Fairfields Primary School
School Development Plan
2019-20

Love

Respect

Celebration

Honesty
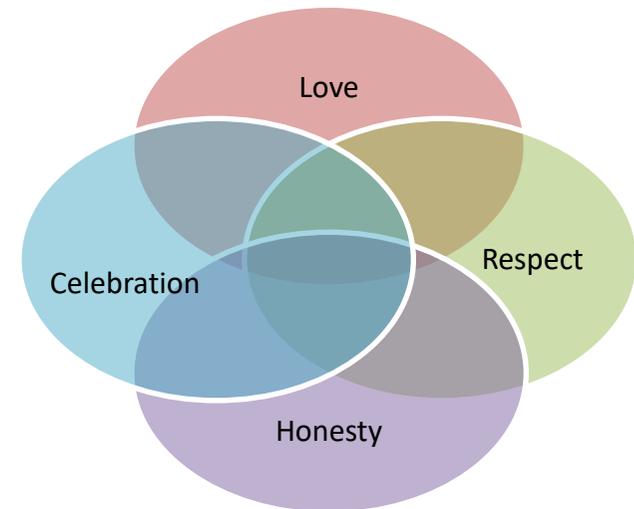
Agreed by the Governing Body on the: 16th October 2019

SDP FOCUS 1: Raise attainment of pupils in Writing and Mathematics so that pupils are prepared for the next Key Stage. To include a specific focus on provision and support for EAL and SEND pupils.

Milestones

December – Expectations for writing are clear to parents and pupils.

April – The teaching sequence is embedded in the school in years 1 -6.

July- Progress indicators improve for writing and mathematics at KS2.

Targets are met for KS1 and KS2.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
1.0 To ensure that teaching and learning in mathematics is aimed at challenging all pupils.	a. Restructure the teaching sequence to include a problem which is assessed at the beginning and end of the unit of work.	The teaching sequence is consistently applied across the school. Teachers use the pre-assessment part of the teaching sequence to plan from.	Management Time Abacus	April	C. Warwick	Inset day and ongoing support throughout the year via the MER process.	CW to monitor every month to ensure that the sequence is embedding. Provide training and coaching during management time. Link Governor (E. Kalavas) to review each half term.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring

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1.1 To embed the writing cycle and final stages so that pupils edit and improve their work.	a. Monitor books after one cycle to see how it is being used. b. Non-negotiable checklists to be in place in each classroom. c. Pupils to have designated time to edit work.	Non negotiables in place by the end of October to support quick marking and to focus on editing. Teachers to identify time in their timetables for editing.	Pink pens	October	K. Dillon/ H. Maycock		Through the MER.
Objectives	**Task**	**Success Criteria**	**Resources**	**Time Frame**	**Lead**	**Training**	**Monitoring**
1.2 Increase parents' knowledge of writing and mathematics expectations for each year group.	a. Parent workshops on writing expectations to take place each term for KS1 and KS2.	Parent workshops take place each term. Through feedback, parents state that they understand what is expected from their child.	Release time to organise workshops to parents.	Autumn term workshops with follow up each term.	k. Dillon		Attendance and feedback at parent workshops.
Objectives	**Task**	**Success Criteria**	**Resources**	**Time Frame**	**Lead**	**Training**	**Monitoring**
1.3 To improve EAL outcomes in writing.	a. CPD to be provided for staff on how to support EAL pupils in writing. b. Review the attendance of EAL parents at workshops and provide alternative small group or 1:1 information sessions.	EAL outcomes improve based on 2019 results and are evident through comparisons to previous year's progress.	Release time for A. Coolbear Bilingual resources.	December	A. Coolbear	Provided form EMTAS and A. Coolbear	Through progress meetings each half term.
Objectives	**Task**	**Success Criteria**	**Resources**	**Time Frame**	**Lead**	**Training**	**Monitoring**
1.4 To improve SEND outcomes in writing.	a. Deliver Clicker 7 training through a series of staff meetings. Monitor the use of Clicker 7 in classrooms for pupils with dyslexia / dyspraxia. b. Research and purchase maths screening and intervention programme.	The quantity and quality of writing will increase for pupils with dyslexia and dyspraxia. Pupils with difficulties in mathematics will make progress due to wave 1, 2 and 3 interventions in mathematics. The majority of children (85%) on SEND register make a ratio gain of at least 2 as a result of effective interventions.	Release time for teachers. Resources for individual pupils.	July	S. White	Staff meetings	S. White to monitor through the MER process. Termly meetings with SEND Governor (J. Iremonger).

	Deliver staff training on specific difficulties in mathematics. c. Create SpLD packs for each class that pupils to further embed the use of multi-sensory teaching and learning. d. Set up a pupil steering group for specific learning difficulties to promote the use of the multi-sensory resource pack in the classroom.	Pupils with SEND will make progress in writing in line with non-SEND pupils in the school.					
Objectives	**Task**	**Success Criteria**	**Resources**	**Time Frame**	**Lead**	**Training**	**Monitoring**
1.5 To establish an induction process for newly arrived pupils in the school.	a. Contact parents before pupils comes to the school to find out information. b. Class teachers to contact previous school to discuss learning and support given. (S. White if SEND). c. Establish an induction two week period for pupils with screening so as to assess their levels.	Teachers have a good understanding of the induction process for Newly arrived pupils. Teachers understand where the child is within the Bands within a two week period of them arriving.	Management Time	January	B. Cox/ K. Bogalski	Launch in Spring 1	

SDP FOCUS 2: **Increase opportunities and improve the teaching of reading in the school so that pupils read more regularly and for pleasure. To ensure that attainment across the school is 80% at age related and 30% at the higher standard.**

Milestones

December – Pupil outcomes reflect that more pupils are on track than in previous years.

April- Better engagement in reading is seen throughout the school.

July- Pupil attainment across the school is 80% at age related and 30% at the higher standard.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
2.0 Improve the teaching of guided reading within the school.	a. introduce new planning format. b. Carousel approach established. c. Check on text drivers to ensure that they are appropriate.	New planning and assessment format is being used. Structure of Guided reading is in place across the school.	SLS support with texts.	October 2019	H. Maycock	HIAS to support with model sessions.	H. Maycock to monitor as part of the MER process.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
2.1. Improve the library to support reading for pleasure.	a. Reading Ambassadors and Librarians nominated. b. Fundraising to continue to develop parts of the library. c. SLS support with books.	Reading is seen as a fundamental part of the school day. The library is a place that promotes reading in the school.	Fundraising and Budget assigned to the Library. M. Rees release time to develop.	August 2020	M. Rees		H. Maycock through meetings with M. Rees
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
2.2 Promote reading for pleasure.	a. Establish a reading zone in the playground. b. Class reader to be used daily. c. Book corners to be rejuvenated in every classroom. d. SLS to support with key books for each year group. e. Parent workshop to look at engagement in bedtime reading – follow up questionnaire to be given. d. Links to be made with the Discovery Centre.	Pupils enjoy reading as evidenced through pupil conferencing. Each classroom reflects a love of reading. Every child has a library card for the Discovery Centre. Parents understand the importance of reading.	Budget for each book corner to be assigned.	April 2020	H. Maycock		SLT to monitor pupils' engagement in reading over the year through pupil conferencing. Parent questionnaire throughout the year.
Objectives	**Task**	**Success Criteria**	**Resources**	**Time Frame**	**Lead**	**Training**	**Monitoring**
2.3 Improve assessment and tracking of reading including pupils' books.	a. Accelerated Reader to be tracked each half term as part of progress meetings. b. Assessment of reading through guided reading is evident in planning. c. Links made between guided reading and Target Tracker statements. d. Accelerated Reader used to target focus groups and interventions. e. Parent workshop on Accelerated Reader.	Assessment of reading is accurate and regular. Pupils have books linked to their reading ability and are monitored closely by the class teacher. Parents understand how pupils' reading is tracked. Focus pupils are identified through Accelerated Reader and have adequate intervention.	£2500.00 for software. Release time for M. Rees	December 2019	M. Rees	Support for Teachers and LSAs on use of system.	K. Dillon through progress meetings.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
2.4 Increase the proportion of pupils achieving the higher standard (GDS-Greater Depth Standard) in each year group.	a. Support from SLS with texts for greater depth readers. b. Parents to be informed if their child is targeted for GDS and reading activity tracked at home. c. Staff training on the progression of skills for GDS readers to increase expectations. d. Book Club to be introduced in Years 2 and 6 for GDS readers.	The proportion of children attaining the higher standard (GDS) is 30%.	Key texts from SLS.	July 2020	H. Maycock	Training for staff on GDS standard and expectations.	Tracking through progress meetings by K. Dillon. Data Governors (E. Kalavas and N. Vallamdas) to track each term.

SDP FOCUS 3: **To optimise learning opportunities for pupils through collective brilliance, including excellent learning behaviour and consistent teaching.**

December – Lesson Model is in place in the school.

April – Pupils will be active learners who are motivated and display independence. Behaviour for learning is outstanding in all classrooms.

July- Consistent practice is evident throughout the school.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
3.0 ensure that all pupils display characteristics of effective teaching and learning.	a. Staff meetings to remind teachers of key elements of COETL. b. Planning to include teaching of COETL especially in FS and KS1. c. COETL assessment to be used across KS1 and FS.	Pupils will be active learners who are motivated and display independence.	K. Bogalski Management time. Staff meeting in Autumn 2.	March 2020	K. Bogalski	Staff meeting in Autumn 2.	Through the MER process. Link Governor (J. Iremonger) to monitor on visits.
Objectives	**Task**	**Success Criteria**	**Resources**	**Time Frame**	**Lead**	**Training**	**Monitoring**
3.1 increase consistency in learning behaviour around the school.	a. Consistent expectation that pupils line up outside their classrooms. b. Expectation is reinforced around behaviour during transition times. c. Strategies applied from Read, Write, Inc. to all lessons.	Pupils will be ready to learn at the beginning of every lesson as a result, lessons start promptly.		December 2019	K. Bogalski and B. Cox	J. Moseley to teach R,W, I strategies across the school.	Phase Leader Learning walk each half term.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
3.2 Develop a system of sharing good practice.	a. Staff meeting allocated to sharing good practice each half term. b. Phase meetings used to share good practice through books.	All Staff will have shared good practice in their classrooms throughout the year.	A. Thomas to release teachers when needed to observe etc.	July 2020	K. Bogalski and B. Cox		K. Bogalski and B. Cox each half term through team meetings.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
3.3 Establish a consistent teaching and learning methodology in the school.	a. Model lesson structure to be designed by the Teachers. b. Staff meetings to look at different parts of the lesson. c. Key Staff to model parts of the lesson for other to observe.	Consistency of lesson practice across the school through use of the model lesson.	Release time for teachers.	December 2019	K. Dillon/ V. hopkins	Staff meetings each month to look at different parts.	K. Dillon and V. Hopkins to look at each month through learning walks.

SDP FOCUS 4: to create an outstanding physical learning environment for pupils both inside and out.

Milestones

December – Consistency is evident within classrooms across the school.

April – A plan created for the school site alongside the new budget.

July- The school has an outstanding physical learning environment.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
4.0 Establish a Forest Schools area in the allotment.	a. Leaders to be trained and accredited. b. Allotment plan to be designed. c. Working party to be set up to change the area. d. resources allocated to the project. e. Further staff training on Forest Schools so that they understand the concept.	Two Leaders are qualified in the school and are able to deliver Forest Schools sessions. The Forest Schools is an established area in the school grounds.	£2000.00 for training. Budget allocated once plan has been created - April	July 2020	K. Bogalski J. Moseley	Level 3 training	Link Governor (C. Fergus) to monitor each term through learning walk.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
4.1 Create consistent expectations with the appearance of classrooms.	a. Staff to have consistent labels in classrooms. b. Displays to be consistent across the school including	Consistency is evident within classrooms across the school.	Furniture and storage. Backing paper Equipment – from the	December 2019	K. Bogalski and B. Cox		K. Bogalski and B. Cox and subject leaders via learning walks.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
	appearance of Working Walls. c. Pupils to have adequate supplies of resources so that learning is not interrupted.		resources budget.				
4.2 IT supports learning in the school.	a. Review hardware in the school to ensure it is fit for purpose. b. review the curriculum for computing and ensure that resources are available. c. Improve Wi-Fi in the school for cold spots. d. IT action plan to be created by G. Wright	Teaching and learning is not interrupted by IT issues.	Purchasing of new equipment within the budget in April.	July 2020	G. Wright	Training for G. Wright one afternoon a week as described in the plan.	Meeting every two weeks with K. Dillon and B. Thompson
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
4.3 Improve Foundation Stage outside area.	a. Review zones in the outside area. b. Plan to be created to segregate the mud kitchen. c. A shared ethos for the outside area to be created within the team. d. Plan to be designed and budgeted for.	The Foundation Stage outside area is clean and tidy with purposeful zones established and maintained.	Budget to be allocated.	June 2019	K. Bogalski		K. Dillon to monitor through the MER. External audit to be completed.