-style-type: none"> <li>• Pupil attainment increases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School meals service monitors food purchased</li> <li>• Register of attendance</li> <li>•</li> </ul>
Healthy schools.	<ul style="list-style-type: none"> <li>• Audit current provision using national audit tool</li> <li>• School to consider going for healthy school status.</li> </ul>	<p>Staff Training day</p> <p>Jan 08</p>	<ul style="list-style-type: none"> <li>▪ Strengths noted and action plan drawn up.</li> <li>▪ Working group established - includes representation from school council, parent group, school kitchen staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ HT Report to GB march 2008</li> </ul>
Parental involvement	<ul style="list-style-type: none"> <li>• Issue, collect and collate responses to Parent questionnaire</li> </ul>	<p>School Admin</p> <p>Jan 2008</p>	<ul style="list-style-type: none"> <li>▪ Analysis of responses to parent questionnaire indicate a high level of satisfaction with the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report from GB March 2008 shared with all school staff and parents.</li> </ul>

Parental Involvement cont.		GB to collate  GB/ SMT and Parents to plan.	progress their children are making ▪ Feedback summaries and action plan are communicated to parents by the GB	
	• Establish active information sessions for parents to increase their understanding of and participation in the development of their child's reading	R staff JR to lead March 2008	<ul style="list-style-type: none"> <li>• Increased parental knowledge / involvement in learning.</li> <li>• Closer liaison between parents / class teachers.</li> <li>• Reading records show parental involvement</li> <li>• Pupil attainment increases.</li> </ul>	<ul style="list-style-type: none"> <li>• Register of attendance at meetings</li> <li>• Pupil tracking grids</li> <li>• JR report to HT termly</li> </ul>
	• Establish active information sessions for parents to increase their understanding of SATS and teacher assessment and the school curriculum	Y2 & Y6 teachers - Spring term  All teachers	<ul style="list-style-type: none"> <li>• Increased parental knowledge / involvement in learning.</li> <li>• Closer liaison between parents / class teachers.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance % reported to GB in HT report</li> </ul>
	• To work towards achieving a 75% parental attendance in each class at target setting interviews and parents evenings.	Head Class teachers Governors	<ul style="list-style-type: none"> <li>▪ Increased parental knowledge of their child's progress.</li> <li>▪ Open channels of communication between home &amp; school involvement in learning..</li> </ul>	<ul style="list-style-type: none"> <li>Parent interview record list</li> <li>Governors in Heads report.</li> <li>• Governors attendance at parent interview evenings</li> </ul>

## SCHOOL DEVELOPMENT /MAINTENANCE PLANNING

### Key Priorities:

1. Reduce the budget deficit in line with LA advice.
2. Review staffing structure and contingency planning (teachers and teaching assistants)
3. Review staff roles, responsibilities and accountabilities.
4. Implement the new Performance Management System and reviews for all staff.....
5. Allocate Mentors for NQT 's and ensure an induction programme of set up to meet their individual needs ( continue induction for DHT)
6. Finalise and issue the Staff Handbook by March 2008.....