



## SCHOOL DEVELOPMENT PLAN 2016-17

### **Rationale: At Stanley Park Junior School:**

**We believe that every child and adult matters. Working together as staff, parents and Governors, we strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school.**

### **We aim to nurture:**

- ❖ Emotional well being and provide experiences that support children towards making choices that lead towards a healthy and active lifestyle.
- ❖ Children's understanding of safe and secure environments, managing risks and equipping them with strategies to build positive relationships and to cope with peer pressure, including safe and responsible use of the internet.
- ❖ Positive attitudes towards learning, through a stimulating and challenging curriculum, that motivates children through enjoyable learning experiences that promote high achievement for all.
- ❖ Children's commitment toward making a positive contribution towards other people and the world in which they live.
- ❖ Confident and successful children who have developed knowledge and skills that create an enthusiasm for life and learning in the 21st Century.

## EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

<b>STRATEGIC PRIORITY 4</b>	<u><b>KEY AREA FOR IMPROVEMENT</b></u> <b>Middle leaders have an accurate understanding of children's outcomes across the school in their subject</b> <b>Committee Responsible for Monitoring: Standards/ Curriculum/Personnel</b>		
<u><b>SUCCESS CRITERIA (We will know when we are successful when...)</b></u> <ul style="list-style-type: none"> <li>☑ Progress of children continues to improve through effective identification of children at risk of failing to achieve expected levels of progress.</li> <li>☑ Quality of teaching is improving so more lessons are outstanding.</li> <li>☑ Highly effective staff team who fully support the school's vision, mission and guiding principles.</li> <li>☑ All leaders focus relentlessly on teaching and learning and provide focused professional development for all staff. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.</li> <li>☑ Safeguarding practices are outstanding.</li> <li>☑ Governors are fully aware of the curriculum developments across the school and ways in which we can improve further.</li> <li>☑ Governors understand the standards of teaching across the school for a range of subjects.</li> </ul>		<u><b>EVALUATION AND KEY EVIDENCE (how we will explore and judge the impact)</b></u> <ul style="list-style-type: none"> <li>➤ Middle leaders provide updates for governors</li> <li>➤ Link Governors' meet with middle leaders and have Link Governors' reports for Curriculum Committee</li> <li>➤ Headteacher's reports to governors</li> <li>➤ Headteacher's Annual report to governors on Performance Management</li> <li>➤ Monitoring Feedback - planning, books and pupil voice surveys and scrutinies.</li> <li>➤ Monitoring and Evaluation calendar</li> <li>➤ Action Plans for each year group are evaluated showing good impact.</li> <li>➤ SEF</li> </ul>	

<u>TARGET</u>	<u>ACTIONS</u>	<u>WHO</u>	<u>WHEN</u>	<u>EVALUATION AND IMPACT</u> ----- Autumn Term ----- Spring Term ----- Summer Term
- Middle leaders have clear action plans for the year to move their subject forward	<b>Autumn Term</b> - Clear guidance is given to middle leaders showing action plan format for their subject	AL	Autumn Term	Action Plans have been completed and share whole school priorities. School Governors have seen action plans at curriculum committee meeting in Autumn Term.
- Release time planned into staff timetable to ensure that actions take place.	- Senior Leadership Team are clear of what is on each subject development plan and ensure teaching staff get release time to fulfil it.	All SLT JB - supply	Throughout the year	
Subject leaders are fully up to date with developments in their subject and	Subject leaders are booked onto subject leaders training,  Time is given to staff to fulfil aspects on their SDP	JB	Each Term	

disseminate this information to other staff				
Link governors meet with subject leaders termly so they know how the subject is progressing and the standard across the school is high.	<ul style="list-style-type: none"> <li>- AL and Chair of Govs to remind all governors their duty to meet with subject leaders.</li> <li>- Report is produced by Govs on their visit.</li> <li>- Monitoring cycle of Govs is created and used to help monitor the school e.g. safeguarding visits, book looks etc.</li> </ul>	AL PSE Govs  AL PSE	Termly	
Increase emphasis for moderation of books	<p>Year group planning time dedicated to moderating books across year groups. Best Practice shared across the school.</p> <p>Yellow Cluster meetings set up for subject leaders to meet and discuss subjects across all our schools and the standards.</p> <p>SLT to moderate samples of children's work</p>	Teachers  AL	Spring Term	
Develop and improve pupil progress meetings to ensure that those pupils of concern are closely monitored but ensuring that teachers do not need to do too much paperwork to prepare.	<p>SLT to decide on new format for Pupil progress meetings.</p> <p>Effectiveness of pupil progress meetings evaluated in terms of survey to staff after the January meetings.</p> <p>Trial an informal half termly pupil progress meeting with staff in each year group.</p>	SLT	Each Term	
Safeguarding arrangements and actions are made clear to all stakeholders.	<p>All staff are aware of their responsibilities to ensure all safeguarding procedures are followed.</p> <p>Signs need putting up at the front of school to show that we take safeguarding very seriously.</p>	AL  LS	Autumn Term	<p>Termly iupdates completed with staff</p> <p>Spring - letter sent out to parents and volunteers to say they will abide by our safeguarding procedures.</p>

	<p>Newsletters to have a safeguarding extract in them</p> <p>Volunteers to school to sign to say they agree to abide by our</p>			
To ensure that year leaders/ subject leader focus on outcome of pupils.	<p>Action Plans from previous year created to show new year group where their areas of weakness are. (Standards committee are shown these)</p> <p>SMT monitor and provides feedback on action plans terms.</p> <p>All staff in each year group to know what the targets are for the year group.</p>	SMT Members		
<b><u>Budget</u></b>	<p><b><u>Curriculum Funding</u></b></p> <p>Release time for year leaders - (a hr each a week) GR/DPu</p> <p>Teacher cover for subject release - 1 day a week £8600</p>			



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### QUALITY OF TEACHING LEARNING AND ASSESSMENT

<p><b>STRATEGIC PRIORITY 2 &amp; 3</b></p>	<p><b><u>KEY AREA FOR IMPROVEMENT</u></b></p> <p><b>Priority 2</b> - To further develop the teaching of English across the school with a particular focus on Reading. Reading is enjoyed by all children and books are widely used across the curriculum to enhance children's learning.</p> <p><b>Priority 3</b> - Feedback is purposeful in improving children's knowledge, understanding and skills. Children use the feedback effectively, showing a positive impact on children's learning outcomes.</p> <p><b>Committees Responsible for Monitoring: Standards/ Curriculum</b></p>
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**SUCCESS CRITERIA (We will know when we are successful when...)**

- ☑ Children's engagement and enjoyment in lessons will have increased as measured by Children's Questionnaire responses in January 2016, particularly for 'strongly agree'.
- ☑ Overall judgements on the quality of teaching and learning for all staff (using triangulation i.e. formal lesson observations, work scrutiny, achievement data) will be 100% good or better, and 50% outstanding.
- ☑ Teachers provide suitable challenge for the least able pupils and middle attainers through a range of strategies - e.g. timely interventions, provision of guided groups, tasks set, questioning and this is evidenced in written feedback given to staff (i.e. lesson observations/book scrutinies etc).
- ☑ Learning Outcomes for children improve through effective marking and feedback.
- ☑ Staff are actively participating in continuing professional development, cascading information to others, and positively impacting on the children's learning and progress.
- ☑ Children are aware of the importance of listening and responding to their teacher's feedback

**EVALUATION AND KEY EVIDENCE**

**(how we will explore and judge the impact)**

- Quality of Teaching Reports
- Link Governors and subject leader reports
- Head's report to governors
- Pupil Voice Surveys
- Book Scrutiny Evidence
- Staff Meeting Record of Minutes

<b><u>TARGET</u></b>	<b><u>ACTIONS</u></b>	<b><u>WHO</u></b>	<b><u>WHEN</u></b>	<b><u>EVALUATION AND IMPACT</u></b>
Teachers know what outstanding feedback looks like.	<ul style="list-style-type: none"> <li>- Staff meetings held to give guidance on high quality feedback to all teachers.</li> <li>- Best Practice is shared amongst teaching staff and top tips on making marking time efficient and effective</li> <li>- Year groups spend time on Monday afternoon's looking at the books across the year group and creating an action plan of what their year group needs to do.</li> </ul>	SLT Yr Leaders	Throughout the year	
Planning time is used effectively to ensure discussions about pitch happen	<ul style="list-style-type: none"> <li>- Monitor PPA time to ensure that there is enough discussion about the pitch of the activities that children do.</li> <li>- Less time spent on preparing planning and more time spent making resources for the children.</li> </ul>			

Teachers use Assessment for Learning throughout all lessons to build on what children already know and ensure that all pupils make progress.	<ul style="list-style-type: none"> <li>- Lesson Observations to have this as a focus throughout, Teachers to receive feedback on this.</li> <li>- STAs to receive training on ways in which this can be done through their own sessions with children i.e guided reading.</li> <li>- Teachers to share successful strategies in yr group planning time.</li> </ul>	All staff		
Lessons observation feedback is purposeful so that teachers know what to do to improve their lessons further to make them outstanding.	<ul style="list-style-type: none"> <li>- Clear targets and open discussion on what went well and what needs to be done to improve teaching further.</li> <li>- Guidance given to teachers on what makes children good learners.</li> </ul>	SLT/S MT		
To develop the teaching of reading across the school	<ul style="list-style-type: none"> <li>- Inset provided to all staff about effective answering of comprehension questions e.g. do not write in full sentences.</li> <li>- Raise importance of understanding vocabulary</li> <li>- Lesson observation in Summer Term focussing on reading</li> <li>- English Lead - learning walks on reading - soring term to establish what further training needs to happen.</li> </ul>	Lit Lead	Autumn term  Summer term	
To ensure consistency and high expectations in the teaching of handwriting.	<ul style="list-style-type: none"> <li>- All staff provided a guid of handwriting style that should be modelled in school in September 2017</li> <li>- Teaching of handwriting sessions planned into English lessons</li> <li>- Golden write book introduced to allow children time to concentrate on writing up their writing with a particular focus on neat presentations.</li> <li>-End of term award introduced for each class for most improved handwriting.</li> <li>- Quality of handwriting monitored alongside book scrutiny.</li> </ul>	SMT/ SLT Lit Lead	All year	
To develop staff confidence to learn from each other	<ul style="list-style-type: none"> <li>- Staff do joint observations(ungraded) to focus on an area of teaching tha they feel that they would like to develop further or areas that are raised from lesson observation,</li> </ul>	All staff	Early summer term	
To develop quality of teaching of games.	<ul style="list-style-type: none"> <li>- INSET training for staff on developing a progression of lessons for pupils.</li> <li>- Selected teachers work with Sutton Spotrs Partnership to develop skills of staff in areas they are having difficulty with,</li> <li>- Upskill knowledge and understanding of staff on progression of PE and Games</li> </ul>	All  PE Lead to organise	January  February	

	- Observations in the summer term show that all lessons are at least good with many outstanding.		May/June	
Music curriculum is enhanced.	New Charanga music scheme is used to help in progression of music. -All yr 4 have wider opportunities to learn the violin or cello. - Djembe drumming opportunity for Yr 5 pupils initially - Music evening organised for families at SPJS			
<b>Budget</b>	<u>Curriculum Funding</u> Standards budget 4 days of addition cover for peer observations (£1000) Writing moderation course across the borough (£1500 supply cover and attendance) Handwriting awards and books £500			



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### PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

<b>STRATEGIC PRIORITY</b>	<b><u>KEY AREA FOR IMPROVEMENT</u></b>	<b><u>SUCCESS CRITERIA (We will know when we are successful when...)</u></b>	<b><u>EVALUATION AND KEY EVIDENCE (how we will explore and judge the impact)</u></b>	
	<p>To further develop outstanding home/school links and have an outstanding environment and community based on Values.</p> <p>To ensure that children display exemplary behaviour at all times in and around the school</p> <p>Attendance of PPD children improves to narrow the gap between PPG and Non-PPG children.</p> <p><b>Committees Responsible for Monitoring: Standards/ Curriculum/Safeguarding</b></p>	<p>Parental survey shows that parents would recommend SPJS to others.</p> <p>All stakeholders believe that pupil behaviour is outstanding and that we deal with bullying effectively</p> <p>Diminishing the difference of attendance of PP children and non PPG children (July 2016 PP=94.9% Non PPG =97.5%) Current gap is 2.6%</p>	<p>- Behaviour is outstanding % increases from parental response from</p> <p>- Attendance report shows attendance for PPG children has improved</p> <p>- Values are shared with the SPJS community.</p> <p>- Parents survey show increased percentage of parents who know and think we deal effectively with bullying well (April 2016 survey - 27% say they don't know 71% think we do deal effectively 2% don't think we do)</p>	
<b><u>TARGET</u></b>	<b><u>ACTIONS</u></b>	<b><u>WHO</u></b>	<b><u>WHEN</u></b>	<b><u>EVALUATION AND IMPACT</u></b>
School attendance for PPG children	- Part of Parents evening forms and pupil progress meetings will be to discuss attendance	All teachers	Throughout the year	End of Autumn term 2017 PPG children attendance = 94.19%

improves to narrow the gap between non PPG children.	<p>with teachers.</p> <ul style="list-style-type: none"> <li>- Parents informed of their child's attendance throughout the year. Letters sent home for children whose attendance is dropping.</li> <li>- Admin member of staff to monitor absences across the school and keep headteacher informed. Letters sent home to parents of children's whose attendance is dropping to ask</li> <li>- Meetings arranged for pupils where there is a concern with their attendance.</li> </ul> <p>Resreach into ways to support PPG children coming into school early.</p>	Admin Team		<p>Non PPG children attendance =97.02%</p> <p><b>Gap is still 2.53%</b></p> <p>Yr 4 is the current concern as their % is 91.97% as opposed to Yr 5 - 95.15% Yr 6 94.5%</p> <p>4 chn currently under 90% formal meetings requested for all of these.</p> <table border="1"> <tr> <td>82%</td> <td>89%</td> <td>83%</td> <td>85%</td> </tr> </table> <p>In spring term we hope to see attendance improve.</p>	82%	89%	83%	85%
82%	89%	83%	85%					
Attendance across the school improves. Target 97.5%	<ul style="list-style-type: none"> <li>- High profile for attendance across the school.</li> <li>- Governors/staff all track attendance</li> <li>Class prizes for the end of term for highest attendance across the school.</li> <li>- Classes informed who has the highest attendance for the month.</li> </ul>	H/T						
To enhance learning culture through introduction of Values Programme	<p>Continue Value of the Month in school.</p> <ul style="list-style-type: none"> <li>- Shares value of month including children's work in newsletter.</li> <li>- School display board in the main hall to promote it and reward those children who show the value</li> </ul>	AL - All staff  JB						
To raise the profile of emotional well-being and mental health	<ul style="list-style-type: none"> <li>- Two members of staff to attend training on this run by the Wishmore trust.</li> <li>- Working party to be set up in school to roll it out to staff.</li> <li>- Assemblies to reinforce the benefots of emotional well being</li> <li>- Participate in Chidren's Mental health week.</li> </ul>							
To ensure that behaviour is exemplary at all times in and around the school	<ul style="list-style-type: none"> <li>- Train lunch hall staff to get more involved with pastoral well-being of pupils.</li> <li>- Give out positive lunchtime stickers</li> </ul>							
To Review anti-	-Meet with parents in Summer 2016 to see what	JG	Autumn	Summer term 16 - coffee morning proved positive with lots of helpful				

bullying flowchart and ensure that parents know what we do when bullying occurs.	would be helpful to them to make the policy easier to understand. Coffee morning - Review anti bullying policy - Autumn 16 -Spring Term - School Council to create an anti-bullying flow chart to support them in class and in the playground so that they know what to do.		2017	ideas from parents to make the flowchart user friendly. New flow chart shared with parents at the curriculum evening. - Policy reviewed and put on website - School council met with JG to formulate a poster to help support children in the playground. Poster to be printed and displayed.
<b>Budget</b>	<b>Curriculum Funding</b> Resilience Workshop for Children and INSET for staff £1800 New awards for lunchtime and attendance = £100			



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### OUTCOMES FOR PUPILS

<b>STRATEGIC PRIORITY 1</b>	<b>KEY AREA FOR IMPROVEMENT</b> Priority 1: To ensure that all children (with a particular focus on disadvantaged children) make good progress across the curriculum (in particular reading) and that at least 85% of children meet end of year expectations. Priority 5: Children's outcomes in English have improved. (including handwriting) Priority 6: Children are encouraged to become independent learners and play an active role in their own learning. <b>Committees Responsible for Monitoring: Standards/Finance</b>	<b>SUCCESS CRITERIA (We will know when we are successful when...)</b> <input checked="" type="checkbox"/> The gap between PP children and non PPG children has diminished particularly in reading and maths. <input checked="" type="checkbox"/> Children's attainment across the curriculum is above national data. <input checked="" type="checkbox"/> All subjects have a positive progress score from KS1		<b>EVALUATION AND KEY EVIDENCE (how we will explore and judge the impact)</b> - End of KS 2 sats results - Internal progress data show that PP children are making age related expectations. - Children demonstrate excellent learning skills across the curriculum (lesson observations, learning walks, pop ins)	
	<b>TARGET</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>EVALUATION AND IMPACT</b>
Increase opportunities for moderation of assessments particularly in Year 3	- Work alongside other school in local authority to check consistency across schools for Yr 3 assessments. - Subject Leaders to meet to discuss opportunities for	AL	All year		

	<p>assessment across the curriculum.</p> <ul style="list-style-type: none"> <li>- Have a robust monitoring and evaluation cycle.</li> </ul>	Subject Leaders		
All staff can identify PPG children have a clear understanding of their barriers.	<ul style="list-style-type: none"> <li>-Ensure that all staff have lists of PP children.</li> <li>- Include STAs in pupil progress meetings to ensure that all intervention data is shared and evaluated for effectiveness.</li> </ul>	AL lead all staff	September and updates each term	
<p>Improve pupil attainment and progress of <b>disadvantaged</b> and <b>middle prior</b> attaining pupils so that it at least matches those of other pupils in the school. (Especially in reading) In writing - ensure middle attainers are making rapid progress.</p>	<ul style="list-style-type: none"> <li>- Analysis of overlap between SEND /PP children</li> <li>- Analysis of Middle attaining children's progress in reading in Y3-6</li> <li>-Complete a reading survey to see if middle attainers/PP children like reading.</li> <li>-Reading interventions with a teacher</li> <li>- Focus on these children in pupil progress meetings (see literacy SDP)</li> </ul>	Summer Term		
<p>Diminish the difference in attendance percentages between PPG and non PPG children</p>	<ul style="list-style-type: none"> <li>- Admin member of staff to monitor attendance closely and feedback to Headteacher</li> <li>- Regular meetings with parents whose attendance is starting to drop.</li> <li>- Class teachers to discuss attendance with parents at parent's evenings.</li> <li>- Awards for classes where attendance is good.</li> <li>- Postcards to be sent home when attendance improves</li> </ul>	LS/JM  SLT	Monthly	Autumn term - gap is still 2.52%

<p>Diminish the difference between PP and non PP children in maths</p> <p>At least 85% meet ARE.</p>	<ul style="list-style-type: none"> <li>- Closely track pupils use of RM Easimaths and relaunch with certificates to reward children's commitment and progress.</li> <li>Maths training of use of manipulatives and different conceptual representations.</li> <li>- Track internal data - are we putting interventions in place quick enough lower down the school?</li> <li>- Focus observations on ensuring that the pitch is correct to stretch and challenge the more able,</li> </ul>	<p>Maths lead</p>	<p>Termly</p>	
<p><b><u>Budget</u></b></p> <p>£1500 TA extra release and training</p>	<p><b><u>Funding</u></b></p> <p>A day teacher support for 1:1/small group interventions for middle prior attainers.</p>			