



7 Priorities for Action

School Development Plan 2016-17

Priorities for Action – 2016/17

Following review of progress with 2015-16 priorities with staff, parents, children and governors curriculum committee and taking account of priorities identified through SIA visits, changes to national priorities, opportunities within CB23, this year's end of year assessments and the targets set by OFSTED and SIAMS ; priorities for action in the period to July 2017 are:

- 1. Writing – implementation of a robust approach to the teaching of spelling and grammar to further improve the quality of writing.**
- 2. Science- to fully review teaching plans and assessment of science across the school.**
- 3. Behaviour- to ensure outstanding behaviours are being developed and embedded.**

PRIORITY 1: Writing – implementation of a robust approach to the teaching of spelling and grammar to further improve the quality of writing.

Action	Who?	Links to LA/DfE Targets	Estimated cost Budget heading	Monitored by ...	Success Criteria	Progress/Impact of target
1. Embed quality of writing and presentation in Science, History and Geography and extend to all writing in all subjects.	SMT staff	Identified need from curriculum audit	None	HT observ, planning, Children's feedback	Children producing high quality writing in all recording in all subjects.	Work scrutiny as part of teaching and learning review. Work scrutiny undertaken by Headteacher as part of Lesson observations. Feedback given to all staff. Final work scrutiny as part of staff meeting by all staff.
2. Spelling; increase accuracy in use of common exception words for each year group.	SMT CJ	Identified need from curriculum audit	Spell checkers/ Dictionaries	HT observ, planning, Children's feedback	Children are able to spell common exception words accurately in their writing.	List of common exception words compiled and distributed to staff. Children have completed second Spelling Bee assessment. Progress to date with Spelling Bee words analysed by HT. Third assessment completed at beginning of summer Term. Final assessment completed July 2017. Marked improvement in scores over the year and in end of year assessments.
3. Receive training on higher level grammar terminology to ensure accurate use in writing.	SMT CJ	Ofsted recommendation	None	HT, SMT and Subject Leader	All staff develop skills in understanding and using higher order grammar skills with confidence	Staff grammar handbook purchased for each classteacher to support teaching of grammar. Espresso training highlighted use of higher level grammar resources to engage pupils
4. Investigate use of Spellodrome to use as a home school link to improve overall spelling ability.	SMT Staff	Identified solution from CB23 moderation	None	SMT, Staff	Children are more confident in spelling commonly misspelt words	Spellodrome trial commenced. A very expensive option for little gain. Will review again at start of next financial year- budget permitting. No budget available- cost too prohibitive.

PRIORITY 2 - Science- to fully review teaching plans and assessment of science across the school

Action	Who?	Links to LA/ DfE Targets	Estimated cost Budget heading	Monitored by	Success Criteria	Progress/Impact of target
1. Review science curriculum to ensure that all NC topics are fully covered within Topic planning framework- including standalone topics	SMT Staff Subject leader	Science is high focus on current Ofsted agenda	Costs of new resources	SMT	Science is tightly planned to ensure full coverage within our topic framework Any resource gaps are filled. Current resources reviewed so all staff know range of support available.	First Science staff meeting held to review teaching of Science. Two-year schedule of teaching created across the school to ensure all areas of science are adequately covered. Science Week was planned to connect with Lent Challenge ideas. Topics for next year reviewed- will be a science focus year.
2. Review assessment of Science	SMT Staff Subject leader	New DFE assessment required	Possible science assessment resources	SMT	Science assessment gives detailed information on progress. Staff are confident using O Track for recording science assessment. Children have greater confidence in recalling information for written science assessments.	Sample Science assessment papers under review from Testbase. Post science topics assessment- Rising stars in use. Staff have assessed Science using Rising stars and own assessments. We understand that Hamilton trust on whom we base our science planning are producing end of module science assessments for next year which will also be beneficial. All assessment recorded on O-Track.
3. Plan and carry out Science Week	Staff	LA: Good practice	Possible equipment for planned activities	SMT	Children are excited by Science activities. Parents fully participate in science activities both in school and at home. Good links developed with National and local activities for this week.	Planned and completed 13 th -17 th March. Parents with interest/expertise came into school to run workshops with pupils. Display of pupil work and parent comments to be created in corridor.
4. Use of O-Track to assist with formative and summative assessment of science	Staff	Identified need from management audit	Annual cost of subscription	SMT	Staff have an easy to use tracking system which can be accessed via a variety of platforms and has a wide range of analysis options	Science statements uploaded to O-Track and in use.
5. Embed use of "I can" statements in Science.	Science subject leader	DFE- new curriculum	None	SMT	Systems in use match other curriculum subjects.	Science statements in Science books. Science areas of learning and statements to be covered are located at the beginning of each module in Science books.

PRIORITY 3: Behaviour- to ensure outstanding behaviours are being developed and embedded.

Action	Who?	Links to LA/ DfE Targets	Estimated cost. Budget heading	Monitored by ...	Success Criteria	Progress/Impact of target
1. Use of regular Circle Time to support review of behaviour expectations and development of respect towards others	SMT BS	Follows good practice guidance	None	SMT Subject Leader	Staff more confident in using circle time to discuss topic of behaviour. Increased confidence in using restorative approaches. Children’s positive behaviour is further influenced through use of circle time discussions.	Circle time being used to promote positive behaviour through reflection time on ‘What a true friend is and how this is demonstrated.’ Rights and responsibilities linked to personal safety work being completed by all years during Summer Term. (LA project)
2. Extension of Pupil responsibilities across other year groups in school	PSHE/ PE Subject Leaders	Follows good practice guidance and part of topic work	None	SMT Subject Leader	Children in other year groups have the opportunity to apply for positions of responsibility	Year 5 and Year 4 areas of responsibility created and appointed New roles continue. JTA’s carried out speed gun trials and 20 is plenty banner competition. New role created for Year 5 for next year- sports ambassadors. Year 5 and Year 4 are currently applying for roles for next year
3. Develop use of Golden Table and Lunchtime helpers to develop outstanding behaviour in the dining hall	BS/Lunchtime staff	Establish good behaviour at lunchtimes	Stickers and certificates	Head , SMT Subject Leader	Children are supported to have positive lunchtimes through a calmer experience Staff and pupils work together to improve outcomes	Golden table focus launched 23.9.16 for 8 week focus. Re-launched for 4 weeks before Easter. Lunchtime helpers a positive impact on dining hall behaviours. This role will continue for Year 4 in September.
4. Ensuring outstanding behaviours are in place	Subject Leader and staff	Compliant with need to provide positive behaviour framework for pupils	None	SMT and Subject leader	All staff are increasingly confident in dealing positively with a range of behaviours. Children make positive behaviour choices and know how to stay safe in a variety of situations. Feedback from audits responded to positively. Research supports SEF judgements made.	Staff have had three staff meeting training sessions to develop greater confidence in dealing with a range of behaviour types. Good opportunities for review and evaluation. Focus on personal attributes for star of the week linked to Spring Term/Lent assemblies. Selection and training for new peer mediators this term ready for September.

5. Training for Lunchtime staff regarding lunchtime behaviours	SMT/ Lunch staff	Compliant with need to provide positive behaviour framework for pupils	Cost of training	SMT	All staff are increasingly confident in dealing positively with a range of behaviours.	All TAs and Lunchtime staff received training on Professional day on Lunchtime behaviour management. All lunchtime supervisors asked to complete a questionnaire on behaviour in preparation for SIA behaviour review.
6. Behaviour audit carried out by SIA	SMT/SI A	Compliant with need to provide positive behaviour framework for pupils	Cost of SIA	SMT	Independent view on behaviour across the school (playtime, learning behaviours, lunchtime behaviour)	Took place November 2016. Report available on Governor section of website.
7. School Council to carry out behaviour audit with pupils to ensure they are fully part of this process	SMT	Compliant with need to provide positive behaviour framework for pupils	None	SMT	Receive feedback from children on behaviour across the school.	School Council elected. Audit part of agenda at each SC meeting.