

Broadwindsor School Development Plan 2019-2020

What do we want to achieve by the end of this academic year?

- Improve impact of middle leaders on raising pupils' achievement: each leader will write an action plan which identifies school improvement priorities, details measurable targets and outcomes to improve the quality of education.
- Ensure that teachers' marking effectively informs children of next steps in learning and children are provided with opportunities to respond leading to direct impact on immediate and longer-term progress.
- Strengthen pupils' learning attitudes and behaviour so that they are motivated and resilient.
- Review and develop pedagogy in reading, writing and maths to secure good or better progress by all pupils.
- HT and subject leaders will lead the development of an inspiring, challenging curriculum which prepares all pupils to have the knowledge and skills to take advantage of opportunities, responsibilities and experiences of later life.
- A key aim will be to ensure that there is a whole school focus on maths: a school wide project will target and engage children with challenge targets to reach ARE / GDS This will be stringently monitored both internally and as part of the West Dorset Collaboration.
- Governors will challenge the school effectively, holding leaders to account and ensuring that standards rise across all phases.
- Make progress in relation to our SIAM targets (from our inspection, May 2019)

How will we know that we have been successful?

- Performance management targets are met and clear evidence is provided to demonstrate that outcomes of action plans achieved
- Pupils' progress in reading and writing improve to be at least in line with national standards at KS1 and KS2 both EXP and GD.
- Target children in maths will meet their end of year targets and judgements verified internally and externally.
- Subject Leaders will report on their whole school projects and outcomes will significantly show improvements against targets set.
- Governor meeting minutes will demonstrate that they are supporting and challenging leaders in equal measure to ensure that improvement is happening fast enough.

Priority 1 Improve Leadership and Management							
Objective	Actions	Monitoring Lead	Budget	Impact	Milestone 1 (Autumn)	Milestone 2 (Spring)	Milestone 3 (Summer)
1.1 Strengthen Governors' roles in school monitoring and evaluation to enable them to	Review and modify roles and responsibilities of the Governing Body especially in light of changes to the governors to ensure challenge of senior leaders (e.g. New COG, New foundation governor)	HT CofG and Governors	Governor training as identified through Governor Skills audit Foundation Governor	Governors systematically challenge senior leaders so that the effective deployment of	Governing body develop action plan based on clear understanding of school current	Governors have been actively involved in at least one visit to school at each and visit	Governors have received reports from SLs and challenged as indicated in minutes

<p>challenge and support leaders effectively.</p>	<p>Governors will develop strategic action plan which is focused on key school improvement priorities and maximising their roles and responsibilities to drive improvement.</p> <p>Governors will be actively involved in the self- review cycle such as work scrutiny and learning walks to evaluate impact of SDP priorities and report back at FGB meetings</p> <p>Termly involvement from SEP to provide independent verification of self-review process and support governors’ understanding the strengths and weaknesses of school.</p> <p>Governing bodies will feedback to parents the work of the governing body through regular communication.</p>			<p>staff and resources, including the pupil premium (PP) and SEN funding, secures good outcomes for pupils.</p> <p>Leaders and governors have a deep, accurate understanding of the school’s effectiveness</p>	<p>performance and outcomes. (Minutes of Dec 19 meeting)</p> <p>Governor roles reviewed and monitoring identified on SDP by November meeting.</p>	<p>report discussed.</p> <p>Link governors attached to SDP priorities have monitored as laid out in plan</p>	<p>Governors review plan and plan for way forward as a school – set future key priorities</p>
<p>Secure impact of middle leaders on improving the quality of education</p>	<p>SLs to identify priorities and prepare action plans for their subject focused on improving outcomes through improving pedagogy of teachers within their subjects (English and Maths a focus)</p> <p>Leaders will provide CPD activities for SLs to develop their effectiveness</p> <p>Ensure SL role in the monitoring cycle plan is focused on measuring impact of teaching,</p>	<p>HT Link Governors to SLs and SENCO</p>	<p>CPD for Literacy/Numeracy Leaders – support from LA</p> <p>Collaboration network meetings for Maths SLs – cover required to attend.</p> <p>Monitoring activities require cover for SL leaders to take</p>	<p>Subject Leaders and SENCO to have a good understanding of the impact development activities</p> <p>Subject Leaders and SENCO action plans drive school improvement</p>	<p><u>Autumn</u></p> <p>Action plans for subject are established and shared with staff and governors. Monitoring roles of Governors added.(October meeting)</p> <p>Action plans are beginning to show impact</p>	<p><u>Spring</u></p> <p>SLs have at least two opportunities to monitor their subject area.</p> <p>Quality of T and L to be at improving across time.</p>	<p><u>Summer</u></p> <p>SLs have reported to Govs on the impact of their plans on improving outcomes.</p> <p>Monitoring outcomes judged all teaching in Maths and English to be Good or better</p>

	learning and assessment against pupil outcomes including vulnerable learners.		part.		against key priorities identified		
1.3 Lead the development of an inspiring, challenging curriculum	<p>Review curriculum intent and update current policy.</p> <p>Begin long-term topic plan, including greater links with core subjects (ongoing throughout the year)</p> <p>English long-term plans are established which focus on using quality texts to inspire pupils to write across a range of genres and across subjects.</p> <p>Introduce CLPE resources to ensure ambitious cross curricular opportunities are integrated into teaching sequences.</p>	HT SLs Governor with responsibility for Curriculum	<p>PDM time to develop curriculum plans.</p> <p>PPA time</p> <p>£300 for CLPE membership</p>	New long term plan in place which engages all pupils including vulnerable pupils and challenges all pupils to make good or better progress in their knowledge and skills in all subjects.	<p>Long term plan for Year A of two years is planned and Year B in draft.</p> <p>English plans for autumn include at least one unit using CLPE materials. Book scrutiny in Autumn 2 shows all year groups using materials and at least one piece of cross curricular writing in each year group as occurred.</p>	<p>Curriculum Statement published and curriculum policy reviewed.</p> <p>Long term English plans for spring term use CLPE materials include SPAG progression and cross-curricular links are published and are on website</p>	<p>Pupil interviews (June 20) show that pupils are highly engaged in learning programmes in English and Maths including vulnerable pupils. They talk about using their writing skills in other subjects.</p> <p>Progress in books is good and regular cross curricular writing is evident in all year groups (Summer 2 book scrutiny)</p>
1.4 SEND Provision and tracking developed to support all pupils making good progress	<p>SEND action plan is established and is monitored regularly by and SENCO/SEN governor (supported of LA advisor)</p> <p>Utilise Birmingham tool kit resources to track progress of SEND pupils</p> <p>Teaching assistants will attend regular CPD to support class teachers in delivering quality first teaching to all pupils including SEN pupils.</p>	<p>SENCO</p> <p>Class teachers and teaching assistants.</p> <p>SENCO</p>	<p>Birmingham toolkit (£900 - bought out of previous years budget)</p> <p>SENCO release time</p>	<p>SEND pupils make clear progress using toolkit measure and set future targets.</p> <p>Quality first teaching improves and Tas are actively involved in all parts of the lesson.</p>	<p>Children are identified and targets set and reviewed. Impact of this process monitored by SENCO and Governor (w/b 16.12.19)</p> <p>TA staff begin regular CPD focused</p>	<p>Children are identified and targets set and reviewed</p> <p>Observations by SENCO and SLs show active Participation of Tas in quality first team (w/b 23.3.20)</p>	<p>Children are identified and targets set and reviewed</p> <p>SEND pupils demonstrate clear progress across the year using toolkit</p> <p>Action Plan reviewed and outcomes</p>

					around QFT.		reported to governing body.
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Priority 2 Improve quality of education							
Objective	Actions	Monitoring Lead	Budget/resources	Impact	Milestone 1	Milestone 2	Milestone 3
Developing effective Marking and Feedback so that pupils understand their next steps and make good progress.	<p>Review Marking and feedback policy and presentation and feedback posters to be visible in classrooms.</p> <p>Teachers/support staff give regular feedback against reviewed policy which allows pupils respond using polishing pens and are clear about their next steps.</p> <p>Children will write on every other line to allow more opportunity to edit and respond to marking with purple polishing pens.</p> <p>SL monitor effectiveness of marking/feedback and presentation standards</p>	HT SLs monitor within their subject	<p>Purple polishing pens and post it notes.</p> <p>PDM time to review policy.</p> <p>Release time for SLs</p>	<p>Approach to marking and feedback supports better outcomes and levels of progress.</p> <p>Outcomes and progress in Y2 and Y6 in reading and writing and maths are better than July 2019 and are in line with national averages</p>	<p>Assessment coordinator (HT) reviews policy with staff and amendments made.</p> <p>Pupil interviews/ learning walk demonstration demonstrate that pupils understand what they need to do improve and act upon this feedback (w/b 11.11.19 English and w/b 2.12.19 Maths)</p>	<p>Book scrutinies by SLs show children are making good progress in maths and English and policy is being followed (w/b 20.1.20 English and Maths w/b 16.3.20)</p>	<p>Outcomes and progress in Y2 and Y6 in reading and writing and maths are better than July 2019 and are in line with national averages</p>
Develop teachers' pedagogy in Phonics and reading skills	Work in close partnership of Broad Clyst English Hub to develop phonics and early reading pedagogy of all staff involved in teaching early reading (see action plan)	HT Year 1/2 teacher (Phonics Leader)	<p>Release time for Literacy Leader</p> <p>Train volunteers to support ongoing maintenance of</p>	<p>Improved outcomes for all pupils</p> <p>Children in Year 1 achieve highly</p>	Staff trained in Read Write Inc and initial monitoring by English Hub literacy	English Hub visit report shows that teaching of all groups is effective and	<p>At least 92% pass phonics check in Y1</p> <p>In reading at Y2, with at</p>

	<p>Staff use new Read, Write Inc scheme to teach phonics effectively across EYFS and Year 1 with half-termly visits from Hub Consultant.</p> <p>Reading Leader with support of half-termly visits from Hub consultant to monitor the effectiveness of phonics and reading teaching programs each half-term.</p> <p>Develop reading environment within school, both within classroom and the library to encourage love of reading.</p> <p>Establish accelerated reading program from Year 2 to Year 6 to improve reading skills including those children's comprehension skills.</p>	Literacy Leader	<p>accelerated reader program.</p> <p>Reading incentives/rewards to be promoted in the learning environment using accelerated reader as a focus</p> <p>English Governor to train Y5/6 librarians and oversee library environment being maintained.</p>	<p>in the national phonics check.</p> <p>The % of pupils attaining the phonic standard in Year 1 is maintained</p> <p>The % of pupils attaining the expected standard shows a significant rise at KS1 and KS2</p> <p>The % of pupils achieving Greater Depth shows a significant rise at KS2</p>	<p>specialist shows that teacher skills are effective in phonics and teaching next steps are established (Hub visit 28.11.19)</p> <p>Accelerated reader assessment establish baseline of reading ability across Y2-Y6 (Sept 19)</p> <p>Monitoring of AR records shows that pupils are engaged in reading activities e.g. all Y6 pupils are quizzing (w/b 28.11.19)</p>	<p>those behind are improving and gap is narrowing and areas of development have been actioned (Hub Visit TBC)</p> <p>Link governor / SL monitoring show pupil's reading skills are improving further and data for AR supports this (w/b/ 20.1.20 or 25.2.20)</p>	<p>least 93% ARE+, with 38% achieving greater depth.</p> <p>At Year 6 reading, above 79% meet ARE for reading with at least 29% achieving greater depth.</p>
Improve teacher's pedagogy in writing and GPS	<p>Plan and teach writing sequences (including cross curricular opportunities) with real purpose that are boy friendly and systematically teach grammar, punctuation and spelling</p> <p>Create yearly writing units (term at a time) using CLPE resources</p>	English SL Teachers Tas Link Gov	<p>Cover for English Leader to carry out self-evaluation activities.</p> <p>CPD from County team for teaching staff (Lyn Gaudreau supports JP)</p>	<p>Improved outcomes for all pupils</p> <p>The % of pupils attaining the expected standard shows a significant rise</p>	<p>Books show children have experienced at least one CLPE unit and write for different purposes within each</p>	<p>Monitoring of books show the clear impact teacher feedback is having on children's writing skills</p> <p>Books also</p>	<p>In writing, 79% meet ARE or above and 79% achieve GPS expected standard at Y6.</p>

	<p>based on using quality texts to give children exciting writing opportunities.</p> <p>Establish regular moderation opportunities both within staff meetings and collaboration events to secure consistent and accurate judgements.</p> <p>All staff will use post-it notes targets with children and writing conferences with pupils that are required to make accelerated progress.</p>		<p>CLPE resources (£300)</p> <p>Moderation (PDM time)</p> <p>LA moderation activities funded by LA, cover costs to attend.</p>	<p>at Key stage 2 and progress rate improves to be closer to national average.</p> <p>The % of pupils at the expected standard grows in all year groups</p>	<p>units (w/b/ 11.11.19 not everyone may have completed CLPE unit by then)</p> <p>Pupil interviews show that pupils can articulate what they have already improved on and what they need to do improve their work further (w/b 11.11.19)</p>	<p>show writing in a range of genres and purposes (w/b 25.2.20)</p> <p>In writing, 77% are on track to meet ARE at Year 2 and 71% are on track to meet ARE in Year 6.</p>	<p>In writing, 85% of Y2 achieve expected or above</p> <p>% of pupils in each cohort at the expected standard is greater than at the start of the year</p>
<p>Improve teachers' pedagogy in maths</p>	<p>School participates actively in Maths Subject Leader meetings with other schools as detailed West Dorset Collaboration Maths plan in raising attainment and progress</p> <p>Maths action plan completed to improve specific areas of teachers' maths pedagogy including number talk, question stems and CPA.</p> <p>Effective planning approaches developed to teach maths using mastery approach eg NCETM materials, asking deeper questions and using White Rose</p>	<p>Maths SL</p> <p>Teachers Tas Link Gov</p>	<p>Cover for Numeracy Leader to be released for monitoring duties and attend collaboration subject leader half-termly meetings</p> <p>CPD for new subject leader and regular PDM sessions focused on maths</p> <p>Collaboration INSET 6th January focused around maths planning and CPA</p>	<p>Improved outcomes for all pupils</p> <p>The % of pupils attaining the expected standard/GD shows a significant rise by targeting specific children close to EXP and GD.</p>	<p>White rose Maths books in Y1 upwards demonstrate regular opportunities to reason and problem solve as a result of staff using White Rose materials when planning (w/b 2.12.19)</p> <p>Monitoring by SL shows number talk is</p>	<p>Monitoring by governor and SL show children's reasoning skills are improving in lessons and in books. It is observed that children are more resilient in solving problems (w/b 16.3.20)</p> <p>Vast majority of target</p>	<p>In maths, 79% attain expected or above and 21% at greater depth at Year 6 and 93% attain expected or above at Year 2.</p> <p>Progress data at Key stage 2 significantly improves.</p> <p>Vast majority</p>

	<p>planning as a central planning framework</p> <p>SL and HT will carry out monitoring including learning walks, work scrutiny and pupil interviews to evaluate impact of maths action plan and report to governors.</p>		<p>materials led by Dr Ruth Trundley materials and subject leader follow-up in March 20.</p>		<p>occurring in each class and is beginning to have impact on children's developing vocabulary and mathematical understanding (w/b 14.10.19)</p>	<p>children are recognised to be on track at Collaboration Moderation events to meet expected standard (Collaboration subject meeting Spring 2)</p>	<p>of target children meet their targets as detailed in collaboration data plan.</p>
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Priority 3 Behaviour and attitudes							
Objective	Actions	Monitoring Lead	Budget	Impact	Milestone 1 (autumn)	Milestone 2 (spring)	Milestone 3 (summer)
Continue to use Purple learners and other 'growth mindset' approaches to develop resilient and engaged learners	<p>Review behaviour policy and develop strategies at PDMS to support good engagement</p> <p>Develop learning environments to support growth mind set including making 'purple learners' highly visible.</p>	HT Teachers Tas	Stickers and certificates - £50	Children demonstrate in monitoring activities active engagement and 'growth mindset attitudes to learning including those that are challenging	Behaviour policy reviewed and growth mindset approaches are developed in PDMs	HT drop ins during spring term and pupil interviews demonstrate these processes are embedded and children are tackling challenging activities and are engaged and resilient. (Pupil Interviews w/b 10.2.20)	Pupil and Parent questionnaires show that policy is supporting school ethos and children feel confident learners.
Further develop pupils' relationships with other learners to	Ensure that collective worship and PHSE themes promote culture.	PHSE SL (HT) Dan Harris ICT	Life Education Visit £395 Safer Schools	Pupil demonstrate in excellent relationships	PHSE long term plan and action plan are published using	Visits by Safer Communities team and Life Education occur	Pupil interviews show impact of PHSE programme and

create a positive and respectful culture including supporting pupils to have excellent Online behaviour	<p>Include regular opportunities to develop children's positive relationships through being sporting ambassadors, peer learning and mentoring, reading buddies.</p> <p>Review ESafety policy and ensure all staff understand their roles and promote parent awareness</p> <p>Provide opportunities through regular teaching and visitors such as Safer Communities team to develop their online safety behaviour.</p>	<p>teacher</p> <p>Teachers</p> <p>Tas</p>	<p>Visit costs</p> <p>Look at possibility are purchasing Active Bytes</p>	<p>with others as behaviour data shows including incidents of bullying</p> <p>Pupils demonstrate excellent online behaviour and any incidents are dealt with effectively as policy outlines.</p>	<p>Coran Education as a basis.</p> <p>Parent workshop for parents around online safety takes place (w/b/ 25.11.19)</p>	<p>to support PHSE work in school (Life Van visit 24.1.19)</p> <p>Regular information around staying safe online is shared with parentson website and in newsletter.</p> <p>E safety policy reviewed and governor monitoring shows staff understand their roles.</p>	<p>that children have a good understanding of keeping themselves safe including online.</p>
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Priority 4 Personal development							
Objective	Actions	Monitoring Lead	Budget	Impact	Milestone 1	Milestone 2	Milestone 3
Improve the self-esteem well-being, emotional health of targeted pupils (particularly vulnerable pupils)	Staff receive CPD on developing relationships with all pupils (Trauma Informed schools Collaboration training – Sept INSET).	HT/SENCO ELSA Teachers	Collaboration training – Trauma Informed schools (Sept 19)	Monitoring activities and informal drop ins show staff having excellent relationships with pupils.	Whole school training takes place and strategies are developed. Follow-up staff meeting	A pupil referral system to ELSA is established through SENCO and class teachers understand the	Monitoring of PHSE sessions (pupil interviews) show that pupils are supported in their well-being.

	<p>Use effective strategies such as 'high five...' to ensure all pupils feel they have access to ...</p> <p>Train and deploy ELSA to support targeted pupils</p> <p>Ensure that regular weekly PSHE sessions are taking place in all classes that support pupils</p>	<p>Tas</p> <p>SEND Gov to link governor</p>	<p>TA hours to attend training INSET</p> <p>ELSA training and subsequent TA hours to provide ELSA support -2hours a week)</p>	<p>Vulnerable pupils are less anxious in lesson and more unstructured times.</p> <p>Vulnerable pupils make better progress in their learning as result of this support.</p>	<p>attended by all staff 13.11.19)</p> <p>ELSA trained during autumn 1 and 2. SENCO meets with ELSA to establish ELSA approach in school.</p>	<p>process</p> <p>ELSA begins session with pupils and attends half-termly supervision sessions.</p>	<p>Monitoring of ELSA interventions show that pupils have improved emotional health.</p>
<p>Develop the school's approach to prepare learners for modern Britain and the wider world ??</p>	<p>RE/SMSC action plan devised which supports pupils' personal development and SIAMS targets being met</p> <p>Curriculum plan provides explicit opportunities to explore to prepare pupils for living in modern Britain especially diversity and multicultural themes.</p> <p>School and Eco committee continues to work on meeting Eco school award.</p>	<p>RE SL</p> <p>Eco School leader Vicar Teachers</p> <p>Pupil Ethos group</p>	<p>Action Plan</p> <p>Resources to develop teaching of multi-cultural and diversity topics.</p> <p>Books for the library which support themes.</p>	<p>Progress is made against action plan which supports the school making progress against SIAMs development points.</p> <p>Pupils have more resources to explore these themes and have a better understanding of Modern Britain.</p>		<p>Curriculum plan and long-term plan identifies opportunities to explore diversity and multicultural themes (ongoing)</p>	<p>SL/Gov monitoring shows that children have experienced more opportunities to explore multi-cultural t and diversity themes.</p>