



St Andrew's CE Primary School

STRATEGIC DEVELOPMENT PLAN 2019-2021



OUR VISION

Within a joyful, inclusive and caring Christian environment, our school family will embrace challenge, celebrate achievement, inspire a love of learning and enjoying life in all its fullness.

We will fulfil this statement through the application of our core values: achieve, care, joy and worship.

St Andrew's C. E. Primary School aspires to improve our Ofsted and SIAMS status which enables all pupils to become:

- *independent, motivated and successful learners*
- *confident, happy and secure individuals*
- *responsible and respectful citizens*

Focus: Leadership and Management	Focus: Teaching and Learning	Focus: Personal Development, behaviour and welfare	Focus: Outcomes for children	Focus: EYFS
STRATEGIC OBJECTIVES	STRATEGIC OBJECTIVE	STRATEGIC OBJECTIVE	STRATEGIC OBJECTIVE	STRATEGIC OBJECTIVE
To develop the skills of the SLT and governors to ensure that school leaders maintain a consistently high standard of leadership.	To improve standards of teaching and learning especially in Maths and English across the school through developing a creative, practical and engaging curriculum to ensure opportunities exist for all children.	To ensure feedback guides pupils how to improve and they are asked to act upon advice given. To improve staff well-being by reducing teacher workload.	To accelerate maths, reading and writing progress throughout the school. To improve outcomes for disadvantaged, SEND children.	To improve outcomes for all pupils especially those who are disadvantaged, SEND and EAL in EYFS.

St Andrew's CE Primary School – Leadership and Management

Key area for Improvement 1: To develop the skills of the SLT and governors to ensure that school leaders maintain a consistently high standard of leadership.	Success Criteria: Ensure all leaders at all levels are able to articulate strategic vision for the school and understand their leadership roles as subject leaders – focus on classroom practice and evidenced by data and other outcomes. Subject leaders set out clear, measurable targets for their subjects so outcomes are improved. Develop the use of the assessment system across the school to ensure that pupil progress can be accurately monitored by all teachers.
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Milestones:	
End of Spring Term 2019	New SLT to be appointed with updated job descriptions SIMS assessment system in place
End of Spring Term 2019	New leadership priorities determined and agreed as a result of leadership review
End of Summer Term 2019	Progress on identified priorities
End of Summer Term 2020	Categorisation of leadership deemed to be outstanding

Objective	Action	Lead	Timescale	Resources (inc cost)	Monitoring	Impact on standards	Evaluation: to be RAG rated half-termly
To build capacity in the SLT through the restructure of SLT and governing body and appointment of a new deputy headteacher for September 2019.	Job descriptions / Interviews	ST	31.5.19	£500 – TES advert	FGB –resources committee	Each member of the SLT and governing body understands their role, responsibilities and accountabilities. This understanding demonstrated by the effectiveness of each member and the team as a whole e.g. leading, delivering and monitoring high quality teaching and learning.	
	Restructuring the SLT	ST/DW	25.7.19				
	Look at structure of governing body	OM	30.6.19	NLG support			
	Leadership review by external reviewer for both school and governing board	ST/SPA	14.3.19	£550 – NLE/SPA			
To develop an assessment system which will ensure all leaders are able to access relevant data and use the data to improve outcomes across the curriculum.	LP to develop bespoke system in SIMS to monitor and track children's progress and attainment.	ST and SLT	1.4.19	£350	ST and SLT	Pupil progress is improved through effective use of tracking system. All teachers confident in using new system. Teachers know their subjects have appropriate curriculum coverage.	
	Train all teachers to use the SIMS system.		30.5.19	Leadership time	ST and SLT		
	Teachers use the data effectively alongside the monitoring of provision in all curriculum areas.						

<p>To ensure the governing body has the required information to challenge leadership effectively</p>	<p>Use the new assessment system to streamline data given to governors</p> <p>Reorganise agenda to allow time for governor questions</p> <p>Reorganise committees to ensure meetings are focused on areas of school improvement</p> <p>Undertake a governor skills audit</p> <p>Use recommendations from leadership review to hold leaders at all levels to account.</p>	<p>OM / ST</p>	<p>1.7.19</p>		<p>Governing body</p>	<p>More effective and focussed leadership</p> <p>Governing body meeting minutes show involvement in making sure that the school adheres to strategic plan. Minutes demonstrate clear challenge.</p>	
<p>To develop senior leaders and middle leaders' autonomy and accountability.</p>	<p>Clear line management identified. CPD opportunities and performance management clearly linked to career progression.</p> <p>Follow monitoring schedule robustly so that all teachers know what areas are being monitored, when and by whom.</p> <p>Subject leaders to use the new subject leader action plan proformas so that all aspects of monitoring each subject are used to the best effect; middle leaders to develop greater overview of progress for specific cohorts especially disadvantaged children. SL to lead and develop initiatives and measure impact.</p>	<p>ST</p> <p>SLT</p> <p>All subject leaders</p>	<p>July 2019</p> <p>July 2019</p>	<p>£750</p> <p>£1400 (each SLT member released for leadership day off site)</p>	<p>Governing body</p>	<p>Staff retention</p> <p>CPD feedback</p> <p>Pupil outcomes improve across curriculum.</p> <p>Subject leaders have good knowledge of standards in their subject and can demonstrate impact.</p>	
<p>Subject leaders able to articulate progression of skills and knowledge in their own subject and provide curriculum weeks across the year.</p>	<p>Staff meetings ensure clarity of curriculum design and choice. Progression steps in each area identified.</p> <p>Subject leader action plans to be coherent, have high expectations, clear milestones and impact measures.</p> <p>Organise a music week with cross curricular links in summer term 2019.</p>	<p>Subject leads</p>	<p>April 2019</p> <p>July 2019</p>	<p>£900 – 3x days of consultant time (GW?)</p>	<p>SLT</p>	<p>Outcomes are built on through the school. Links are made by children within the curriculum.</p> <p>Celebration of cross curricular music week</p>	
<p>To participate in peer review programme with National College and local schools.</p>	<p>Training for SLT and an Improvement Champion to focus on a key area of improvement for the school.</p> <p>Improvement champion leads and supports improvement in other schools as well as St A's.</p>	<p>SLT</p> <p>IC - tbd</p>	<p>Summer 2019 – Spring 2020</p>	<p>£3500 (possible support from LA)</p>	<p>Governing body</p> <p>SLT</p>	<p>Outward facing focus on peer to peer support.</p> <p>Research based improvement tool – supports whole</p>	

						school development model.	
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St Andrew's CE Primary School – Teaching and Learning	
Key area for Improvement 2: To improve standards of teaching and learning especially in Maths and English across the school by developing a creative, practical and engaging curriculum to ensure opportunities exist for all children.	Success Criteria: Pupils voice and outcomes show that they are inspired by being given a range of exciting opportunities across an engaging curriculum. Proportion of teaching and learning that is good or better is 100%. Teaching for Learning Policy is being used to high effect to impact on standards and outcomes. Teachers demonstrate high expectations and challenge for all pupils especially the high attaining pupils.
Milestones:	
End of Spring Term 2019	All staff to receive training in an introduction to maths mastery approach and be delivering maths mastery lessons. Subject leaders to have reviewed action plans All teachers to have been observed and received feedback which identifies strengths and areas for improvement. Medium term plans to be in place for English and Maths. Review Teaching for Learning Policy
End of Summer Term 2019	Curriculum priorities identified through staff meetings and further training in maths mastery, English and assessment. Children to be involved in planning their curriculum Medium term plans to be in place for all areas of the curriculum.
End of Summer Term 2019	Subject leaders able to articulate the range of opportunities given in all subjects and show a clear progression of skills and knowledge that can be built on. Rationale on the website. Website has been revamped to focus on the quality of education at St Andrew's C. E. School.
End of Summer Term 2020	Quality of education judged outstanding in all areas of the curriculum and especially in the core subjects (English, maths, science, RE, computing).

Objective	Action	Lead	Timescale	Resources (inc cost)	Monitoring	Impact on standards	Evaluation: to be RAG rated half-termly
To raise the standards of teaching and learning so that outcomes for pupils improve at a rapid pace.	Observe all teachers	ST	4.4.19		SLT and T&L committee	Teaching improves so that proportion of good or better teaching is at least 100%. Outcomes and expectations for children improve. Outcomes for higher attaining pupils improve on 2018 data.	
	Staff meeting to identify features of good teaching and learning.	ST & DW	1.4.19		SLT		
	Review Tfl Policy	SLT	9.4.19		SLT and T&L committee		
	Focus on higher attaining pupils making better progress and more attaining the higher standard (greater depth)						
Teachers to receive training and support to deliver maths mastery lessons.	Introduce staff to maths mastery through some basic training. Staff meetings to support teachers in becoming confident in delivering mastery approach in maths. Providing teachers with resources which will support the teaching of maths mastery in every class.	Maths team ST LC	3.1.19	£700 (x2 SLE)	SLT and T&L committee	Pupils' outcomes will be above national and have improved from 2018 data.	
			9.4.19	£200			
			31.1.19	£5000			
Teachers to receive training in planning for rich texts in English	Teachers trained in year group teams to select rich texts and develop a medium term plan.	AJ Jane Branson	14.2.19	£1500	ST, AJ & T&L committee	Pupils outcomes in reading and SPAG have improved from 2018 SATs results.	
Rationale for all subjects and curriculum design published on the website	Subject leaders to write a rationale to be included in the policy for each subject showing purpose, aims and desired outcomes with contextual links. Develop the school website to fully promote the school's curriculum.	Subject leads	July 2019	Subject leadership time SLT training Delivered by GW £900 3 days £1800 to redesign the school website	ST/ LO	Progression of skills and knowledge throughout each subject are clear. All staff are able to use this to improve outcomes. School website is attractive, promotes the school effectively and is clear that children are central to all we do.	
All teachers to be trained in different, inspiring approaches to the curriculum	Hove partnership training for all teachers and Tas – Hywel Roberts	ST	October 2019	£1500	SLT	Outcomes in foundation subjects improve as seen in books Creative curriculum designed to incorporate	
	Teachers to plan and deliver enterprising opportunities for pupils throughout the curriculum.		July 2020		Curriculum lead		

						enterprising opportunities and local community involvement	
To give children a range of practical activities to enhance skills and knowledge	Planning to change as a result of Hywel Roberts. Teachers research challenges and opportunities using researched based ideas such as Mantle of the Expert.	Subject leaders / CTs	November 2019	£750 Hywel Roberts	SLT Curriculum lead and Teaching and Learning Lead	Pupil voice and outcomes show engagement, enjoyment and progression through the school	

St Andrew's CE Primary School – Personal Development, Behaviour and Welfare

Key area for Improvement 3: To ensure feedback guides pupils how to improve and they are asked to act upon advice given.
To improve staff wellbeing by reducing teacher workload

Success Criteria:
Work scrutiny shows that children are making clear progress in their books and clear about how they can improve their outcomes.
Planning proformas consistent in English and Maths
Teaching for Learning Policy is updated to include the marking policy and assessment policy
Consistency in standards and expectations of what children can achieve.
Pupils able to articulate progress and their own developmental targets
Staff questionnaire in Summer 2019 shows that the tasks that offer lower impact on student standards are reduced.
A shared purpose of reducing unnecessary workload.

Milestones:

End of Spring Term 2019	Work scrutiny identifies which areas of marking and feedback are working well and areas for improvement
End of Summer Term 2019	Teaching for Learning Policy will have been agreed and updated and implemented by all staff.
End of half Term Summer 2019	ST to have shared DfE questionnaire with staff
End of Summer Term 2019	Working group to have identified areas of teacher workload and times of the year where workload is most heavy and identified plan of improvement
End of Summer Term 2019	Areas of unnecessary workload decreased
End of Summer Term 2020	Wellbeing of staff and therefore whole school community improved

Objective	Action	Lead	Timescale	Resources (inc cost)	Monitoring	Impact on standards	Evaluation: to be RAG rated half-termly
Pupils understand how to improve their work so they are maximising progress.	<p>Update the Teaching for Learning Policy and Marking and Feedback Policy.</p> <p>Regular monitoring of pupils' work through following the monitoring schedule.</p> <p>Pupils to be guided by teachers and model how to respond to marking.</p> <p>Pupils being given time to respond to the marking.</p>	ST/ DW and SLT	April 2019	TforL Policy	SLT and T&L committee	Progress evident in books in all areas of the curriculum.	
All pupils to be aware of targeted areas for improvement in reading, writing, maths and SPAG.	<p>Target setting with teachers will provide teachers with key whole class foci.</p> <p>All children to be asked regularly what they are learning and how well they know they are doing in reading, writing, maths and SPAG.</p>	All teachers	9.4.19	FFT targets	SLT	Pupils confident in articulating targeted areas for improvement.	
Teachers to receive training in understanding targets and using assessment data to its maximum effect.	<p>All teachers to set targets for reading, writing, maths, SPAG</p> <p>Developing a consistent approach across each year group through ensuring planning formats are the same and planning time is used to its best effect in identifying progression of skills and high expectations.</p>	ST/ SLT	Spring 2019	FFT targets	Key Stage leaders	Teachers set high expectations of the pupils	
To establish which areas of workload are causing the most stress	All teachers to complete the DfE questionnaire on workload.	ST	May 2019	DfE questionnaire	Resources committee		
To reduce tasks that have little impact on standards	<p>To establish a working group and evaluate questionnaires in order to make improvements.</p> <p>Office staff to be doing administrative tasks that teachers do.</p>	<p>SLT / DW</p> <p>SR/DD/TM</p>	May 2019		Resources committee	Teacher workload reduced Staff retention – more experienced staff leading to higher standards	

St Andrew's CE Primary School – Outcomes for Children

<p>Key areas for Improvement 4: To accelerate maths, reading and writing progress throughout the school.</p> <p>To improve the outcomes of disadvantaged and SEND children at the end of KS1 and KS2</p>	<p>Success Criteria: Outcomes in reading, writing, maths, SPAG to be above national standards at KS1 and KS2. Progress data to be considerably improved from 2018 data. Gap between disadvantaged and non disadvantaged national to close by at least 3% each year. Interventions show impact in children's outcomes.</p>
Milestones:	
End of Spring Term 2019	Develop target setting in PP meetings with SENCo New intervention and TA timetable in place New staff to have had training and support in mastery maths
End of Summer Term 2019	Analyse impact of interventions
End of Summer Term 2019	Evaluate approach to interventions and monitor impact over the course of the year
End of Summer Term 2020	Outcomes of SEND and disadvantaged children to have improved

Objective	Action	Lead	Timescale	Resources (inc cost)	Monitoring	Impact on standards	Evaluation: to be RAG rated half-termly
Provide training and support for teachers to help raise standards in core subject areas	Staff meeting to identify elements of outstanding teaching and learning. Teachers to be able to implement the 'recipe' for a great lesson as identified in the Ofsted framework.	ST and SLT	May 2019	Ofsted framework for teaching and learning and pupil outcomes.	ST and SLT	Reading, writing, maths standards considerably improved	
Teachers to ensure that the standards and expectations are consistent across all areas of the curriculum.	Planning identifies appropriately challenging tasks. Teachers undertaking medium term planning to identify clear progression of skills.	AL/DW AJ/S-JC	9.4.19	Leadership time PPA time	ST and T&L committee	Pupils' outcomes rapidly improving Standards in line or above national standards High attaining pupils' progress and attainment improved.	
To train staff in target setting for provision maps	SC to work with all staff to create targets for all SEND and disadvantaged pupils	SC	Spring 2019	Time – PPA	ST and SC	Progress of SEND to be shown through provision maps	
To implement an intervention timetable across the school using the strengths of additional adults	TAs to be trained in PLM and PLR intervention programmes Timetable to be constructed and implemented	SLT SC	May 2019		SC	Children have personalised assessments then interventions- progress recorded by TA	

To monitor the impact of interventions	Monitoring schedule for Spring Term to show in depth analysis of children's progress during these interventions	SC	February 2019 and April 2019		SLT	Impact should be seen in data by end of Spring term.	
To further develop training in evidence based interventions	Research interventions that show the most impact (EEF), other teaching schools Ensure that TAs can access training from Teaching Schools or LA for 'Every Number Counts'	ST/SC SC	April 2019	Cost of training / interventions £1500	SLT	Proven interventions with most impact should raise attainment of SEND/disadvantaged children	

St Andrew's CE Primary School - EYFS

Key area for Improvement 5: To improve the outcomes of disadvantaged children in EYFS

Success Criteria: Disadvantaged, SEND and EAL children's needs are identified early and interventions / family support put in place.
Disadvantaged, SEND and EAL children's outcomes improved

Milestones:

End of Spring Term 2019	Children who receive PP or PP+ have their needs identified early and a programme of interventions in place
End of Spring Term 2019	Nurture group in place
End of Summer Term 2019	No gap between disadvantaged and non disadvantaged
End of Summer Term 2020	Robust identification system and better outcomes for EY

Objective	Action	Lead	Timescale	Resources (inc cost)	Monitoring	Impact on standards	Evaluation: to be RAG rated half-termly
To identify the needs of disadvantaged, EAL and SEND children early	SC trained to access single view (BHCC's version) Family meetings to take place in September to identify needs and support. Home visits for disadvantaged families introduced in September 2019. Additional meetings for EAL families with bilingual assistants. Transition information with preschools analysed with additional visits for identified children. Baseline assessments robust and accurate	JG & SC	October 2018 September 2019	Cover for teachers	JG & SC	Early support ensures that vulnerable children have opportunities that may not be available at home. (daily reading etc)	
To develop a programme of interventions to support children including those with language needs	Children identified through baseline and Autumn 2 data. Interventions timetable for all identified children including Phonics, language (school start programme), maths and reading	JG & SC	December 2018	Additional TA to run intervention groups.	JG & SC	Early identification and support will ensure vulnerable children have a greater chance of meeting GLD.	
To establish a nurture group for identified children.	Continued observations to identify children in need of social support and appropriate groups set up. Look into the use of Boxhall assessments with a view to being completed for social targets in September 2019.	SC & JG	October 2018 (ongoing) September 2019		JG & SC	Unsettled children more likely to reach GLD.	
Focus on phonics and writing opportunities for children from disadvantaged backgrounds.	Topics tailored to the interests of the children and to give purpose and meaning to writing. Opportunities for writing in the outside area. Targeted interventions for disadvantaged children.	JG	December 2019		JG & SC	No gap between disadvantaged and non-disadvantaged.	
Ensure outdoor provision is improved for all pupils and enhances current provision and learning environment and opportunities.	To relocate EYFS provision to current Y1 classrooms and outdoor area. Resources for all pupils especially those to encourage EAL and SEND pupils to actively participate in all learning opportunities.	JG and ST	Summer 2019	£15,000 for new outdoor environment – climbing equipment, canopy etc	JG and ST and EYFS governor	Improved outdoor space impacts directly on quality of provision for continuous provision.	
Extra parent mid year information evening for disadvantaged and EAL families	A mid year (end of Spring 2) meeting to be offered to disadvantaged and EAL families.	JG	April 2019		JG and SC	Continued support ensures that vulnerable children have opportunities	

						that may not be available at home.	
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