

## Shortstown Primary School development plan Review 2016-2017

Priority (O= Ofsted, BBC = Bedford Borough Council, (PP) = Pupil Premium	Objective	Success Criteria	Next steps
1 Leadership and management (O) (BBC4)	Continue to develop leadership and management with a focus on data analysis to improve children's standards and to support succession planning and retention. (BBC4)	<ul style="list-style-type: none"> <li>• Standards improved with new framework and tests, especially KS2 attainment.</li> <li>• Improvement in the standards of Maths through the school.</li> <li>• Teaching is consistent and of a high standard in all classes, for all pupils (PP)</li> <li>• Data used by all management teams and leaders, to develop interventions and focused targets resulting in improved standards and progress (PP).</li> <li>• Development plans have smart targets and impact on standards can be evidenced.</li> <li>• Middle leaders begin to support other staff to share good practice and high expectations.</li> <li>• Governors linked to aspect of the SDP to monitor and identify impact and effect on standards.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to work on impact PP through peer support, marking and feedback and increasing culture club.</li> <li>• Lead supported Y4, needs to continue next year to support transition from lower KS2 to upper KS2</li> <li>• New Y5 practitioner made good progress -continue with support as Y5 increases to 2 classes</li> <li>• Focus on working party development plans to ensure quantifiable targets with impact, linked closely to SDP.</li> <li>• Governors to review standards dev plan in light of results and put next steps in place.</li> <li>• PE lead supporting Sports apprentice in school to take over R&amp;D PPA sports provision.</li> <li>• To continue to train staff in aspects of Physical education and the teaching of good and outstanding PE lessons.</li> <li>• Tracking groups in science to ensure progress</li> </ul>
2 Personal development, behaviour and welfare	To improve standards and continue to develop inclusion for children suffering from mental health issues which affect behaviour, SEND pupils and pupils from other vulnerable groups. (BBC 5)	<ul style="list-style-type: none"> <li>• A consistent approach from all staff towards behaviour expectations to ensure a positive learning environment for all.</li> <li>• Children with Mental Health and Behaviour make progress, linked to social and emotional skills, reducing fixed term exclusions.</li> <li>• SEND pupils make progress, from their starting points. Evidence is available to support this.</li> <li>• Develop parents understanding of behaviour expectations in school, for the more challenging pupils.</li> <li>• Increase feedback from and participation of parents, especially the harder to reach, in their children's school life (PP). (SDP 5)</li> <li>• Providing children with a voice and channels of reporting concerns to support positive behaviour in school.</li> <li>• Inclusion award renewed</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term exclusions remain high around 1 child</li> <li>• 1:1 support specific targets around data</li> <li>• Eco council to carry out survey around different types of prejudice and gain an understanding of children's perceptions.</li> <li>• Formally record events with pictures and impact for children to celebrate their achievements - use of Twitter</li> <li>• Continue to focus on parental engagement and impact on learning</li> </ul>

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			<ul style="list-style-type: none"> <li>Wellbeing work in school developed through lead, circle time, PSHCE and Golden time opportunities.</li> <li>Culture club and wellbeing project in cluster.</li> </ul>	
3	Quality of Teaching learning and assessment (BBC 2 & 3)	To use assessment and tracking data effectively to improve standards. (BBC 2 & 3)	<ul style="list-style-type: none"> <li>Staff become familiar with new framework and test expectations and address school development needs in their teaching.</li> <li>Consistent approach to learning, feedback and assessment having a positive impact on progress (PP)</li> <li>Numeracy and Literacy targets are set with challenge and supported through high quality teaching (PP)</li> <li>Gap analysis information is used to improve attainment for individuals and groups (PP)</li> <li>Greater focus on embedding objectives and promotion of deep learning, through expectations in year groups and supporting challenge through using and applying hierarchy (PP) (SDP 4)</li> <li>National Curriculum coverage is improved for each year group.</li> </ul>	<ul style="list-style-type: none"> <li>Parental involvement to be more specific to measure impact</li> <li>2 simple parent share to be set up for foundation subjects</li> <li>Leads to develop improvement plans with greater focus on data impact and analysis.</li> <li>Reduced observations, greater and more frequent book scrutinies around presentation, marking and feedback, embedding understanding, quality of writing.</li> <li>Greater analysis on children not in vulnerable groups with limited achievement - why?</li> <li>Increase support around transition points to ensure embedding of previous year expectations. Analysis of summative assessments</li> </ul>
4	Outcomes for learners and other children (O) (BBC 3)	To improve attainment and progress in all years, especially at KS2, and in Maths. (BBC 3)	<ul style="list-style-type: none"> <li>Numeracy results through the school to improve in line with National expectations.</li> <li>Increase scaled scores at KS1 in line with TAs</li> <li>Improve KS1 writing in light of the new framework expectations.</li> <li>Develop using and applying to transfer knowledge to new situations (tests)</li> <li>KS2 test results to improve, increase % combined.</li> <li>Improve progress score from KS1-KS2</li> </ul>	<ul style="list-style-type: none"> <li>Develop use of using and applying 'ladder' to support test situations on applying knowledge.</li> <li>Review APP to ensure embedding of previous year expectations</li> <li>KS1 to analyse tests and identify gaps in teaching.</li> <li>New approach to Curriculum teaching around timetables for Numeracy and Talk 4 writing. Framework for school moderation</li> <li>Use of Summative test analysis given greater priority</li> <li>Increased book scrutiny to identify small progress steps and add intervention earlier, as required.</li> <li>To improve KS1 and KS2 results from current year</li> <li>To increase Phonics in line with National.</li> </ul>

## Shortstown Primary School development plan Review 2016-2017

5 Progress of vulnerable groups (O) (BBC 2)	Staff to use data and interventions to impact on progress for the most vulnerable groups - including attendance, attainment, and wellbeing, improving standards. (BBC 2)	<ul style="list-style-type: none"> <li>• Improve attainment progress for SEND reducing the gaps through the year groups.</li> <li>• KS1 reading for vulnerable groups to improve to reduce the gap through Y3 closer to 1 (PP)</li> <li>• Improve progress and attainment for Summer born through the school narrowing the gaps.</li> <li>• Track English Proficiency through SIMs to show progress over time.</li> <li>• Intervention strategies to be more focused to affect the gap positively (PP).</li> <li>• Vulnerable group's attendance improves over 97%. Reduce children at &lt;95% in line with school expectations (PP)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Eskimo monitoring impact</li> <li>• Nesy intervention impact report?</li> <li>• Appraisal targets linked to individual pupils not making expected progress / attainment in previous year.</li> <li>• SEND continue to make emotional and behavioural progress - see case files.</li> <li>• Attendance to continue as a focus for vulnerable groups</li> </ul>
6. Effectiveness of the Early Years provision	To improve Numeracy attainment at the end of Reception.	<ul style="list-style-type: none"> <li>• Improve Numeracy results with focus on SSM language and communication (PP)</li> <li>• Increase ECERs and ITERs rating scale (PP)</li> </ul>	

### Awards

- School Games Gold , Art Mark, Inclusion award renewed

Previous SDP objectives 2015 - 2016	Monitoring by	Next steps
Outcomes for learners and other children (O) (BBC 3)	Continue SDP 2016-2017	<ul style="list-style-type: none"> <li>• To increase the proportion of children exceeding expected progress and attainment across the Keystages.</li> <li>• To improve KS2 results to meet targets</li> </ul> <p style="margin-left: 20px;">Maths progress continues to improve through KS2 - children meet targets</p>
Progress of vulnerable groups (O) (BBC 2)	Continue SDP 2016-2017	<ul style="list-style-type: none"> <li>• Data shows positive impact of interventions resulting in a narrowing of the gaps throughout the year groups for Reading, Writing, Maths.</li> <li>• Vulnerable group's attendance improves over 97%. Reduce children at &lt;95% in line with school expectations.</li> </ul>
4 Inclusion (BBC 5)	Continue SDP 2016-2017	<ul style="list-style-type: none"> <li>• The greater inclusion of parents to support learning, especially those that are hard to reach or from vulnerable groups, having a positive impact on progress and attainment.</li> <li>• Funding for vulnerable groups identified and impact on progress monitored by SLT and Governing body.</li> </ul>

Previous SDP objectives 2014-2015	Monitoring by	Next steps
3. Numeracy (O)	Continue to develop in SDP 2015-2016	<ul style="list-style-type: none"> <li>• To meet National expectations in maths at the end of Year 2 in 2016 Y6 Maths 2016.</li> </ul>

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Previous SDP objectives 2013-2014	Monitoring by	Next steps
1. Behaviour and attendance tracking	HT and SLT	<ul style="list-style-type: none"><li data-bbox="1099 256 2132 325">• SIMs systems developed to track and report on attendance to identify impact of strategies on individual attainments.</li></ul>