

**Midsomer Norton Primary School
School Development Plan 2016-2017**

Key Priorities 2015-2018

	Key Priority	Establishing	Consolidating	Enhancing
Achievement for all	<i>To ensure achievement in all Specific and Prime areas at the end of EYFS is above national/LA averages</i>			
	<i>To ensure achievement in all areas at the end of KS1 is above national/LA averages</i>			
	<i>To raise achievement in writing</i>			
	<i>To raise achievement in phonics</i>			
Quality of Teaching & Learning	<i>To ensure teacher assessments are reliable and quality assured.</i>			
	<i>To develop a relevant school curriculum meeting the demands of the National Curriculum and equipping pupils with the necessary life skills</i>			
	<i>To sustain improvements in learning in maths</i>			
	<i>To ensure a thorough understanding of mastery</i>			
Quality of Leadership	<i>To ensure effective, sustainable systems for school evaluation</i>			
SMSC	Links to the wider community			
behaviour	Develop positive learning behaviours			

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Achievement for all

Target	Action	Responsibility/ Monitoring	Resources/ CPD	Cost	Success Criteria/ /IMPACT	Milestones
To raise standards of achievement at the end of EYFS	<p>EYFS action plan inc use of staffing, assessment, TA development</p> <p>Half termly updating of EYFS profile</p> <p>Monitoring of phonics</p> <p>Programme of moderation throughout the year.</p> <p>Participation in EYFS cluster meetings</p> <p>Use Bristol Standard audit tool/ training to identify and ensure good provision</p>	<p>EYFS Lead/ SLT</p> <p>EYFS Lead</p> <p>EYFS Lead</p> <p>EYFS Lead/ SLT</p> <p>EYFS Lead</p> <p>EYFS Lead</p>	<p>Leadership time</p> <p>X2 staff mtgs for INSET</p>	<p>n/a</p> <p>£250</p>	<p>At least in line with LA averages for specific and prime areas inc reading, writing, maths</p>	<p>T1</p> <p>T1-T6</p> <p>T2,4,6</p> <p>T1-T6</p> <p>T1 training</p> <p>T2-6 eveiodnece collecting</p>
To continue to raise standards of achievement at the end of KS1	<p>Monitor effectiveness of Talk for Writing</p> <p>Induction for new staff (mentors identified, paperwork updated)</p> <p>Programme of peer observations</p> <p>Phase takes responsibility for constructing/ staffing provision timetable and relevant interventions.</p>	<p>Lit Lead/ SLT</p> <p>HT/DHT/ Phase teams</p> <p>Phase teams/ indiv. Teacher</p> <p>Phase teams/DHT</p>	<p>X 2 INSET/ outside trainer</p> <p>Internal cover</p> <p>PPA time</p>	<p>£1000</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>85% meet/ exceed national expectations in all areas</p>	<p>Ongoing</p> <p>T1</p> <p>T3</p> <p>T1 and reviewed throughout year</p>
To raise standards of achievement in phonics/ spelling	<p>Track progress of spelling/ monitor spelling provision/ Monitor use of Nessy/ Monitor effectiveness of teaching</p> <p>Review provision for Y3/4 spellers who do not meet phonics standard by end of Y2 (e.g. Use of phase word lists/ precision monitoring)</p>	<p>Lit lead</p> <p>Lit lead/ Y3/4 team</p>	<p>n/a</p> <p>Y3/4 PPA</p>		<p>80% of Nursery at Phase 2 (confident)</p> <p>80% of Reception at phase 4 (confident)</p> <p>Maintain Y1 above LA/national</p> <p>Alternative approach identified for ch. For whom phonics does not work.</p>	<p>Ongoing</p> <p>T3/4</p>

<p>To raise standards of achievement in writing in particular EYFS, KS1 and more able writers and sustain improvements in KS2</p>	<p>Talk for writing INSET and follow up sessions</p> <p>Create genre map, ensure progression of grammatical/ language features.</p> <p>Map stimuli used by each year group.</p> <p>Monitor Talk for Writing</p> <p>Internal and external moderation x3 a year.</p>	<p>Lit lead/ whole staff</p> <p>Lit lead/ whole staff</p> <p>Lit lead/ whole staff</p> <p>Lit lead/ SLT</p> <p>Lit lead/ whole staff</p>	<p>X 2 INSET/ outside trainer , x 4 staff meetings</p>	<p>£1000</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>EYFS/ KS1/ KS2 mod. training</p>	<p>All KS1/KS2 year groups - 85% meet ARE/ make 3+ tracking points</p>	<p>September</p> <p>Across year</p> <p>Ongoing</p>
<p>Closing the gap</p> <p>To identify the effectiveness of pupil premium spending.</p>	<p>Review systems for monitoring vulnerable children to ensure continued impact and progress (interventions, phase provision timetable, timetabling of Pupil Progress Meetings).</p> <p>Review summary report format. Update website.</p> <p>Analyse participation in wider opportunities eg dangerous curriculum, music, clubs etc</p> <p>Survey pupil attitudes re impact of learning mentor support, dangerous curric etc</p>	<p>DHT</p> <p>DHT</p> <p>DHT/ Pastoral Group</p>	<p>n/a</p>	<p>n/a</p>	<p>Impact of interventions is measured.</p> <p>Summary of PPG is clearly reported on website.</p> <p>Level of equality of opportunity identified.</p>	<p>Systems clarified and step up T1. Impact reviewed each term</p> <p>Impact report posted on website Sept 2016</p>

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Quality of Teaching & Learning

Target	Action	Responsibility/ Monitoring	Resources/ CPD	Cost	Success Criteria/ Monitoring/IMPACT	Milestones
<p>Mastery</p> <p>To ensure staff understand mastery.</p> <p>To ensure staff employ a range of activities to develop mastery.</p>	<p>Revisit mastery model using the four quadrants model.</p> <p>Train staff in what assessment looks like and how it differs in each of the quadrants.</p> <p>Review planning for deeper learning to ensure adequate opportunities for application of skills.</p> <p>Focus CPD on raising the attainment of underachieving pupils</p> <p>Create Library on teaching pedagogy (i.e. Dylan Williams etc)</p>	<p>Maths/Lit lead/ EYFS lead</p> <p>Maths/Lit lead/ EYFS lead</p> <p>Maths/Lit lead/ EYFS lead</p> <p>Maths/Lit lead/ EYFS lead</p> <p>Maths/Lit lead/ EYFS lead SLT</p>	<p>1 x staff mtg</p> <p>1 x staff mtg</p> <p>1 x staff mtg</p> <p>Curric group meeting time</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>Teachers confident in understanding</p> <p>Planning/ books/ observations evidence increasing, appropriate range of tasks to develop mastery</p>	<p>T1, T3</p> <p>T3</p> <p>Ongoing</p>
<p>Assessment</p> <p>To ensure good understanding of assessment principles and procedures</p> <p>To ensure consistent, reliable teacher assessment to evaluate progress and plan next steps</p>	<p>Review use of NFER assessments</p> <ul style="list-style-type: none"> • Timing of assessments • Develop use of analysis tools <p>Internal and external moderation x3 a year.</p> <p>Revisit effective AfL in staff meeting</p> <p>Monitor effective AfL in lesson observations</p>	<p>Maths/ Lit lead/ SLT/ Y3/4/5 staff</p> <p>Maths/ Lit lead/ SLT</p> <p>Maths/ Lit lead/ SLT</p>	<p>PPA time</p> <p>Staff meeting time</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>Staff able to assess children accurately and efficiently.</p> <p>All data is available promptly for analysis.</p> <p>Baseline data</p>	<p>T3</p> <p>T2,4,6</p> <p>T3, SLT monitoring</p>
<p>Curriculum</p> <p>To ensure clear, user-friendly Midsomer Norton Curriculum documentation includes NC statutory objectives, key skills and appropriate cross curricula links.</p>	<p>Curriculum maps clear and published on website</p> <p>Subject Leaders monitor coverage (teachers highlight objectives taught)</p> <p>Review in T2.</p>	<p>Curric group/ SLT</p>	<p>Curric group meeting time</p>		<p>Clear documentation states MUSTs</p> <p>Cross curricula links are cohesive and progressively develop skills.</p>	<p>T1</p> <p>T2</p>
<p>Science</p> <p>To develop staff understanding & confidence in teaching</p>	<p>Review concept of scientific enquiry – CPD on practical ideas/ questioning/ differentiation</p>	<p>Curric group</p>	<p>2 staff mtg</p>	<p>n/a</p> <p>£900</p>	<p>Teaching of science is good or better.</p>	<p>T3/4 staff meetings</p>

scientific enquiry To establish links between science and outdoor learning.	Identify needs and invest in science resources Review environmental learning – grounds, chickens, garden Allocate science Subject Leader within CPD group	Curric group Curric group HT/SLT			Skills are developed appropriately across the school.	T4 T1
Forest School To increase opportunities for outdoor learning.	Training completed. Timetable to ensure equality of opportunity for all children. Opportunities to support curriculum identified.	HLTAs HLTAs/ DHT Curric group/ HLTAs	Release for HLTAs	n/a	All children have significant opportunities for outdoor learning leading to increased confidence, problem solving and greater team work.	Sept- Christmas finish practical training. Forest school policy approved T1-T2 start Friday afternoon nurture/ trial group. T5-6 – aim to have all classes experience 1/2 taster sessions
Maths To raise standards of achievement in maths in EYFS & KS1 To sustain end of KS2 achievements. To ensure appropriate challenge for all.	Set up a maths parent/ child Maths games club. Organise peer lesson visits/ sharing of practise in staff meetings Make best use of NCETM (National Centre for Excellence in the Teaching of Mathematics) Analyse NFER tests to identify specific gaps in learning	Maths Lead Maths Lead Maths Lead Class teachers			EYFS / KS1 achievement above LA/national Increase in children's confidence at KS1 esp amongst girls	T2 T3 T1
To improve and sustain the quality of teaching (linked with mastery strand above)	Review Use of TAs/ timetabling/ provision timetable/ examine intervention resources Clarify use of Next steps/ targets Model effective use of success criteria (toolkits) Revisit AfL basics (feedback and questioning) Review use of guided groups Examine Speech and language (approach, resources, interventions) in relation to T4W	DHT DHT/HT Lit/Maths leads DHT Maths/ Lit leads DHT	1 x staff mtg		100% of teaching/learning judged to be good/ outstanding	T1 T1/2 T1-3 T1-3 T4

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Behaviour and safety

Target	Action	Responsibility/ Monitoring	Resources/ CPD	Cost	Success Criteria/ Monitoring/IMPACT	Milestones
<p>Learning Behaviours</p> <p>To encouragement the development of key learning behaviours in children</p>	<p>Launch PSHE scheme</p> <p>Explain learning gems to children</p> <p>Hold information sessions of parents</p> <p>Termly assemblies to launch each gem/ promote in assembly.</p>	<p>Pastoral group HT</p> <p>HT/DHT</p> <p>HT</p>	<p>Jars/ marbles</p>	<p>£100</p>	<p>Values are explicit drivers everyday school life</p> <p>Program to systematically encourage learning behaviours is devised.</p>	<p>New gem each term</p> <p>Info session T1</p>
<p>Safeguarding</p> <p>To monitor children's perception of bullying.</p> <p>Develop children's awareness of anti-bullying strategies and an anti-bullying culture.</p>	<p>Conduct pupil survey</p> <p>Hold anti- bullying week. Children develop charter.</p> <p>PSHE/ circle times to address culture</p>	<p>DHT</p> <p>DHT</p> <p>HT</p>		<p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>School has a clearer understanding of children's perception of bullying.</p>	<p>T3 – survey</p> <p>Anti- bullying week T2</p>
<p>Attendance/ Punctuality</p> <p>To enhance monitoring of absence and lateness.</p>	<p>Publish new attendance policy to parents</p> <p>First day calling routines established in office. HT/DHT/SBM weekly meetings highlight any attendance or punctuality concerns.</p> <p>Positive incentives used to promote attendance – newsletter, weekly top class, 100% certificates.</p>	<p>HT</p> <p>SBM/DHT/ HT</p> <p>DHT</p>	<p>certificates</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>Attendance remains high. Poor punctuality of minority improves.</p> <p>Number of children with attendance below 90% decreases.</p>	<p>Sept Attendance policy published</p> <p>T1 attendance checking routines established.</p>

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Leadership and Management

Target	Action	Responsibility/ Monitoring	Resources/ CPD	Cost	Success Criteria/ Monitoring/IMPACT	Milestones
<p>Subject leadership</p> <p>Effective, sustainable systems for school evaluation are established</p>	<p>Budgeting – publish budgets, named budget holder, restate ordering process.</p> <p>Clarify roles, actions in relation to monitoring and subject leader file Who does what? When? Follow up to appraisal meetings – eg CPD needs PPM follow up conversations.</p> <p>Working groups – action plans based on target set</p> <p>Develop staff meeting/ CPD timetable – subject leaders lead staff meetings inc sharing practice</p>	<p>HT</p> <p>SLT</p> <p>Working groups</p> <p>Subject leaders</p>			<p>SL structure provides support for individuals and succession planning. Documentation clearly states expectations and provides supporting materials Staff are monitor an develop subjects with increasing confidence</p> <p>Subject leaders/ working groups keep clear simple records of monitoring</p>	<p>T1</p> <p>T1</p>
<p>CPD</p> <p>Maximise internal CPD opportunities</p>	<p>As staff discuss what 'effective CPD' looks like?</p> <p>Intro concept of golden tickets – entitling teachers to choose CPD (within parameters). Teachers expected to articulate how they have taken charge of their own CPD during appraisal meetings</p> <p>All staff meetings to include sharing of practice. Subject leaders to lead.</p>	<p>HT</p> <p>HT/ whole staff</p>				<p>T1</p>
<p>Induction</p> <p>To ensure new staff receive appropriate support and are aware of routines and expectations.</p>	<p>Mentors set up for new staff Staff identified as 'go to' person for each phase/ working group. Staff handbook revised. HT/DHT meet with new staff (procedures, CP, behaviour, T&L, attendance, marking and feedback)</p>	<p>HT/DHT HT/DHT</p> <p>HT HT/DHT</p>				<p>T1 & T6</p>

Midsomer Norton Primary School School Development Plan 2016-2017			Section 5 of 6			<i>Promoting pupils' spiritual, moral and cultural development</i>	
Target	Action	Responsibility/ Monitoring	Resources/ CPD	Cost	Success Criteria/ Monitoring/IMPACT	Milestones	
Links to the wider community To develop leadership amongst school pupils in relation to community. To make sustainable links with a school in another country.	Champions for Change – equalities strand for 2 terms a year. Make link with school in Zambia – tie into Y3/4 curriculum				Champions lead fundraising initiative for Children in Need. Links established and sustained leading to greater awareness of the wider world.	T2 T4	
Parental Involvement To increase opportunities for parental involvement To identify and match volunteers to need.	Create database of volunteers. Plan 2 community art projects Art projects/ events – Harvest/ Spring term	Parent volunteer coordinator			Database enables school to maximise use of volunteers.	Ongoing	
Support for parents To improve parental understanding of learning in key areas.	Information evenings/ coffee mornings <ul style="list-style-type: none"> • PSHE/ Learning Behaviours • Practical maths/ KS2 calculation policy • Phonics/ Spelling • SATs 	HT/DHT Maths lead Lit Lead Phase groups			Coffee mornings/ evenings help parents understand how they can support their children at school.		

Midsomer Norton Primary School School Development Plan 2016-2017			Section 6 of 6			Premises	
Target	Action	Responsibility/ Monitoring	Resources/ CPD	Cost	Success Criteria/ Monitoring/IMPACT	Milestones	
To establish feasibility of funding an astro-turf pitch	SBM to ask for quotes	SBM			Quotes received Feasibility identified	T4	
To develop the EYFS out door learning areas	EYFS lead to meet with SBM and site manager to discuss proposals and draw up plan	EYFS lead		£2000	Plan drawn up. Use of funds/ parent volunteers maximised. Space more inviting.	T4	
To develop school site to facilitate forest school	Forest school trained staff to meet with SLT to discuss intentions/ needs.	HLTAs/ SLT			Needs/ intended use of space identified.	T6	
ICT review – smart boards	Develop costed replacement programme	SBM			Sustainable replacement programme identified.	T3	

