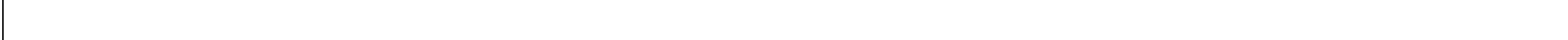


Ravenswood Community Primary School Development Plan 2017-18

Target 1: Improve reading comprehension skills across the school, with a particular focus on parental support
 Governor(s) responsible for monitoring/supporting Target 1: Brian Hunt
 Senior leader responsible for developing reading skills and vocabulary acquisition: Ali Knox Johnston(with CV)

1A	<p>Actions:</p> <p>Share good/outstanding practice across the school, particularly with a view to embedding such practice with new staff/NQTs.</p> <p>Excellent practice is shared and disseminated with impact on reading comprehension skills.</p>	<ol style="list-style-type: none"> 1. AKJ to identify excellent practice within school across the year. 2. Staff meetings timetables to share practice. 3. Use of research from 2016-17 to underpin practice. 	<p>AKJ/KM to monitor and support. Report back to SLT Include in HT report Gov responsible for monitoring (Brian Hunt)</p>
1B	<p>CPD to be held to support implementation of 1A.</p> <p>All staff aware of the different strategies to be implemented to encourage parents to engage.</p>	<ol style="list-style-type: none"> 1. Each phase to identify a strategy to employ to engage with parents and then use -by October half term. 2. Early Years (Reception) parents to receive a programme of support, with one session being around Phonics acquisition and Early reading skills. 3. Websites disseminated via school website and letters/information sessions and used to support knowledge 	<p>Phase leaders monitor and report back to SLT. Report prepared for Gov (WGB)</p> <p>Aus visit-£8500</p>

		<p>of reading skills at different age groups e.g. Words for Life (at Literacy Trust)</p> <ol style="list-style-type: none"> 4. Parent 'sharing' sessions held fortnightly to encourage parents to come into school and engage with their children with reading activities. 5. Investigate international practice in O/S schools in Aus (following previous research by KS1) 	
1C	<p>Parental engagement and expectations increase.</p> <p>Parents are aware of school expectations re: reading and their role in supporting this. Impact is measured through parental 'session' discussions.</p>	<ol style="list-style-type: none"> 1. DG support Phase Leaders in arranging sessions when parents can come into school and focus on a range of workshops e.g. 'fun' reading days involving parents. 2. As Literacy lead Ali KJ identify areas for improvement from reading assessment grids for specific children and engage with their parents. 3. DG discuss impact of poor attendance on basic skills with individual parents and monitor progress. 	<p>£800 (4 teaching days release for AKJ)-amended to include further days as parent response to initial days poor Mar 18</p>



<p>Target 2: To improve attendance to 96% and reduce PA Governor(s) responsible for monitoring/supporting Target 2: Ken Finch Senior Leader responsible for supporting Attendance: Di Green (Family Worker) SEN: Simon Phillips (supporting DG) PP: Nancy Tovey Holmes (focus on raising standards for PP/SEN pupils)</p> <p>Above reviewed/overseen by KM</p>		
Key Priorities and Success Criteria	Actions	Timescale/Costs
<p>2A</p> <p>Disseminate information/raise awareness about attendance Improve attitudes towards attendance</p> <p>All parents/carers and pupils are aware of Attendance Policy and impact of poor attendance</p>	<ol style="list-style-type: none"> 1. Update policy on school website 2. Whole school assembly re: attendance to give out certificates and raise awareness 3. Excellent attendance (100% with no lates) highlighted in Celebration Assemblies 4. Children with 100% attendance put on website 5. End of year treat. 	<p>September 2017 - July 2019</p> <p>Cost of reward for 100% pupils £200- raised to £400 as prize per key stage Mar 18</p>
<p>2B</p> <p>New EWO to embed clear strategies around lates and absence with DG</p> <p>Pupil and parent attitudes to attendance improve. Reduced attainment gap between those who have good attendance and those who don't.</p>	<ol style="list-style-type: none"> 1. EWO to carry out 'Late gates' twice every half term to speak with parents when their children are late. 2. Introduction of new '6 week' programme for high absence, to be implemented after a pattern emerges or attendance falls below 95% conversations will be held with the parents/carers. 3. Discussions with parents focus on both progress and attainment and their role in supporting high expectations and excellent outcomes and how attendance impacts on this, showing the parents relevant data. 	<p>September 2017- September 2018</p> <p>No cost</p>
<p>2C</p> <p>Raise outcomes for all pupils, particularly SEN/PP, through</p>	<ol style="list-style-type: none"> 1. Analyse 2016-17 progress and outcomes figures for PP/SEN and correlate to attendance. 	<p>October 2017 - information to be</p>

	<p>improved attendance.</p> <p>Reported data supports improved attendance.</p>	<ol style="list-style-type: none"> 2. Half termly meetings with SLT to discuss absence rates and children in danger of being PAs. 3. Half yearly and annual data discussed and correlated with attendance for all pupils (NP) and focus groups of SEN(SP), PP(NTH) and SEN/PP(NTH). 4. Attendance is part of half termly data talks and discussions between NP and class teachers. 	<p>provided by Simon Phillips and Nancy TH, both of whom have release time during the week to prepare this-no extra cost.</p> <p>NP to provide data for pupils who are not SEN or PP (or both)-again no additional cost.</p>
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Target 3: To raise acquisition of basic skills in Early Years and across key Stage 1

Governor(s) responsible for monitoring/supporting Target 3: Brian Hunt

Senior Leader responsible for supporting Early Years : Kerry Fenn supported by AKJ

KS1: Sarah Milburn supported by KC

Key Priorities and Success Criteria		Actions	Timescale/Costs
3A	<p>Investigate new ways of introducing phonics systematically across Early Years and Year 1 to flow into RWI work in Year 2</p> <p>New way of working with EY and Year 1 pupils planned and implemented.</p>	<ol style="list-style-type: none"> AKJ investigate effectiveness of RWI in Nursery, Reception and Year 1 on schools where established-either local or national. Look at strategies/interventions rooted in research with a sound evidence base. AKJ using systematic approach in Fireflies -disseminate to new teachers and others within Early Years and Year 1. Teachers/SLT visit Aus schools to investigate school readiness-evidenced through success sin working with indigent population. 	<p>September 2016 - July 2018</p> <p>£4000 for AKJ to embed practice and disseminate.</p> <p>£2000 teachers resources to underpin teaching.</p> <p>See above for costs (Target 1)</p>
3B	<p>Ensure all new staff, NQTs and TAs, are mentored and school practice embedded over the year.</p> <p>NQTs and TAs are secure in their practice, evidenced through data outcomes.</p>	<ol style="list-style-type: none"> Monitor planning of Nursery and Year 1-KF/SM. Lesson observations/drop ins-KM and Phase Leaders. Track data and appropriate action taken if progress not at least expected-KF/SM. Half termly dialogues re: data with teachers-NP/Phase Leaders. NP report to SLT half termly re: progress and action taken where slow progress is being made. KM report to P&A committee re: progress. 	<p>4 x £200 per day for observations and report writing for KF/SM</p> <p>10 x ½ day for NQT support £1000</p>
3C	<p>Challenge for MA pupils is planned and implemented.</p>	<ol style="list-style-type: none"> Monitor planning on regular basis across the school-KC Lesson observations/drop ins-KC 	

	<p>MA pupils make outstanding progress in all areas in all year groups-evidenced via data.</p>	<ol style="list-style-type: none"> 3. Track data and appropriate action taken if progress not at least good- KC. 4. Half termly dialogues re: data with teachers-HT/KC/Phase Leaders. 5. KC report back to SLT half termly re: progress and action taken where slow/expected progress being made. 6. KC report to P&A committee re: progress. 	
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Target 4: To challenge and extend our more able pupils so that more children achieve exceeding at Foundation level, greater depth at KS1 and higher attainment at KS2
Governor(s) responsible for monitoring/supporting Target 4: Steve Race
Senior Leader responsible for supporting Assessment : Nicola Pine supported by KM

Key Priorities and Success Criteria	Actions	Timescale/Costs
<p>4A</p> <p>Ensure Pupil Asset and records identify all more able and children capable of working at a MA level</p> <p>All staff are aware of the contents of the grids and ways to use them effectively</p>	<ol style="list-style-type: none"> 1. All staff given time to update PAR to include MA children 2. Pupil progress meetings reflect discussion around MA pupils. 3. Lesson observations focus upon MA (Spring Term) 4. Explain use of leveling within year groups as guide to progress and attainment. 5. Extra personnel employed to support MA (see 4C). 	<p>July 2018</p> <p>14 x ½ day re:data input and engagement with assessment grids</p> <p>£1400</p>
<p>4B</p> <p>Planning - differentiation appropriately challenges MA</p> <p>All staff identify opportunities and tasks to enable more able children to work at greater</p>	<ol style="list-style-type: none"> 1. English and Maths leaders deliver staff training on challenging the more able children and providing greater depth opportunities. They offer coaching and support to teachers. 2. English and Maths leaders monitor provision for the more able and opportunities to encourage greater depth, through planning, books and learning drop-ins. 	<p>Spring 2nd half, Summer 1st half</p> <p>Each half term following</p>

	depth	<ol style="list-style-type: none"> EYFS leader ensures planning and provision challenges more able children throughout the year and that sufficient evidence is build up to prove children have achieved 'exceeding'. 	<p>the monitoring schedule Throughout the year.</p> <p>No additional cost as supported by SLT</p>
4C	<p>More able children receive small group challenge</p> <p>More able children benefit from specific support and extension reflected in class outcomes</p>	<ol style="list-style-type: none"> Teacher appointed to work with groups on specific challenges in both matsh and literacy. Teaching Assistants trained to extend more able children both in small group work outside and in the class. 	<p>Cost of teacher for 2 x terms £16500</p> <p>Cost of training teaching assistants - none because in normal school day.</p>