

## Greenfield Primary School Development Plan Summary 2017-18

Updated Autumn 2017

This summary is supported by the School Development Plan action plans, Greenfield RAP based on data priorities and SDP Actions and Questions for Leaders 2017-18. Our School Development Priorities are designed to achieve our commitment for a relentless drive for improvement so that our Aims and Objectives can be achieved for all pupils. This summary is supported by the Governors Development Plan and self-evaluation which monitors the impact of the School Development Plan priorities and is also supported by Subject Leader action plans and the Teachers' Standards and Standards for Teachers' CPD.

### 1. Aims and Objectives

Greenfield Primary School promotes high achievement by working with children to:

- *Inspire with the joy of lifelong learning*
- *Be happy, highly motivated lifelong learners.*
- *Achieve their very best in all areas of the curriculum.*
- *Develop enquiring minds, creativity and a spirit of curiosity.*
- *Develop self-confidence, self-esteem, self-reliance and self-respect.*
- *Respect themselves, others and the world in which they live.*
- *Be able to work collaboratively and independently.*
- *Extend themselves in mind, body and spirit.*
- *Develop flexibility, adaptability, technological and problem-solving skills required for the modern world.*

At Greenfield Primary School we support these aims by:

- *Providing a broad, balanced and challenging curriculum which aims to support the needs of all pupils.*
- *Providing a rich programme of extra-curricular activities and visits.*
- *Creating a stimulating, active and well-resourced learning environment.*
- *Working collaboratively towards common goals.*
- *Developing a learning partnership between home, school and the community.*
- *Providing a variety of teaching and learning styles to stimulate and challenge all.*
- *Developing a cycle of target setting and review with each child, creating opportunity for reflection and improvement*
- *Creating a tolerant, caring, supportive environment which promotes equality and mutual respect, awareness of world events and supports British values.*
- *Offering an ethos of challenge, support and encouragement to succeed.*

## Summary Priorities 2017-18

**1. Maximise pupil potential: use assessment data and monitoring to identify all underachievement at an early stage and ensure that intervention strategies are put in place to maximise pupil potential, narrow any gaps and secure at least good progress for all pupil groups**

- Having implemented the new curriculum assessment without levels to continue to review, refine and embed: assessment, target setting, tracking and moderation procedures so that continued success is made possible for all pupil groups and identified gaps are narrowed
- Autumn 2017 – Pupil Progress and PMR meetings for all teachers based on exit data summer 2017. Work scrutiny and moderation of teacher assessments December 2017. All data updated onto O-track assessment system and staff introduce Optimum class track ongoing assessment.
- Continue to review and adapt new assessment without levels across the school and across all subjects linked to the new curriculum and age related expectations (ARE). Review assessment procedures to ensure all pupils are challenged and assessed in all curriculum areas, gaps identified and intervention having impact in order to close gaps and to increase the number of pupils leaving at age related expectations in reading, writing and maths combined
- Autumn 2017 – all pupil targets tracked from EYFS and KS1 starting points linked to Fischer Family Trust (FFT). Pupil targets set for all pupils based on starting points and FFT predicted targets for 2017
- Continue to narrow the gap for identified sub groups so that gaps are closing and pupil progress is at least good for all groups (see RAP)
- Ensure that all pupils are supported to achieve their targets and that every pupil achieves their best – particular focus on identified more able / greater depth pupils and disadvantaged / vulnerable groups
- Autumn 2017 – Pupil Premium / Disadvantaged / SEND / vulnerable groups and more able pupils tracked within O track to ensure identified gaps are closing. New outcome action plans in place for SEND/ PP and Vulnerable groups for November 2017
- Autumn 2017 – Pupil Premium and SEND report updated for governors to review impact
- Ensure that all groups make at least good progress and aim to achieve targets for all year groups at least in line the national average / ARE
- Pupils' ownership of their own learning and progress towards learning targets is developed through their personalised learning (developmental marking, next steps and accurate improvement of their own work –including

the development of peer assessment building their own learning power and resilience as well as a focus on mastery)

- Autumn 2017 – Subject Leader reports completed

## **2. Maximize staff performance in the classroom: identify good-outstanding classroom and subject leader practice and ensuring that it is shared with others for maximum impact on pupil progress and challenging curriculum development**

- Ensure that progress over time within lessons is at least good
- Ensure that all staff are making good use of assessment for learning materials, whole staff CPD, using assessment and marking strategies including securing effective objective and target setting and delivering effective and personalised marking, feedback and improvement time to pupils
- Autumn 2017 – Staff CPD / SLE support mastery, mastery planning and feedback
- Autumn 2017 – Learning Policy to be reviewed for appendices on mastery and marking
- Linked to the teachers' standards and standards for teachers' CPD, ensure that staff have access to quality CPD both internal and external through the Teaching School Alliance collaboratives to pursue outstanding teaching and outstanding subject leadership.
- Ensure that CPD works in partnership with our partner school, the Teaching School Alliance and other external providers to ensure that school development targets are achieved
- Autumn 2017 – create new Research Champions and new Closing the Gap Lead
- Developing independence and resilience through independent learning and Building Learning Power and Mastery / Visible Learning
- Ensure that planning and the curriculum are linked to identified next steps to secure at least good learning over time – pupil progress, progression of subject skills and application of subject knowledge.
- Autumn 2017 – work scrutiny and Pupil Progress meetings have discussed planning, intervention and identified CPD for teachers based on pupil data

## **3. Maximise leadership potential within the school**

- Ensure development of team-work approach for curriculum development and monitoring & evaluation to ensure that the new National Curriculum

continues to be delivered, monitored, moderated, adapted and evaluated for its impact on the identified needs of our pupils.

- Autumn 2017 – all subject leaders to review the impact of the curriculum initiatives 2016-17 and summary reports to governors and learning committees.
- Ensure the leadership of the curriculum by our Subject Leaders enables standards across all curriculum areas continues to rise. Ensure curriculum subject leaders have clear impact on school development priorities and pupils' achievement through implementing assessment, moderation and undertaking effective self-evaluation leading to all pupil gaps narrowing.
- Autumn 2017 – Core Subject Leaders are monitoring coverage of subject skills, collecting evidence of impact of school development priorities, including mastery, and collect progress data at the end of the autumn term
- Every leader in school with line management responsibility should show that their pupils achieve at least 'good' or better progress over time and that the percentage of pupils at ARE and identified gaps are closing
- CPD development of all subject leaders with a particular focus on middle leadership, subject leadership and mastery across the curriculum
- Further development of CPD for subject leaders, middle management through the Teaching School Alliance.
- Autumn 2017 – Specialist Leaders of Education worked with subject leaders and staff supporting maths and English
- Governors indicate clear outcomes from school monitoring and are actively involved in supporting school improvement priorities
- Autumn 2017 – termly committees have look at the impact of spending and pupil outcomes linked to the school development priorities

#### **4. Ensure the inclusion of all groups of pupils and removing barriers to learning**

- Ensure starting points of all pupils links with challenging targets and intervention to achieve at least good progress for all groups (FFT data)
- Ensure pupil progress from EYFS to KS1 and from KS1 - to exit of KS2 ensures that any gaps are narrowing and good progress is the targeted achievement for all pupil groups, particularly above expected and increasing number of pupils achieving expected and above reading, writing, maths (RWM) combined
- Autumn 2017 – all pupil tracking has been updated linked to progress form starting points, FFT, RWM combined and school development priorities link to the RAP analysis

- Ensure Pupil Premium and Sports Premium grants used to target identified disadvantaged / vulnerable groups, in particular pupil premium / vulnerable and the more able pupils, and ensures gaps are closing and targeting at least good progress within reading writing and maths combined
- Autumn 2017 - Sport Premium and Pupil Premium reports to be updated linked to pupil exit data
- Ensure personal emotional well-being and pastoral support for all pupils and targeted intervention for identified disadvantaged / vulnerable / SEND pupils
- Ensure targeted special needs intervention, including speech and language, behaviour, resilience coaching and counselling for identified vulnerable groups
- Autumn 2017 – as well as working with pupils individually or within social communication groups, the school’s pastoral support includes counselling, ELSA support, Lego therapy.
- Ensure a systematic and coherent approach to daily reading, phonics, spelling and grammar throughout the school
- Autumn 2017 – termly monitoring of phonics is included within pupil progress meetings. All KS1 and KS2 staff apply word study skills training to further support spelling and grammar.
- Ensure that the more able pupils are identified early, challenged, tracked and targeted with intervention to promote proficient, independent learners who make at least good progress and to ensure that any identified gaps are narrowing
- Autumn 2017 – the more able pupils are identified from exit EYS and tracked. This list is then reviewed at the end of KS1 and used to monitor the progress of greater depth / more able pupils throughout KS2. All of these pupils are reviewed within termly target setting and pupil progress meetings
- Autumn 2017 – all staff continue to plan for mastery additional challenges for the more able pupils within lessons as well as through additional curriculum activities. The school continues to promote mastery teaching and look for opportunities for these pupils to build resilience and independence within their learning and in response to marking and feedback.

**5. Ensure that our curriculum is fit for purpose and that it recognises the needs of all our pupils and maximizes their life chances and achievement as they transfer to the next phase of their education**

- Ensure that the school’s implementation of the new National Curriculum is reviewed each year and adapted to meet the school development priorities and identified needs of year groups – based on data analysis and subject leader self-evaluation

- Ensure that all curriculum subject leaders are responsible for accurate self-evaluation to ensure at least good progress for all groups and that strengths and areas for development are identified
- Autumn 2017 – all subject leaders reviewed the impact of their curriculum initiatives, including data linked to age related expectations, for the end of the autumn term. The impact of the subject will link to the school development plan priorities for 2017 - 18
- Ensure that a new system of assessment without levels linked to ARE is modified and further implemented alongside the new curriculum to ensure the progression of subject specific skills as well as links to closing the gaps within reading, writing and maths to ensure the good progression of skills within all Foundation subjects
- Autumn 2017 – new curriculum writing and maths age related check lists introduced for 2017-18
- Autumn 2017 changes to the assessment tracking based on O-Track class track curriculum statements
- The curriculum is reviewed and through whole school team work, acknowledges national curriculum developments and the identified needs of the pupils through accurate data analysis and moderation
- Autumn 2017 – Core subject leaders and LMT will undertake scrutiny of work, moderate samples of autumn term data
- Continuing professional development for subject leaders and the leadership team which ensures that subject monitoring and school self-evaluation is accurate and builds on local and national identified good practice
- Autumn 2017 – all teachers complete CPD reviews and the impact of this training will be reviewed with governors as part of the summer term monitoring. It will also be used to inform the school development priorities for 2017 – 18

**6. Ensure that Spiritual, moral, social and cultural learning (SMSC), Personal, social, health and economic (PSHE) and promoting British Values is at the heart of our learning at Greenfield Primary School helping all our pupils to grow and develop**

- All curriculum teams and curriculum planning ensure we promote SMSC / PSHE development and promoting British values of understanding, tolerance and respect
- Autumn 2017 review the impact of the new PSHE and RE curriculums introduced 2016-17 to support PSHE and British Values
- All PSHE education is integrated within all curriculum subjects, daily assemblies and school initiatives in order to fulfil Greenfield's statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical

development to prepare them for opportunities, experiences and responsibilities of life; to build resilience and promote British values.

- Autumn 2017 – whole school curriculum events, assemblies and fundraising activities have been used to promote SMSC. The Head Teacher's weekly values assemblies continue to link with world events, SMSC and promote British values
- Ensure pupil voice initiatives support the development of SMSC for all pupils and uses visits, visitors, national and international events to promote spiritual, moral, social and cultural education
- Spring 2017 – our school twitter, Facebook provide evidence of our promotion of SMSC

## **7. Secure outstanding behaviour**

- Pupil well-being is at the heart of all that we do
- Provide pastoral and emotional support to pupils to support well-being
- Implement and continue to adapt behaviour monitoring system within lessons for any low level behaviour
- Intervention and pastoral support for behaviour related incidents supported by pastoral support team
- Effective teaching and learning promotes behaviour for learning in all lessons and activities
- Autumn 2017 – impact of behaviour intervention and pastoral support reviewed. Review impact of new playtime zones. Additional changes to playgrounds will be made for spring 2018
- Implement new PSHE values curriculum which promotes respect
- Act proactively to identify all types of bullying
- Autumn 2017 – pupils all participate in circle time / R time and PSHE activities as part of the PSHE curriculum and class / year group and whole school assemblies
- Continue to work rigorously to improve overall attendance levels
- Questionnaires show that pupils' behaviour for learning ensures that less than 2% of pupils feel that their learning is disrupted by the behaviour of others
- Autumn 2017 review parent and pupil questionnaires. All pupils will complete written questionnaires for end of the academic year, summer 2018

## **9. Establish ways to meet and navigate the exciting challenges of a changing school**

- Respond to the impact of changes to learning and teaching linked to DfE, Ofsted and good practice research
- Establish successful Pre-School on Greenfield site (50 weeks' provision)
- Establish successful before and after school club on site
- Autumn 2017 – build on summer term external moderation of EYFS and KS1
- Autumn 2017 – two members of the leadership team to moderate for the Local Authority
- Autumn 2017 – participate in EYFS maths mastery research
- Autumn 2017 – review impact of Pre-school & before / after school club provision
- Respond to the planned changes for leadership and management linked to the school development plan and partnership with Thistly Meadow Primary School and Teaching School Alliance
- Development of middle and senior leadership to support the changing and growing nature of the school, particularly through partnership with Thistly Meadow and the Pre-School
- Changes to personnel and continue professional development supports the commitment to distribute leadership in school and to empower all staff to support progress
- Autumn 2017 – Research development posts and Assistant Headteacher development posts based on the identified needs of the school.
- Spring 2017 – subject leadership continues to be a priority for CPD and within the development plan / self-evaluation and is now considered a strength of the school. This will be further developed during 2017 - 18

## **10. Development of the work with the family of schools and Teaching School Alliances**

- Continuation of networking for providing and receiving effective continuing Professional Development
- To actively investigate the Academies agenda and multi-academy trusts
- Autumn 2017 – the Headteacher continues to provide leadership and management training cross the Teaching Alliance as well as within other multi-academy trusts
- Autumn 2017 – Academy Business Plan and is currently working with other schools to investigate multi-academy trust collaborations