Radipole Primary School

School Development Plan

2017

Radipole Primary School will raise the expertise of its staff and the achievement of its pupils during 2017 by taking the following actions:

1. **Teachers need to demonstrate deep knowledge and understanding of the subjects they teach.**
   Target 1 is a priority for the following reasons:
   - We need to improve the level of challenge during Guided Reading. Children's reading comprehension skills do not seem on par with their decoding skills.
   - We need to improve the quality of teaching during Guided Reading sessions.

2. **Throughout each year group and across the curriculum, current pupils need to make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.**
   Target 2 is a priority for the following reasons:
   - Some children who previously met expected standards in the old curriculum, are no longer at ARE.
   - Teaching needs to be focused on narrowing the gap between groups of pupils.

3. **Pupils need to demonstrate impeccable conduct, reflecting the school's effective strategies to promote high standards of behaviour.**
   Target 3 is a priority for the following reasons:
   - Behaviour on the playground at lunchtimes is not as good as it is at morning break.
   - Behaviour in the lunch hall needs to improve; the children are noisy and standards are not high enough.

4. **Teachers need to plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.**
   Target 4 is a priority for the following reasons:
   - Teachers' workload is increased by the lack of appropriate maths resources available in school.

5. **Staff need to reflect on and debate the way they teach. They need to feel deeply involved in their own professional development. Leaders need to create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.**
   Target 5 is a priority for the following reasons:
   - The school needs to build a strong, collaborative local network, where all staff are able to work with and learn from colleagues.
   - The school needs to engage in CPD activities outside of Dorset, so that staff are motivated to take risks and innovate.

Quality of Teaching, Learning and Assessment

Objective 1: Teachers need to demonstrate deep knowledge and understanding of the subjects they teach.

Key strand	What actions will I do to meet the key strand?		Who will do it?	Who will monitor it?	Resources	Timescale
Improve the level of challenge during Guided Reading.	1.	Wider range of texts and resources used during Guided Reading sessions.	All staff	English team	£1500	Spring term
	2.	More challenging texts available for Guided Reading sessions.	All staff	English team	£1500	Summer term
	3.	Teachers to become more familiar with the style of questions used in KS1 and KS2 2016 SATs.	Teachers	English team	Staff meeting	Spring term
	4.	Whole class Guided Reading lessons take place weekly, to allow LA children to access more challenging texts.	Teachers	SLT		Spring term
Review	What has been the impact of the actions taken?		What is the evidence that supports this?			
	1.					
	2.					
	3.					
	4.					
Overall impact: Greater percentage of pupils reach ARE in reading compared to 2016.						

Key Strand	What actions will I do to meet the key strand?		Who will do it?	Who will monitor it?	Resources	Timescale
Improve the quality of teaching during Guided Reading sessions.	1.	Staff training on how to deliver an effective Guided Reading session.	English team	SLT, Governors	Staff meeting	Spring term
	2.	TA training on how to deliver an effective Guided Reading sessions.	English team	SLT	1 x session	Spring term
	3.	Increased number of Guided Reading sessions per week in KS2.	Teachers	English team		Spring term
	4.	Some whole class Guided Reading sessions a week.	Teachers	Phase leaders		Spring term
	5.	Reading objectives to be explicitly taught and shared.	Teachers	Phase leaders	Staff meeting	Spring term
	6.	Reading objectives tracked and monitored on Pupil Tracker.	Teachers	Phase leaders Governors		Spring term
	7.	Some writing lessons to be based on a text and also meet a reading objective.	Teachers	Phase leaders		Spring term
Review	What has been the impact of the actions taken?		What is the evidence that supports this?			
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
Overall impact: Greater percentage of pupils reach ARE in reading compared to 2016.						

Outcomes for pupils

Objective 2: Throughout each year group and across the curriculum, current pupils need to make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.

Key Strand	What actions will I do to meet the key strand?	Who will do it?	Who will monitor it?	Resources	Timescale
Some children who previously met expected standards in the old curriculum, are no longer at ARE.	1. Training for TAs to deliver quality interventions.	English team Maths team SENCO	SLT	£1000	Spring
	2. TAs removed from class in the afternoons to deliver interventions.	TAs	Phase leaders		On going
	3. 'Drop off' children identified, and all staff made aware of them.	Deputy head	SLT		On going
	4. Resource interventions.	English team Maths team SENCO	SLT	£2000	Spring term
	5. Timetable of each phases' interventions created.	Phase leaders	Governors SLT		On going
	6. Interventions will be monitored to measure impact.	Phase leaders Deputy head SENCO			On going
Review	**What has been the impact of the actions taken?**		**What is the evidence that supports this?**		
	1.				
	2.				
	3.				
	4.				
	5				
	6				
Overall impact: Greater percentage of pupils reach ARE in reading, writing and maths compared to 2016					

Key Strand	What actions will I do to meet the key strand?	Who will do it?	Who will monitor it?	Resources	Timescale
Teaching needs to be focused on narrowing the gap between groups of pupils.	1. Pupil Progress meetings termly to discuss 'drop off' children.	SLT	SLT Governors		On going
	2. Impact of interventions will be looked each half-term.	Phase leaders	SLT		On going
	3. Monitor how teaching is targeted to suit different groups (disadvantaged, LAC, EAL, summer born etc)	Phase leaders	SLT		Summer term
	4. Monitor teaching of SEND children.	SENCO	SLT		Termly

Review	What has been the impact of the actions taken?	What is the evidence that supports this?
	1.	
	2.	
	3.	
	4.	

Overall impact: Greater percentage of pupils reach ARE in reading, writing and maths compared to 2016

Personal development, behaviour and welfare

Objective 3: Pupils need to demonstrate impeccable conduct, reflecting the school's effective strategies to promote high standards of behaviour.

Key Strand	What actions will I do to meet the key strand?	Who will do it?	Who will monitor it?	Resources	Timescale
Behaviour on the playground at lunchtimes is not as good as it is at morning break.	1. Support MDS by employing TAs to work on the playground at lunchtime.	TAs	Headteacher	£5000	Spring trem
	2. Apprentices to run sports competitions at lunchtimes.	Apprentices	Headteacher		Spring term
	3. Work with MDS to help them to encourage good behaviour.	SENCO	SLT		Spring term
	4. Monitor activities and behaviours that happen on the playground.	Headteacher	SLT		Summer term
	5. Review the organisation of lunchtime on the playground.	Headteacher	Governors		Summer term
Review	**What has been the impact of the actions taken?**		**What is the evidence that supports this?**		
	1.				
	1.				
	2.				
	3.				
	4.				
	5.				
Overall impact: There are few episodes of poor behaviour reported to teachers.					

Key Strand	What actions will I do to meet the key strand?		Who will do it?	Who will monitor it?	Resources	Timescale
Behaviour in the hall needs to improve; the children are noisy and standards are not high enough.	1.	Review the organisation of lunchtime in the hall.	Headteacher SENCO	SLT		Spring term
	2.	Organise special tables in the hall.	Headteacher	SLT		Summer term
	3.	Review staffing of the hall.	Headteacher SENCO	SLT		Summer term
	4.	Investigate other schools of similar sizes to see how lunches are organised.	Headteacher	SLT		Summer term
Review	**What has been the impact of the actions taken?**		**What is the evidence that supports this?**			
	1.					
	2.					
	3.					
	4.					
Overall impact: **Staff report that lunchtimes have improved.**						

Quality of teaching, learning and assessment

Objective 4: Teachers need to plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.

Key Strand	What actions will I do to meet the key strand?	Who will do it?	Who will monitor it?	Resources	Timescale
Teachers' workload is increased by the lack of appropriate maths resources available in school.	1. Audit current resources.	Maths team	SLT		Spring term
	2. Investigate resources available that support new curriculum.	Maths team	SLT		Spring term
	3. Talk to other schools to see what they are using.	Maths team	SLT		Spring term
	4. Invite reps to bring resources to school for staff to evaluate.	Maths team	SLT		Summer term
	5. Purchase resources and ensure staff are trained to use them.	Maths team	SLT	£3000	Summer term
	6. Conduct staff survey to ensure that resources have had an impact on workload.	Headteacher	Governors		Autumn term
Review	What has been the impact of the actions taken?	What is the evidence that supports this?			
	1.				
	2.				
	3.				
	4.				
	5.				
	6.				
Overall impact: Teachers report that they are able to plan lessons effectively.					

Effectiveness of leadership and management

Objective 5: **Staff need to reflect on and debate the way they teach. They need to feel deeply involved in their own professional development. Leaders need to create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.**

Key Strand	What actions will I do to meet the key strand?	Who will do it?	Who will monitor it?	Resources	Timescale
The school needs to build a strong, collaborative local network, where all staff are able to work with and learn from colleagues.	1. Work with local headteachers to create a collaborative network.	Headteacher	Governors		Spring term
	2. Establish networks for deputy heads, SENCOs, subject leaders, to share good practice and offer support.	Headteacher	SLT		Summer term
	3. Share local CPD opportunities with local network of schools.	Headteacher	SLT		Summer term
	4. Teaching staff are able to visit local primary schools to observe good practice.	Headteacher	SLT		Autumn term
	5. Teachers continue to film own practice and share with colleagues.	Teachers	Phase leaders		Ongoing
Review	What has been the impact of the actions taken?		What is the evidence that supports this?		
	1.				
	2.				
	3.				
	4.				
	5.				
Overall impact: Staff feel involved in their own professional development.					

Key Strand	What actions will I do to meet the key strand?		Who will do it?	Who will monitor it?	Resources	Timescale
The school needs to engage in CPD activities outside of Dorset, so that staff are motivated to take risks and innovate.	1.	Establish reciprocal visits with Christ Church Primary, Bradford-on-Avon.	Headteacher	Governors	£500	Spring term
	2.	Encourage staff to engage with CPD opportunities, outside of Dorset.	Headteacher	SLT	£2000	On going
	3.	Achievement for All training for staff.	Deputy Head	SLT	£3000	Spring term
	4.	Use staff meetings to view inspirational videos from leading speakers.	Headteacher Deputy Head	SLT Governors		Summer term
Review	What has been the impact of the actions taken?		What is the evidence that supports this?			
	1.					
	2.					
	3.					
	4.					
Overall impact: Staff are motivated to take risks and innovate.						