



CLIDDESSEN PRIMARY SCHOOL DEVELOPMENT PLAN 2018-2019

SIP SECTION 1

STANDARDS, ATTAINMENT AND PROGRESS - ENGLISH

- To ensure pupils are able to write creatively whilst maintaining grammar skills and high achievement
- To develop speaking and listening skills and confidence in presenting to an audience
- To maintain high progress measures and attainment in reading across the school

SIP SECTION 2

STANDARDS, ATTAINMENT AND PROGRESS - MATHEMATICS

To continue the journey to mastery through:

- Fluency in number operations and facts
- Continue to embed reasoning and problem solving in all lessons
- Ensure good levels of progress between key stages
- Enable staff to be confident mastery teachers

SIP SECTION 3

CURRICULUM DEVELOPMENT/ PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- To increase excellence and enjoyment in the curriculum and ensure high challenge with low threat
- To embed the core skills of 'real PE' and continue to develop all pupil's mastery in physical education
- To build on our Rights Respecting Schools award

SIP SECTION 4

TEACHING, LEARNING AND ASSESSMENT

- To enable all staff to learn from each other and to be collaborative in development
- For pupils to reach their potential through growth mind-set and personal and social development
- To Revisit our marking and feedback practice and continue to develop so all pupils are confident in their learning journey

SIP SECTION 1

STANDARDS, ATTAINMENT AND PROGRESS - ENGLISH

1.1 To ensure pupils are able to write creatively whilst maintaining grammar skills and high achievement

1.2 To develop speaking and listening skills and confidence in presenting to an audience

1.3 To maintain high progress measures and attainment in reading across the school

Indicators of Success (by end of academic year)

- Pupils show a love of writing
- Attainment levels at end of Key Stage 1 are above national (target 80%)
- Progress in writing at end of KS2 is above national

Objectives	Action (key tasks necessary to achieve the objective):	Monitoring	Whom	Milestone 1 Autumn Term	Milestone 2 Spring Term
1.1 Increase opportunities for creative writing and build a culture of writing for enjoyment	<ul style="list-style-type: none">• Introduction of 'Imagination Book'. Used for free writing.• Opportunities for free write in grammar lessons (KS2). Pupils to choose genre and audience.• Use of picture/object and video stimulus e.g.	Book audits by HT and English coordinator Shared practice in staff meetings	KD KN	Books are introduced and writing opportunities evident	Data show good progress is being made in writing

	Pobble 365, Literacy Shed				
1.1 To continue increase writing opportunities across the curriculum	<ul style="list-style-type: none"> Review and update curriculum breadth of studies with extended writing opportunities Monitor the quality of writing in topic books and English books 	Book audits by HT and English coordinator	KN KD	Writing in topic books is evident and shows standards expected in English Books.	Written work in Topic Books supports evidence of pupil progress and attainment
1.1 Ensure cross curricular writing provides excitement and challenge	<ul style="list-style-type: none"> Use Pie Corbett strategy - staff meeting to deliver ideas Pupils to record in range of genres 		SG	Teachers are trying different strategies and approaches in writing lessons	Pupils work reflects a range of composition styles
1.1 Attainment in writing at end of Key Stage 1 exceeds national average	<ul style="list-style-type: none"> Increase the variety and structure of role play to expand and broaden children's experiences, acting out personal 	Learning walks Book scrutiny Data drop termly	JS KD KN	Pupils can discuss their experiences of role play Evidence of technology being	80% of pupils in Year 2 are on track to meet A.R.E

	<p>experiences, stories and scenarios</p> <ul style="list-style-type: none">• Vary the method of writing using different material and incorporating modern technology• Introduce free writing book - high quality personal writing of any genre. List ideas at the front of the book			<p>used to support writing</p>	
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<p>1.1 Progress in Writing at end of Key Stage 2 exceeds national</p>	<ul style="list-style-type: none"> • Concerns to be raised at termly pupil progress meetings and intervention/support for key pupils to be implemented • Focused Year 6 boys writing group to encourage pleasure in writing while improving grammar and composition • Termly moderation of writing to identify gaps 	<p>Pupil Progress meetings</p> <p>Staff meetings for moderation</p>	<p>KD</p> <p>JS</p> <p>SG</p>	<p>Progress is evident through tracking and work samples</p>	<p>80% of pupils are on track to meet A.R.E and 30% on track to meet GDS</p>
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<p>1.2 To provide more opportunity for constructive talk in lessons</p>	<ul style="list-style-type: none"> • Ensure P4C lessons are taught where children are able to express views and opinions • Timetable for S&L opportunities: 1-minute talk, in the spotlight • English lessons to regularly involve opportunities for talk - role play, drama, debating 	<p>Learning walks Pupil conferencing</p>	<p>JS KD</p>	<p>Learning walks see evidence of talk opportunities</p>	<p>Pupils have produced a range of work that showcases talk opportunities</p>
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<p>1.2 To promote clear speaking and confidence when speaking to an audience</p>	<ul style="list-style-type: none"> • Encourage more children to give responses in assemblies by 'no hands up approach'. • Termly performance assemblies to showcase topic work in class • Promote pupil voice through half termly house meetings led by house captains and class reps meeting with senior leadership (Student Voice Forum) 	<p>Ongoing</p>	<p>KD</p>	<p>Pupils are gaining confidence as speakers</p>	<p>Pupils are contributing their voice to a greater part of school life</p>
<p>1.3 To continue to develop guided reading sessions and comprehension skills</p>	<ul style="list-style-type: none"> • Termly scrutiny of reading journals • Ensure good range of books are used that meet children's interests 	<p>Subject leader focus on guided reading sessions</p> <p>Pupil conferencing</p>	<p>KN KD</p> <p>JS</p>	<p>All pupils are making good progress in reading</p>	<p>40% of pupils are on track to meet GDS in reading</p>

	<ul style="list-style-type: none"> • High quality interventions for pupils struggling to meet A.R.E 	SENCo to track reading ages and implement interventions			
<p>Governor Key Questions</p> <p>How is progress measured?</p> <p>What are the children's attitudes to writing?</p> <p>What % are meeting ARE and GDS?</p> <p>Are speaking and listening and talk strategies having an impact on writing</p>					
<p>Governor evidence search</p> <p>Book scrutiny</p> <p>Pupil conferencing</p> <p>Data/Progress/attainment</p> <p>Subject leader meetings</p> <p>Learning walks</p>					

SIP SECTION 2**STANDARDS, ATTAINMENT AND PROGRESS - MATHEMATICS**

To continue the journey to mastery through:

- 2.1 Ensuring greater fluency in number operations and facts
- 2.2 Continue to embed reasoning and problem solving in all lessons
- 2.3 Ensure good levels of progress between key stages
- 2.4 Enable staff to be confident mastery teachers

Indicators of Success (by end of academic year)

Objectives	Action (key tasks necessary to achieve the objective):	Monitoring	Whom	Milestone 1 Autumn Term	Milestone 2 Spring Term
2.1 To improve rapid recall of number facts	<ul style="list-style-type: none">• KS1/LKS2 planning shows evidence that time is being given to fluency activities.• Use of number facts and quick recall is integral in maths lessons through warm up and practical tasks	Learning walks Book scrutiny	FH	Evidence in books and assessments show improvement in number recall	Evidence in books and assessments show strength in number recall
2.1 Pupils to be confident with rapid	<ul style="list-style-type: none">• Use of times tables rock stars across school from	Class teachers to track results	All	Pupils are applying times	80%+ pupils are confident with

recall of times tables facts by end of Year 4	Year 1 to 6. Teachers to monitor achievement and celebrate through achievement assembly			table knowledge to problem solving	all times tables in Year 4
2.1 Homework supports the learning and skills of number facts	<ul style="list-style-type: none"> Weekly times tables homework and number bonds for EYFS and key children. My Maths and support group in school for those who require additional help 	Track homework	KD JS FH	All pupils are completing homework tasks	Homework tasks are having an impact on attainment and progress
2.1 Engage and inform parents	<ul style="list-style-type: none"> Run parent workshop to explain calculation policy and strategies used in school 	Governors to attend a workshop	All	Parent workshops completed by end of term	Parent workshops completed by end of term
2.2 To develop questioning, reasoning and problem solving as mechanisms to	<ul style="list-style-type: none"> Problem solving to the integral in lessons Use of concrete, pictorial and abstract strategies to be evident 	Book scrutiny Learning walks Focused subject observations	FH KD	There is evidence of a range of problem solving in books and	80% of pupils are on track to meet A.R.E and 30% on track to meet GDS

challenge and deepen learning.	<ul style="list-style-type: none"> • Bar model is used to support calculations • Practise depicting skills - what is the question asking? What is relevant/irrelevant 			seen in learning walks	
2.3 Use data effectively to close gaps in mathematics and ensure age related expectations are met and improve progress in Maths at end of KS2 to be above national	<ul style="list-style-type: none"> • Pupil Progress meetings identify gaps and set actions • Question analysis (SATs) identifies areas of weakness and action planning to focus on improving these areas 	Termly meetings and action plans	KD JS	Progress is evident and gaps identified and addressed	80% + pupils on track to meet ARE and progress is above national at end of KS2
2.4 Support the development of teachers mathematical	<ul style="list-style-type: none"> • KS 2 teachers taking part Solent Maths Hub project over the year focusing on mastery 	Feedback in staff meetings Subject leader designated time	FH JM	Teachers are sharing good practice and ideas that are having impact	Review of maths in school through Solent Maths Hub findings

<p>subject knowledge and skills</p>	<ul style="list-style-type: none"> • Findings and research to be shared at staff meetings • Termly Maths focused staff meeting to support teaching 				
<p>Governor Key Questions</p> <p>How are we measuring progress?</p> <p>Does data show good progress from starting points</p> <p>What are we learning from Solent Maths Hub and what impact is it having?</p> <p>What are we doing to ensure more pupils meet greater depth in maths?</p>					
<p>Governor evidence search</p> <p>Subject leader meetings</p> <p>Book scrutiny</p> <p>Pupil conferencing</p> <p>Learning walks</p> <p>Attend parent workshop</p>					

SIP SECTION 3

CURRICULUM DEVELOPMENT/ PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

3.1 To increase excellence and enjoyment in the curriculum and ensure high challenge with low threat

3.2 To embed the core skills of 'real PE' and continue to develop all pupil's mastery in physical education

3.3 To build on our Rights Respecting Schools award

Indicators of Success (by end of academic year)

Objectives	Action (key tasks necessary to achieve the objective):	Monitoring	Whom	Milestone 1 Autumn Term	Milestone 2 Spring Term
3.1 To ensure topic based curriculum work is providing good subject coverage and developing relevant skills	<ul style="list-style-type: none"> • Annual review of Breadth of Study to ensure coverage and that the curriculum is inspiring and engaging • Curriculum leader to audit books and displays termly • Pupils to contribute to learning paths for topic based learning (what I want to find out) • Pupil conferencing on what they enjoy regards to 	Book scrutiny Pupil conferencing Pupil Forum	JM SG	Topic work shows good coverage and evident of pupil led work	Topic work shows good coverage and evident of pupil led work

	their learning and what can be improved				
3.1 To maintain regular curriculum enrichment opportunities within and outside of school.	<ul style="list-style-type: none"> • Themed weeks focusing on key subjects • Visitors to school and continuation of enriching educational visits 	Subject leader to track and keep evidence	All	All classes have completed an enrichment activity	Self-evaluation/LLP visit shows that the school is providing an enriched curriculum
3.2 To develop physical skills focusing on the development of agility balance, coordination, healthy competition and cooperative learning	<ul style="list-style-type: none"> • Introduce real PE across school • Class Boards for children to track personal progress • Embedding values of real PE across the curriculum 	Observations by Subject leader HT and link governor	ZJ LR	Pupils are making good development and are beginning to track and evaluate their own progress	Pupils are confident in discussing their targets and learning journeys

<p>3.2 To increase participation in physical activity</p>	<ul style="list-style-type: none"> • Introduction of golden mile strategy to ensure regular physical activity • Sports leaders to be picked from range of abilities • Sports leaders to receive training from Premier Sports • Track pupil involvement in sports clubs and encourage greater participation • Continue to use Basingstoke PE coaches to take weekly sports activities for key pupils 	<p>Subject leader to track performance</p>		<p>Golden Mile is in place and a greater number of pupils are taking part in physical activity</p>	
<p>3.2 To evaluate sports grant spend and PE wheel</p>	<ul style="list-style-type: none"> • Update PE wheel to show impact of sports grant and PE development in school 	<p>Link governor to meet with sports leader</p>	<p>ZJ LR</p>	<p>PE handover between leaders</p>	<p>Sports funding has made an impact on pupil participation</p>

	<ul style="list-style-type: none"> • PE link governor to observe PE lesson and meet with coordinator • Evaluate use of sports grant and its impact 			Real PE is embedded	and achievement
3.3 To build on the Rights and Respect ethos in school	<ul style="list-style-type: none"> • Regular assemblies that cover the rights and respect agenda • Link with other RRSA schools • Establish RRSA pupils steering group/and duty bearer 	<p>Meeting minutes</p> <p>Pupil conferencing</p> <p>Evidence in curriculum planning</p>	KD JM	All pupils are aware of the RRSA agenda	The RRSA agenda is embedded in all areas of the curriculum and ethos
<p>Governor Key Questions</p> <p>Does the curriculum provide challenge?</p> <p>Does it engage learners?</p> <p>What % of children are engaged in after school sports activities?</p> <p>Are more children enjoying PE and can they articulate their personal goals and development?</p> <p>What is the school doing to aim towards Unicef gold standard</p>					
<p>Governor evidence search</p>					

Subject leader meetings

Book scrutiny

Observe PE/learning walks

Analysis of Sports grant spend

SIP SECTION 4

TEACHING, LEARNING AND ASSESSMENT

- 4.1 To enable all staff to learn from each other and to be collaborative in development
- 4.2 For pupils to reach their potential through growth mind-set and personal and social development
- 4.3 To Revisit our marking and feedback practice and continue to develop so all pupils are confident in their learning journey
- 4.4 To build on the knowledge and participation of school governors in school improvement

Indicators of Success (by end of academic year)

- Teachers are able to reflect on their practice and work collaboratively to enhance school improvement
- High quality teaching is reflected in good outcomes for all pupils
- Pupils show greater resilience and more responsibility in their learning
- Pupils are able to challenge themselves and articulate their learning journeys
- Governors can articulate a clear understanding of school performance and offer regular challenge to school leaders.

Objectives	Action (key tasks necessary to achieve the objective):	Monitoring	Whom	Milestone 1 Autumn Term	Milestone 2 Spring Term
4.1 Teachers build on their practice through learning from each other	<ul style="list-style-type: none">• Staff meetings are collaborative and opportunities for teaching staff to share good practice and expertise	Staff meetings minutes HT to timetable and teachers to	All	Ongoing	

	<ul style="list-style-type: none"> • Time for teachers to observe each other 	provide evaluations/actions			
4.1 To use training opportunities to develop practice and whole school approach	<ul style="list-style-type: none"> • INSET 19 October - 'Every Lesson Counts'. • Follow up with staff meetings to look at methods used and best practice • Learning walks focus on expertise in teaching 	<p>Staff meeting minutes</p> <p>Learning walks and observations</p>	All	Training complete and evidence of strategies being used and their impact	
4.1 To enable subject leaders to have the time and resources to gather robust evidence	<ul style="list-style-type: none"> • Subject leaders to be given half days to monitor subject • Book audits with HT, learning walks and pupil conferencing 		KD	Key coordinators to have carried out subject audits and delivered in house training	Key coordinators to have carried out subject audits and delivered in house training
4.1 To keep up with county developments	<ul style="list-style-type: none"> • English and Maths leaders to attend regional network meetings 		KN FH	Network attended and findings shared	

<p>4.1 Subject leaders to observe good practice outside school</p>	<ul style="list-style-type: none"> • Subject leaders to have opportunity to visit other schools to see good practice 		<p>All</p>		
<p>4.2 Build on Growth mind-set principles and to promote personalised learning and resilience in pupils</p>	<ul style="list-style-type: none"> • Assemblies to promote growth mind-set principles • Classes to have growth mind-set display and teachers to refer to principles in every day learning • Embed the values of 'Real PE' into every day learning 	<p>Pupil conferencing and forum</p> <p>Learning walks and coordinator monitoring</p>	<p>KD</p>	<p>Pupils are beginning to discuss their targets and next steps</p>	
<p>4.3 To review marking and assessment in school and reducing workload while maintaining high standards</p>	<ul style="list-style-type: none"> • Revisit marking policy • February INSET • Use of self-evaluation and peer marking 		<p>ALL</p>		<p>INSET completed on workload and decisions made regarding where marking</p>

					and assessment is heading
4.4 Governors must continue to develop in depth knowledge of teaching and learning by participating in learning walks and regular book scrutiny in order to offer effective support and challenge	<ul style="list-style-type: none"> • Governors are assigned areas to monitor • Link governors to complete learning walks and school visits to support them to make challenge. 		KD	Governors have met with key staff completed a governor visit	Governors have completed a learning walk and evaluation
<p>Governor Key Questions</p> <p>Has collaborative teaching and shared observations improved the quality of teaching? Is their concrete evidence and how is it recorded? Can children articulate their learning journeys? How are children being enabled to show resilience and reflection? Are governors carrying out responsibilities and meeting targets?</p>					
<p>Governor evidence search</p> <p>Learning Walks Pupil conferencing</p>					

Governor visits and evaluations

Governor tracker