

WALKERN PRIMARY SCHOOL DEVELOPMENT PLAN 2018/19

Objectives for 2018/19

Objective 1	Improve pupils' achievement by ensuring that pupils make good progress in key stage 2.
Objective 2	Increase greater depth in literacy across the school by raising the profile of reading and providing activities in reading lessons that sufficiently interest and challenge all pupils.
Objective 3	Providing middle leaders with training and opportunities to raise the quality of teaching, learning and assessment, so that they can be rigorously held to account for the consistent progress pupils make
Objective 5	To work with External Agencies/professionals to meet the needs of vulnerable children
Objective 6	To further embed mastery through effective use of Herts 'Essential Maths' planning in all KS1 and KS2 classes, resulting in most pupils achieving the expected standard in Maths by Summer 2019
Objective 7	To continue to improve the teaching and learning of Science to ensure all children make at least good progress and the percentage children making outstanding progress increases
Objective 8	To improve the provision for teaching ICT. To overhaul the methods of recording and assessment. To implement a computer program to assist in the teaching of ICT and other subjects.
Objective 9	EYFS Further Develop Early reading and writing skills to extend opportunities for pupils in Child Initiated

Objective 1	Improve pupils' achievement by ensuring that pupils make good progress in key stage 2.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
<p>Challenge activities ensure that the most able pupils have opportunities to extend and deepen their learning Writing Age Related non negotiables for each year group (Year 1 to 6).</p> <p>A robust schedule of monitoring that impacts on the quality of teaching and learning across the school</p>	Autumn	SLT Coordinators	New to Year 6 course Coordinator time covered by TAs	SLT Governors Coordinators Lesson Observations Learning walks Book scrutinizes	More pupils consistently reach the required, and higher, standards in reading and writing at end of KS1 and KS2 See monitoring Greater percentage of pupils exceeding ARE and evidence in termly progress in AM7 data. Areas of development are identified and addressed quickly. Good progress between the end of the early years and the end of key stage 1 (KS1),	<p>Quality of teaching, learning and assessment: requires improvement</p> <p>Overall Effectiveness</p> <p>Requires Improvement</p>

Objective 2	Increase greater depth in literacy across the school by raising the profile of reading and providing activities in reading lessons that sufficiently interest and challenge all pupils.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	SEF reference
<p>Provide challenging follow up tasks enabling children to develop comprehension skills. Purchase Online Comprehension assessment resource</p> <p>Targeted 1:1 reading programme</p>	<p>Autumn term</p> <p>Spring</p>	<p>K Liddle</p> <p>K.Liddle</p>	<p>£1700 Renaissance Accelerated reader programme</p> <p>£1000 Readit2</p>	<p>SLT/ K Liddle/ governors to monitor/assess impact of planning, delivery and reading records as well as progress data.</p> <p>K Liddle R Absalom</p>	<p>KS1 88% to be Age Related Expectations (ARE) 40% exceeding in reading KS2 88% of children at or above ARE 40% children exceeding</p> <p>Staff trained to deliver the programme. Dec 18. Targeted children make good or better progress</p>	<p>Overall Effectiveness</p> <p>Requires Improvement</p> <p>Outcomes for children and learners: requires improvement</p>
<p>Volunteer reading helpers for every class to ensure pupils have regular opportunities for 1:1 reading</p>	<p>September</p>	<p>K.Liddle</p>	<p>Volunteer Reading guidance</p>	<p>K Liddle Class teachers</p>	<p>All children to have parent reading support.</p>	

Objective 3	Providing middle leaders with training and opportunities to raise the quality of teaching, learning and assessment, so that they can be rigorously held to account for the consistent progress pupils make					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	SEF reference
Teachers to attend moderation clusters	Autumn Spring Summer	JHall	£600	Termly SLT	Middle leaders proving effective in raising progress and achievement of all pupils by ensuring summative and formative assessment is consistently accurate	Leadership and Management Requires Improvement
Coordinators to attend subject leader cluster/training	All Year	JHall	£500 Science Annual Conference		Middle leaders attend quality training which in turn impacts on raising the quality of teaching and learning	
Middle leaders to work with the Herts Improvement Partner	ALL Year Standards visit Joint Annual Review Summer Review	A Gorolini J Hall	See below	Governors JHall	Middle leaders rigorously held to account for the progress pupils make	

Objective 4	Implementing systems and procedures to evaluate the strengths and weaknesses of the school, so that self-evaluation is thorough and accurate					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	SEF reference
Establish monitoring schedule to incorporate teaching and learning.	All year	SLT Coordinators		SLT Coordinators	Teaching and learning strengths and areas of developments are identified and focused upon.	Leadership and management Requires Improvement
Work with Herts Improvement Partner (HIP), Herts for learning package of support.	All year	Headteacher	£2000	Governors Head	Self evaluation of school performance is accurate and impacts on next steps to improve progress and attainment of pupils. See HIP reports	

Objective 5	To work with External Agencies/professionals to meet the needs of vulnerable children with challenging behaviour / mental health needs					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	SEF reference
Identify and submit Outreach referrals with regard to behaviour needs	Oct 2018	J Hall R Absalom	No cost	Head R Absalom, SENCo SEN Governor	Reduce the risk of exclusion. 80% reduction in incidents involving pupils' challenging behaviour Increase the proportion of time that pupils on part-time timetables are in school	Personal development, behaviour and welfare: Good
Submit Exceptional Needs Funding (ENF) bids for identified pupils Attend pre panel ENF cluster group	Oct 2018	R Absalom J Hall	TA class cover	Head SEN Governor	Any successful ENF bids provide additional funding used to enhance the provision of pupils	
Ensure Herts Steps approach is applied consistently and professional advice is implemented	Jan 19 refresher training	J Hall R Absalom All staff	Cost of Herts Step trainer training £400	Head/SENCo	Staff refresher training in Herts Steps and the approach is used consistently	

Objective 6	To further embed mastery through effective use of Herts 'Essential Maths' planning in all KS1 and KS2 classes, resulting in most pupils achieving the expected standard in Maths by Summer 2019					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	SEF reference
Essential Maths planning, models and frames used in KS1 and KS2 classes	Duration of year	All staff	Staff meeting time Resources – enough manipulatives per class £500	Work book scrutiny Termly M Oke Classroom visits Termly M Oke Link Governor visit PC - 7.11.18	Staff confident at delivering 'Essential Maths' embedding mastery of math	Teaching and Learning Requires Improvement
Monitoring with an emphasis on Mastery	Termly	M Oke J Hall	Cover by support staff	Classroom visits Termly M Oke Learning Walks	Children confidently communicating their fluency in maths using a variety of models and frames.Expectation is 40% and above to be exceeding in KS1 and KS2 classes	

Objective 7	To continue to improve the teaching and learning of Science to ensure all children make at least good progress and the percentage of children making outstanding progress increases					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	SEF reference
<p>To organise and deliver Science week. Monitoring with an emphasis on practical</p> <p>An enquiry led approach – coordinator to share good practise</p> <p>Coordinator</p>	<p>Autumn term</p> <p>Oct</p>	<p>Science Coordinator</p>	<p>£500</p> <p>Cover by support staff</p> <p>Purple Mash online resources</p>	<p>Science Coordinator</p> <p>Head teacher</p> <p>Termly lesson observations/visits.</p> <p>Learning walks</p>	<p>Fun Science week delivered</p> <p>Observation of good and outstanding science teaching.</p> <p>Children learning in an environment which involves practical learning. All children will make at least good progress</p> <p>Teacher/child questioning to encourage children to be inquisitive at take an active part in their learning.. New resources and ideas shared in staff meetings</p>	<p>Teaching and Learning</p> <p>Requires Improvement</p>

attendance at conference and cluster meetings	Nov		£500		Links made with other schools coordinators and good practice shared in staff meetings	
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Objective 8						
To improve the provision for teaching ICT. To improve the methods of recording and assessment. To implement a computer program to assist in the teaching of ICT and other subjects.						
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	SEF reference
Ensuring there is a consistent approach to ICT teaching and assessment.	Autumn	Guy Barlow (Support of SLT)	Cover by support staff	Guy Barlow SLT	All year groups following a standard approach to ICT teaching, recording and assessment Recording ICT activities both on the computers and physical data.	Teaching and Learning Requires Improvement
Review school policy on ICT and internet safety.	Autumn	Guy Barlow		Guy Barlow	School policy reviewed	
Purchase of a cross curricular program for use in ICT but	Autumn	Guy Barlow	£1000 this financial year and £1000 next year for a 5 year site	Guy Barlow	Purchase of Purple Mash	

also other subjects. Eg. Purple Mash			licence	Lesson obs/visits Learning walks	Used by all year groups	
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Objective 9	Further Develop Early reading and writing skills to extend opportunities for pupils in Child Initiated					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	SEF reference
Ensure challenge for all pupils in reading, specifically setting challenging follow up tasks enabling children to develop comprehension skills.	All Year	L Gillum		K Liddle J Hall SLT Half termly	Clear evidence of progress for all children. GoodLevel Development(GLD) to be above 80% and 29% of children to exceed in reading. Super Hero reading challenge in place	The effectiveness of early years provision: Good
Work with EYFS Advisor to further develop Early reading and writing skills to extend opportunities for pupils in Child Initiated	All Year	L Gillum S Kingham EYFS Teaching and Learning Advisor	£1000 matched funded so 4 days of training	K Liddle SLT Governors	Clear evidence of progress for all children. GLD to be above 80% and 29% of children to exceed in reading and writing	

