

Langmoor Primary School



School Development Plan 2018-2019

Aspirations for the school:

Teaching and Learning

- 100% of teaching is judged as good or outstanding
- Work set provides the right level of challenge for ALL groups of pupils
- Teachers help pupils to explain what they have been learning and how well they think they have done

Attainment

- Standards are in line with or above National Average in all year groups in reading, writing and mathematics
- Standards at the end of Year 6 are in line with or above National Average
- Standards at the end of Year 2 are in line with or above National Average
- Standards at the end of EYFS are in line with or above National Average

Progress

- Progress in EYFS remains good or better
- From Foundation Stage to end of Key Stage 1 is in line with or above National Expectations
- Progress from Key Stage 1 to the end of Key Stage 2 is in line with or above National Expectations
- Progress in all year groups in all subjects is in line with or above National Expectations
- All pupils groups, including boys, girls, FSM, PPM, SEND, EAL, G & T, ethnic minorities and LAC make progress at least in line with National Averages

Leadership

Leaders at all levels communicate a clear vision for improvement based on high expectations to all members of the school community by:

- Ensuring that any areas of weakness have been tackled and securely improved
- Monitoring and evaluating in order to produce a detailed, accurate and realistic picture of the school
- Ensuring plans contribute to significant and sustained improvement

- Improving leadership (including governance) capacity across the school
- Ensuring all outcomes are good, or improving strongly and rapidly

Contextual Statement

Langmoor is a Community School dating from 1955 that is part of a Multi Academy Trust with Glenmere Primary School, Little Hill Primary School, both of which are part of the Wigston development group, as well as Fernvale Primary School and Hinckley Parks Primary School both of which are part of the OLP. Seven generously sized, self-contained, closed classrooms are the bases for most of children's working time in school, of which one is a preschool facility. Much work also takes place in our equipped computer suite, the school hall, library areas, music and resources centre and the extensive grounds. A brand new demountable building, 'The Ridge', was installed in September 2015 and the EYFS occupy one half of the building. They have a purpose built outdoor area for learning, and the other half of the building holds cooking and conference facilities as well as the Non-fiction library. Our preschool also provides a breakfast club facility starting at 7.45am until the start of school. There is a kitchen where school meals are prepared for Langmoor and also for St John Fisher Primary School, and two playgrounds on each side of the main building complete the picture, as well as a purpose built Outdoor Area for EYFS.

Ongoing internal and external refurbishment work is ongoing with the most recent being the painting of the internal School Building. A comprehensive plan ensures that the classrooms, hall and cloakrooms will be completed by Summer 2018. Planned developments for outdoors include resurfacing of the drive and Key Stage 2 playground, the installation of a MUGA, and astroturf in the Key Stage 1 playground so that it can be used year round. The Outdoor Learning Centre continues to be developed with the introduction of Forest School (hopefully from September 2018). This will include the building of a new mud kitchen, new shed and storage facilities and a possible fire pit. The introduction of a preschool has been established with self-contained kitchen area within the facility. Outdoor shelters have been introduced as part of a long term initiative with a trim trail, amphitheatre and safety gates erected at the front and rear of the school

Children start at Langmoor in our Reception class and transfer to a choice of 3 High Schools to complete their KS3 and 4 education. Numbers on roll were predicted to increase over the next few years. The school has been one form entry since 2013.

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
September	120	141	160	163	182	183	180	210

Langmoor has a varied catchment area covering a wide range of social backgrounds. In each cohort there is a wide range of ability, which is reflected in the attainment of pupils at every stage. Typically, results in KS1 are unusually broad in their profile, showing a relatively high number of pupils achieve well above average at the ends of the range.

Langmoor is a one form entry primary school with an independent preschool facility

Information below comes from Analysing School Performance - final data for 2016/2017.

- The minority of our pupils come from our catchment area. 37%
- Our school deprivation indication is 0.15
- The socio-economic background of the area is below the national average - Deprivation affecting children being ranked 70th out of 276 in Leicestershire.
- The school is smaller than average primary schools having 213 pupils compared to the national average of 279 - numbers currently increasing.
- The number of pupils known to be eligible for free school meals is 17.9%, which is slightly lower than the national average of 24.3%
- The percentage of pupils whose first language is not English is slightly lower than average at 15.4% compared to 20.7% nationally
- The percentage of children identified as having SEND support needs, is 3.4% which is below the national average of 12.2%

- The percentage of pupils identified as having statements or EHCP's is 0.6% which is slightly below the national average of 1.3%
- The school has a deprivation score of 0.15 with the national average being 0.21
- The percentage of pupils from minority ethnic groups is 49.7% compared to 32.3% nationally.
- Attendance - The overall attendance figures for the school remains at 95% and efforts by the school to improve this have not been successful. This is largely due to many of the parents working full or part time and their annual leave does not always fall in line with school holidays; the situation is further exacerbated by some families taking extended holidays to India, Pakistan etc.
- Outstanding behaviour of pupils who are very enthusiastic about learning which is commented on by visitors (class observations, comments, SIP advisors, Ofsted report 2010-11.)

Our school has been placed as a Category 1 school with the gradings going from 1-5, 1 being the highest.

Our priorities are to raise standards in reading, writing and numeracy, to ensure progress in maintained from EYFS to KS1 and then KS1 to KS2, to plan and deliver engaging lessons which improve knowledge and close any gaps.

Area for Improvement 1 & 2:

To raise standards in reading and writing (Based on EYFS profile, Yr 2 SATS Scores, Yr 6 Sats scores and prediction using PAG), particularly those who are more able

To raise standards in Numeracy (Based on EYFS profile, Yr 2 SATS Scores, Yr 6 Sats scores and prediction using PAG)

Success Criteria: Children's attainment is in line with or above National Expectations in all year groups

Evidence: Lesson observations, learning works, work scrutiny, planning scrutiny, pupil interviews and data

Objective	Action	Led by	Start	End	Review	Resources/Cost	Monitoring & Evaluation		SLT Review Date	Success Criteria
							Staff	Gov		
To continue to provide effective curriculum leadership	Monitoring time given through SM/Supply cover where possible Appropriate CPD available Use of OLP meeting time	SLT	Aug 2018	Ongoing	Ongoing	Time out at OLP meetings SM time Supply costs	HB JS EP KMG	PC	Termly	Precise action plans in place Good resources available Monitoring and Evaluation system in place and used Information fed back at SM Subject Leaders are experts
GOVERNOR COMMENTS:										
To provide inset for teachers to improve their knowledge & competency <i>Focus on reading following SAT's results Y6</i>	CPD courses sourced Num/Lit leaders have SM time to report back on new developments (termly) STA updates are fed back to relevant teachers	SLT Lit/Num Co-ord	Aug 2018	Ongoing	Ongoing	Supply costs SM time	HB JS	PC	Termly	All staff are kept up to date with current developments There is a consistent approach across the school A culture of learning amongst staff is developed
GOVERNOR COMMENTS:										

To continue to raise standards by implementing effective teaching and learning strategies	Big Write used twice per term Mastery curriculum in Num followed from EYFS to Y6 Opportunities to share best practise at SM, observe others Development of marking to continue to ensure full understanding	SLT Lit/Num Co-ord	Aug 2018	Ongoing	Ongoing	Supply costs SM time	HB JS EP KMG	PC	Termly	Best practise is shared Any misconceptions can be addressed Marking is effective in moving children's learning forward Work is at individual child's level Good and outstanding lessons are observed 100% of the time Standards are raised
GOVERNOR COMMENTS:										
To raise standards by effective use of assessment procedures & target setting	Writing and Numeracy moderation undertaken across the Trust termly Moderation inset organised through OLP to ensure consistency Data discussed in SM time to identify target groups Standards files set up for Literacy and Numeracy for each year group SStaff timetable targets ch most in need	SLT SENDCo G & T Co	Aug 2018	Ongoing	Ongoing	Teacher day given over to moderation SM time	HB	PC	Termly	Pupils make expected progress in line with National Expectations Standards files can be used to discuss any borderline children All staff are clear on expectations for EXP, GDS and WTS Targets are relevant to individual children and are achievable without being too easy. Assessment is consistent across the school

GOVERNOR COMMENTS:

Continue to monitor attainment of pupils to identify any trends/ gaps etc <i>Focus on Reading following Year 6 SAT's results</i>	Analysis of data by SLT and SENDco to identify any gaps SS informed of target children to support Provision map will identify those working below ARE SLT to identify those working above (HAP)	HT/DHT	Aug 2018	Ongoing	Ongoing	SLT time	HB	PC	Termly	Ch are identified early - work is undertaken to fill gaps quickly. Different programmes of study are employed depending on the need PPM money used where necessary Gaps are closed and all children achieve regardless
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GOVERNOR COMMENTS:

Reinforce Spelling, Punctuation and Grammar across subjects	Direct teaching of SPaG skills across the school All staff are familiar with terms (SM time, SStaff meeting time)	HT/ Lit co-ordinator	Aug 2018	Ongoing	Ongoing	SM time, any courses	HB	PC	Termly	Marking shows identifying SPaG skills in all subjects not just in Literacy Children's work shows extended writing skills crossing over into other subjects.
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Area for Improvement 3:

To plan and deliver engaging lesson openers, improve marking, presentation so that pupils are clearer about what they need to do to achieve their next steps paying particular attention to More Able children

Success Criteria: Children are engaged with their lessons, are well challenged or well supported according to their need, are clear about how to achieve their next steps and are able to target set efficiently.

Evidence: Lesson observations, learning works, work scrutiny, planning scrutiny, pupil interviews and data

Objective	Action	Led by	Start	End	Review	Resources/Cost	Monitoring & Evaluation		SLT Review Date	Success Criteria
							Staff	Gov		
Use data to find out which pupil groups have met, not met or exceeded their targets	Analysis of data by SLT and SENDco to identify any gaps SS informed of target children to support Provision map will identify those working below ARE SLT to identify HAP pupils (those working above)	HT/SLT	Aug 2018	Ongoing	Termly	SLT time, SENDCo time	HB	PC	Termly	Ensure that targets set are challenging but realistic Targets are used to address underachievement promptly Children gain the correct support so that any gaps are closed, or so that children are stretched further
GOVERNOR COMMENTS:										
Monitor and explore target setting <i>Particularly with Reading</i>	Analyse how targets are set now and usefulness - discussion around how often targets	HT/SLT Lit/Num lead	Aug 2018	ongoing	Termly	SLT/SM time	HB	PC	Termly	Targets relate directly to Teaching and Learning Targets are challenging but realistic

	are set and what they relate to Discussion around ch target setting									Ch are able to target set themselves in order to challenge further Ensure targets are shared with parents
GOVERNOR COMMENTS:										
Build upon good marking structures to allows pupils to understand their individual progress, moving them forward more effectively	Revisit Marking Policy Analysis of books Pupil Questionnaires	HT	Aug 2018	ongoing	Termly	SM time	HB	PC	Termly	Marking is clear in moving children's learning forward Ch know exactly what they need to do in order to make the next step Standards are raised
GOVERNOR COMMENTS:										
Identify professional development needs and plan support for teachers	Staff skills Audit Arrange for LO for staff in area of need Analysis of previous LO to identify any PD areas	HT/DHT	Aug 2018	ongoing	Termly	Supply costs	HB	PC	Termly	Staff are clear on any new initiatives Good practise is shared across the school and /or Trust Staff are upskilled where necessary Staff feel valued
GOVERNOR COMMENTS:										
All groups of children are catered for in all areas of a lesson	Review support for SEND children, HAP and how these children are catered for in a whole class situation	HT	Aug 2018	ongoing	Termly	Teacher Day August 2018	HB	PC	Termly	Staff have clear understanding of what MA/G&T children look like, how to assess them. SLT have clear understanding of how this can be monitored.

									<p>Staff are aware of strategies of how to plan for and enrich the curriculum for these children.</p> <p>Activities for HAP to be evident in books, on planning and seen in lesson observations</p>
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A summary of actions for School Improvement towards the school's strategic aims:

Children's attainment and learning

- Review of Year 6 curriculum in light of the SAT's results - Focus on reading
- Outcomes of Peer assessment
- Continuation of SSIF project for underachieving boys
- Continuation and evaluation of Route to Resilience
- Basic Quality Mark

Attitudes and Behaviour

- Review of Behaviour Policy (Route to resilience, Growth Mindset)
- Clear structure for referral to ELSA/Mentoring scheme
- Introduction of Forest School across the Key Stages

Staff Support and Development

- Continue to explore and strengthen MAT in line with other MAT's in the area
- CPD For all staff as appropriate

Pastoral Support and Home/Community Links

- Continuation of Mental Health/Well-being agenda within school
- Clear links with parents and groups that are able to support them in school
- Family learning across the year groups to support parents
- Parent Forums

Leadership and Governance

- CPD for middle and senior leaders as appropriate
- Governance restructure
- Performance management review

School Learning Environment

- Development of space for ELSA/Mentoring
- Development of OLC into Forest School
- Refurbishment of Outdoor Areas for Year 1, 2 and 3

Premises

- Painting of Sanctuary, CEO office, Main School Office, SEND Room, Reprographics room
- Maintaining/replacement of Sky lights in upstairs classrooms/office
- Replacement of furniture as appropriate, including ICT equipment

Individual Subject
Action Plans
2018-2019

DEVELOPMENT PLAN LANGMOOR: 2018-19

Responsibility Area: Literacy		Key Personnel: Kim Mayer-Gibb		
Successes in 2017-2018:				
<ul style="list-style-type: none"> • Book Fair - raised commission for school. • World Book Day - Children and staff dressed up, all classes focused on different 'wordless books' • Purchase of the PIRA reading tests to support reading comprehension and assessment across the school • Moderation across the Trust on writing - repeated Spring and Summer term to consolidate levels • Presentation across the school continues to improve with 'more' evidence in books growing • Use of ITAF sheet for assessment in all KS2 classes and children use them for self-assessment • Attendance of Film, drama and visual literacy course and picture book course to support development of creative writing in school - information given back to staff at staff meeting • Attendance to Y2 and Y6 writing moderation for SATS • Attendance at subject leader meetings • Organised a reading café drop in session to support parents in KS1 and EYFS • More cross curricular links being made in KS2 - writing for purpose in topic books • Literacy lesson observations have either been good or outstanding throughout the school • Y6 writing interventions and after school club to support low learners • KS2 children took part in Young Writer competition and many were published 				
Targets/Objectives for 2018-2019				
<ol style="list-style-type: none"> 1. Attend Subject Leader meetings 2. Further moderation across the Trust and within Langmoor (whole school same task moderation) 3. Evaluate Year 6 results and continue to track EYFS/KS1/KS2 progression 4. Develop children's language and spelling across the school 5. Consider progress in writing and focus on more able writers 6. Purchase of resources to support the curriculum and teaching (£483.16 approx) 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Attendance at Subject Leader Meetings	Termly	Co-ordinator/management time	Co-ordinator to pass any information on to colleagues to help support Literacy	Staff feel more confident in their teaching of Literacy and can implement any new initiatives - staff also have access to

			teaching, assessment, recording or reporting	moderation meetings in Year 2 and Year 6 (from September)
2. Further moderation across the Trust and within Langmoor	Termly	Staff meeting time	Co-ordinator to facilitate sheets to be filled in, to ensure consistency when applying the bands and steps	Staff are confident when assessing their children, particularly at GDS. Staff also know what to look for and so standards are raised.
3. Evaluate Year 6 results and continue to track EYFS/KS1/KS2 progression	Termly	Co-ordinator/management time	Data analysed termly to ensure gaps are being addressed and children pushed to achieve the best that they can Training to be given as and when appropriate	Staff are producing exciting and interesting lessons so children are willing to learn - standards are raised. Staff can tailor teaching according to gaps identified by data analysis Children achieve the best that they can.
4. Develop children's language and spelling across the school	Termly	In bid: The Classics: A Voyage of Discovery (Reading explorers) year 1 -6 books. Dictionaries / thesaurus. Rapid Recall Spelling Activity Book 1. Reading Eggs - online programme for in and out of school.	Further emphasis on Spelling and reading (language) assessment so that children's needs are identified early and supported. Resources are used to support children across the curriculum and whole school - developing a SOW for progression in KS2 with a focus on spelling.	Staff can assess accurately and consistently in order to identify children early and support / give interventions. This will help raise standards. Resources are purchased to support children's language and spelling - review. Review 'Reading Eggs' and make homeschool links through teaching and homework given.
5. Consider progress in writing and focus on more able writers	Termly	Co-ordinator/management time	Co-ordinator to research and develop more interesting ways to support writing development with creativity and skills needed across the whole school. Develop more able through activities / creative opportunities. Observed during lesson observations and planning.	Writing is much improved - skills and creativity. More evidence of able writing and progression.

DEVELOPMENT PLAN LANGMOOR: 2018 - 2019: Appendix of Responsibility Areas

Responsibility Area: Mathematics	Key Personnel: E. Payne
Successes in 2017 - 2018: <p>Further development of mastery across the school. Whole school use of White Rose Small steps scheme. More staff having the opportunity to participate in mastery training or observe mastery lessons across our Trust/OLP.</p> <p>Deeper focus on reasoning through the Teacher Research Group (Year 2 and 3)</p> <p>Visualisers have improved the teaching of maths; teachers are able to share quality images and model methods and processes using practical equipment, with greater ease.</p> <p>Attendance and participation in the subject leader group and local network to share initiatives and good practise</p> <p>Joint Moderation sessions within our academy focusing on challenge for the more able, mastery, reasoning and assessing against the target tracker bands.</p> <p>Year 2 and EYFS staff have had additional training to support them in making their judgements.</p> <p>EYFS were in line with the national average; with girls outperforming boys at expected and greater depth.</p> <p>End of KS1 data was very good with 83.3% of pupils achieving the expected level. This is significantly above the national average and an increase on the previous year. 30% of pupils were assessed at 'Greater Depth'. This is almost double the previous year.</p> <p>Compared to reading and writing, maths continues to be a strength of the school; this is reinforced with our data and through our recent Peer Review.</p> <p>Staff training on reasoning and the development of oral and written reasoning across the school, in lessons. Use of reasoning mats/speech bubbles</p> <p>Use of Pupil Premium money to tutor pupils one-to-one/small groups</p> <p>Regular Learning Walks and book trawls- focus on Mastery principles across the school</p> <p>Parents support group for maths (adult learning)</p> <p>Continued subscription of My Maths and Learning Clips to support teachers and pupils at home</p> <p>Use of Rising Stars Termly progress tests towards the end of each term to check progress against the objectives for that year group; Teachers have also used the PUMA tests which give a standardised score. Year 2 and 5 also using past SATs papers to prepare pupils and to analyse results to identify gaps.</p> <p>Continuation of Number Partners Scheme across the school. Teachers given more control about how to use the students. E.g. Support within the class or 1:1/small group intervention.</p>	
Targets/Objectives for 2018 - 2019: <ul style="list-style-type: none">• Improve recall of number facts - particularly times tables facts in preparation for Y4 mandatory times tables test in 2020;• Continue to ensure more pupil premium children achieve the expected standard/greater depth across the school;• Continue to develop reasoning skills through the mastery curriculum so that more pupils are achieving greater depth across the school;• Sharing good practise with schools within our MAT (E.g. Reasoning workshop with Fernvale and Little Hill).	

- Continue to ensure that children get a good start in maths in EYFS and ensure that staff have sufficient support and resources to provide a stimulating maths environment and good quality instruction;
- Developing the three aims of the curriculum across the school - fluency, reasoning and problem solving
- Workshops/sessions for parents to improve confidence in maths and support for pupils at home
- Further develop growth mindset across the school - link with work on resilience and character muscles
- Continue to update the calculation policy and bring it in line with the White Rose Scheme.
- Work with OLP, network and maths hub to develop maths further
- Provide training for staff on areas of need that are identified - NQTs, LSAs, EYFS
- Ensure that the needs of SEN/G&T pupils are being met in maths lessons. Achieve a greater proportion of pupils working 'at greater depth' (s/s+) in each cohort. Ensure intervention is being targeted at groups that could achieve this; ensure that all pupils are given the opportunity to reason and solve problems at a greater depth.
- To continue to monitor teaching and learning with a focus on calculation strategies and the use of models and images (E.g. bar model, part-part whole, images from 'Maths No Problem' text books and use of visualizers in classrooms to maximise their potential. Training for teachers and LSAs on using the part-part whole and bar model.
- To analyse data and ensure teachers put 'rapid intervention' 'grab and go' sessions in place, identifying gaps and opportunities to stretch pupils and use LSAs and resources effectively so that pupils can make the expected progress.
- Trial of Times Tables Rock Stars in Year 2

Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
Monitor progress of children a) analyse SAT tests and TAs b) Assess areas where support is needed c) Ensure that teachers are aware of findings	Autumn Term Termly	Directed time and teachers results	Report back to HT and staff	Children continue to make good progress. Teachers are aware of under achieving and more able pupils and can plan for them effectively. Teachers are aware of areas that need to be developed and where support is most needed. Focus in particular on progress and attainment of groups identified in previous monitoring.
To monitor teaching, learning and assessment through monitoring of planning, lesson observations, work sampling and pupil interviews. Particularly focus on the 3 aims , calculation strategies, use of models, images, manipulatives, visualisers, intervention	Ongoing	Directed time,	Report back to HT and staff	Teachers are planning using the White Rose Plans and are using the ideas from the NCETM mastery documents. They are using the Maths No Problem Books to structure lessons into small progressive steps. Teachers are focusing on the three aims of the curriculum. Teachers make use of good mathematical representations and use manipulatives that help children make sense of concepts and achieve fluency through

(including marking and feedback), greater depth opportunities to reason and solve problems.				carefully structured questions, conceptual and procedural variation, providing intelligent practise. Children enjoy maths lessons. Teachers identify gaps and opportunities to stretch pupils and address this with rapid intervention, keeping records and setting class targets. Marking and feedback is purposeful, addresses misconceptions and moves children's learning forward.
To audit and organise resources centrally and purchase necessary resources: Dienes, ten frame resources, numeration boards, fraction dice, weighing scales, number lines.	Autumn Term	Monitoring time £250 budget	Report back to HT and staff	Teachers and children have easy access to all the resources necessary to teach effectively. Children enjoy using equipment and it supports their learning. Year 6 have the resources necessary to teach the Year 6 curriculum and prepare the children adequately for their SATs.
Continue to support maths at home - purchase additional numicon kits for EYFS and improve communication with parents through questionnaires, leaflets, open afternoons/workshops - courses through adult learning, displays, parents booklets, homework activities. Update website with new info. Re-new My Maths/Learning clips if applicable.	Ongoing	Monitoring Time £70 I.T technician PTA Funding Pupil Premium Money	Report back to HT/Staff	Parents feel more confident to support their child in maths and understand how the subject is taught across the school. Teachers are able to point parents in the right direction if they need support.
Develop Mastery across the school with inset during staff meeting time. Seek out further opportunities through the Maths Hub/Mastery Schools. Paired Teaching opportunities to share good practise. EYFS - TRG??	Ongoing	Staff Meeting Time; Cover of classes to observe each other and share and give feedback	Report back to HT/Staff	Mastery principles are embedded across the school. Teachers share good practise across the school and are confident in their own teaching. More children are at the expected level, with fewer gaps in learning.

<p>Whole school times table focus using TT Rock Stars. Launch in Autumn term Year 3-5. Plus identified pupils in Y6. Year 2 to begin in Spring Term.</p>	<p>Introduce Autumn Term Ongoing</p>	<p>£80 budget - stickers/certi- ficates and subscription</p>	<p>Report back to HT/Staff</p>	<p>More children are fluent with their mental calculations. They know the number facts necessary for their year group. As a result, they are more confident and enjoy maths lessons more. By the end of Year 4 pupils should know all their times tables facts in preparation for the times tables test (2020)</p>
<p>Update our calculation policy to bring it in line with the White Rose Scheme</p>	<p>Autumn Term</p>	<p>Co-ordinator release time</p>	<p>Report back to HT/Staff</p>	<p>Taught methods and strategies are in line with the White Rose Scheme. This is available for all staff. Workshops/training for staff and parents. Readily available on the website.</p>

DEVELOPMENT PLAN: 2017 - 2018: Appendix of Responsibility Areas

Responsibility Area: Computing (ICT)		Key Personnel: Nasba Ayub		
Successes in 2017 -2018:				
<ul style="list-style-type: none"> • Steve Chapman has delivered afterschool club for KS2 and KS1 - Computing. • The 10 MicroBits that were purchased last year have been very effective, children are engaging well and applying the codes taught to independently program. Next step is to allow children to do this as part of their D&T Unit. • We are purchasing x20 more MicroBits ready for the Autumn Term. • Net controller has been used to monitor and model in lessons. This could however be use more frequently - To be reviewed • X30 New Ipads have been purchased for KS2 				
Targets/Objectives for 2018 - 2019:				
<ol style="list-style-type: none"> 1. Review the use of purplemash, net controller and visualisers. 2. Arrange training for Yr5/Yr6 staff (using MicroBits cross-curricular) - With Manor High School. (Pending from last year) 3. Revisit training for Net controller - All teaching staff 4. Organise and lead training - Part 2 (Basic Microsoft use) 5. Purchase online ebooks for Ipads - raise reading standards (link to ICT) 6. Liaise with the head teacher and IT Tech to update computers in the ICT and relocate the current computers/laptops. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Review the use of purplemash, net controller and visualisers.	Autumn Term 2	Staff meeting slot	NA to monitor the effectiveness of software/ subscriptions and resources purchased. How can they be utilised effectively? Are there any limitations?	Staff are using net controller regularly during Computing and across the curriculum when working on computers. Purplemash activities are incorporated in planning across the curriculum.
2. Arrange training for Yr5/Yr6 staff (using MicroBits cross-curricular) - With Manor High School.	Spring Term 1	Internal cover for Y5/6.	Staff to be aware of how these devices could be used in Science/DT as well as Computing. Opportunities to see the transition of Y6 and	Standards are raised as children and teaching staff are able to use MicroBits for other subjects in the curriculum. Chn are able to design products in DT that can be

		Liaise with head of ICT from Manor High School to deliver the training.	LKS3 - from Block Editor to the written Python language used in Y7 onwards.	tested accurately e.g. for speed. Inquires can be tested and recorded for precisely in Science.
3. Revisit training for Net controller - All teaching staff	Autumn Term 2	Staff meeting IT Tech should be available to model	NA to monitor its use.	Staff are confident with using Net Controller. They can aid each other when necessary.
4. Organise and lead training - Part 2 (Basic Microsoft use)	Spring Term 2	ICT Suite NA to deliver	Complete Post-Assessment grids.	LSAs are confident with aiding children on computers. LSAs are able to work with children of any ability to complete electronic tasks covered across the curriculum.
5. Purchase online ebooks for Ipads - raise reading standards (link to ICT)	Autumn Term 1	Liaise with English coordinator/teachers and IT Tech. £300	Look at the curriculum map and liaise with staff to ensure the ebooks purchased link with the units taught across the school.	Children are reading for pleasure. Children have more access and the ebooks more readily available. Children are encouraged to use their electronic devices at home to read. Raised standard in reading across the school.
6. Liaise with the head teacher and IT Tech to update computers in the ICT and relocate the current computers/laptops.	TBC	Liaise with HB, KB and IT Tech	The current equipment is relocated purposefully. The ICT Suite is equipped with up to date computers/windows 10	Children have access to new computers. Old computers are utilised for interventions.

DEVELOPMENT PLAN: 2018 - 2019: Appendix of Responsibility Areas

Responsibility Area: Science		Key Personnel: Nasba Ayub		
Successes in 2017 -2018:				
<ul style="list-style-type: none"> • Science day 2018 - Science based inquires across the school (mixed age ability) • After school club for G&T/More Able to raise standards and look into deepening their understanding. • STEM project (UKS2) Linked to High School. • Some year 6 resources have been purchased. • All current resources have been checked and updated. • New inventory for resources 				
Targets/Objectives for 2018 - 2019:				
<ol style="list-style-type: none"> 7. Continue to focus on raising standards for G&T - Collaborate with University of Leicester for workshops - aimed at KS2 8. Purchase remaining resources for Year 6 9. Moderate Science books across key stages. 10. Promote Route to resilience in enquiry-based learning. 11. Review assessment for progression in science. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Organise an afterschool club for KS2 G&T pupils. Work alongside Dr Cousins and his students to deliver these.	Spring Term 2	We will purchase these after contacting the university. Flexible budget to spend - £60	Feedback from parents and Dr Cousins. Class teachers to monitor greater depth use of language and reasoning in science.	Children achieving a greater depth understanding in their target tracker strands. Evidence in their books.
2. Purchase the remaining resources for Year 6	Autumn Term 1	Heart model and cardiology resources - £23.99 Talking sports and fitness CD/Book £29.94 Let's talk about Evolution CD/Book - £27.54	Add onto the inventory and ensure the staff are aware of the new purchases before the units are planned.	The resources are utilised effectively to engage children from all abilities.

		Handheld Battery Torches - £20 Electricity resources - £35		
3. Monitor books across the Key stages. Staff meeting required	Summer Term 1 or Spring Term 2	Photocopied evidence for one unit of HAP/AAP/LAP ITAFFs PLAN Exemplars showing expected standards.	Teachers to highlight evidence to show working towards, within and at greater depth.	Teaching staff are more aware of what an expected/greater depth profile looks like. Teachers can raise standards for pupils working just below greater depth (with the use of discussion and shared ideas and exemplars.
4. Promote route to resilience. Raise standards for greater depth thinking	On-going throughout the year.	Concept cartoon CD/online subscription - By Milgate House. £100	Feedback from staff/ evidence in books. Monitor/evaluate in staff meet when moderating the books.	Children are applying their knowledge to answer greater depth questions. Children provide secure reasoning to back up their answers. (Conceptual understanding)
5. Review assessment for progression in science.	During Moderation	Previews Assessment for progression forms	Teacher's feedback. Are these effective? Are they informative? Do they need updating?	Teachers are keeping a record of notes to pass onto the new class teacher. These notes are used when planning new units to ensure the gap between learning across the years are considered. Equally, the greater depth achievers are utilising their learning time effectively.

DEVELOPMENT PLAN: 2018 – 2019 : Appendix of Responsibility Areas

Responsibility Area: Special Educational Needs	Key Personnel: Jane Smith
<p>Successes in 2017 -2018:</p> <ul style="list-style-type: none"> • Intervention and personal targets monitored, reviewed and updated, SEND record and provision map reviewed and updated each term. • SEND Policy and Schools Contribution to the Local Offer in the form of information regulations on the school's website reviewed and updated. • One Page Profiles for pupils with SEND Support Plans and EHCPs established, reviewed and updated as required using new LA formats. • Two new referrals EHCPs successfully processed and one EHCP review conducted with good outcomes. • Top up funding and dual PRU placement secured for pupils with high levels of need. • ELSA training completed to support pupils with Social Emotional and Mental Health needs. • Current case studies updated and new case study carried out to demonstrate striking examples of where the school has helped pupils to overcome significant barriers to their education. • SENDCo NET National/local update termly meetings at Birkett House attended. • The school's provision for pupils with SEND in line with Year 3 of the M+E Action Plan completed <i><u>Autumn term- Teaching staff attitudes, LSA Attitudes, Human/Material resources;</u></i> <i><u>Spring term- Accommodation/Environment, Quality of IEPs/target setting;</u></i> <i><u>Summer term- Professional Development, Pupil Progress, SEND Policy.</u></i> 	
<p>Targets/Objectives for 2018- 2019:</p> <ol style="list-style-type: none"> 1. Monitor, review and update intervention and personal targets, SEND record and provision map at least termly. 2. Complete LEP service agreement to secure EP advice and support. 5 days at @£500 per day £2,500 3. To review SEND Policy and practice and School's contribution to the Local Offer in the form of information regulations on the school's website. 4. Establish and review, at least annually, One Page Profiles for pupils with SEND Support Plans and EHCPs. 5. From pupil needs audit evaluate/add to resources needed to support pupils to access learning more effectively in class- pencil grips £8.99; sit on wedge £29.95; 'My Social Stories' book £16.99 6. Develop Mental Health and Wellbeing resources to support pupils with SEMHD in conjunction with ELSA training (separate ELSA Budget). 7. Update case studies of striking examples of where the school has helped pupils to overcome significant barriers to their education. 8. Attend SEND Conference arranged by Forest Way teaching Alliance Spring 2019. £95 plus cover 9. SENCo NET National update termly meetings at Birkett House @£150 	

10. Produce an Annual report to Governors (SEND Self-evaluation tool) showing value added and progress of SEND learners. Review the suggested criteria for placement grid in line with school assessment processes.
11. Review and develop a new 'Possible Criteria for Placement' Grid to support judgements about placement on the continuum of needs and levels of support required.
12. Monitor and evaluate the school's provision for pupils with SEND in line with Year 1 of the 2 year M+E Action Plan; **Autumn term-** TA records and intervention monitoring sheets; Class teacher's differentiation in planning; Pupil/Parent Attitudes; **Spring term-** Quality of LSA support; Quality of marking; Quality of IEPs/target setting; **Summer term-** Professional Development, Pupil Progress, SEND Policy.

Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Monitor, review and update personal targets, SEND record and provision map at least termly.	Termly	SEND Coordinator directed time	SENCO to monitor review outcomes and new personal targets at beginning of each target period and adjust provision accordingly	New personal targets are smart and reflect outcomes of the review. Record and provision map amended to reflect outcomes.
2. Complete LEPS service agreement to secure EP advice and support.	Summer 2018	EP Time 5 days at @£ 500 per day £2500	EP to observe and assess identified pupils 1:1 and prepare a report with advice and recommendations.	External agency involved to provide advice and strategies to support specific pupils with SEND. Staff implement appropriate strategies to facilitate progress.
3. To review SEND Policy and practice and Schools Contribution to the Local Offer in the form of information regulations on school's website.	Autumn Term 2018	SEND Coordinator directed time	Review policy against the criteria specified in the final SEND COP. Review and update schools' information regulations report on the website to be more parent friendly.	SEND Policy updated and meets statutory requirements. Information regulations are updated, accurate and reflect current provision/practice within school. Information is available on the school's website.
4. Establish and review annually One Page Profiles for pupils with SEND Support Plans and EHCPs.	Autumn 2018/Spring term 2019	SEND Coordinator directed time	SENCo to use Helen Sanderson's guide to collect information from pupils and parents to establish a one page profile. SENCo refer to SEND pupil target review sheets with contributions from	One page profiles provide a brief person centred overview of the pupil and their needs for all professionals who may potentially be involved with the pupils.

			professionals, pupils and parents and updated Pupil Profiles from CTs to update existing one page profiles outlining what is important to the pupil/parents, what their strengths are and how best to support them.	
5. From pupil needs audit evaluate/add to resources needed to support pupils to access learning more effectively in class-	Autumn term 2018	pencil grips £8.99; sit on wedge £29.95; 'My Social Stories' book £16.99	Impact of resources on pupil progress monitored by SENCo through termly personal target and intervention target reviews.	Pupils make progress as a result of resources purchased to support individual needs.
6. Develop Mental Health and Wellbeing resources to support pupils with SEMHD in conjunction with ELSA training	Autumn term 2018	Separate ELSA Budget for resources and furniture.	Pre and post intervention assessments to monitor progress	An area in school is established for ELSA to support pupils with Social Emotional and Mental Health needs. Pupil develop resilience and make good progress as result of support.
7. Add to the portfolio of case studies with more recent examples of where the school has helped pupils to overcome significant barriers to their education.	Spring Term 2019	Coordinator release time, individual pupil records, assessments, data analysis and provision maps.	SENCo to monitor the progress of individual pupils over time and the impact that provision has had on their progress.	Case studies are produced that demonstrate where pupils have had difficulties with their learning, provision to support their needs has been made by the school and good progress has been made.
8. Attend SEND Conference arranged by Forest Way teaching	Spring 2019	£95 plus cover	Conference evaluation form	SENDCo informed about new national initiatives and projects relating to pupils with complex learning needs.
9. SENCo NET National/local update termly meetings at Birkett House	Termly	Twilight meetings @£150	Meeting evaluation form	SENDCo informed about National and local updates, projects, provisions and commissioned services.

<p>10. In light of new assessment processes update SEND Self-evaluation tool (SEND Report to Governors) where possible showing value added and progress of SEND learners.</p>	<p>Autumn term 2018</p>	<p>Coordinator release time.</p>	<p>SENCo is able to analyse available data in relation to key questions Which may be asked by OFSTED.</p>	<p>An SEND self-evaluation tool is updated and provides evidence about the impact of the provision the school provides for governors and Senior Leadership Team.</p>
<p>11. Review and develop a new 'Possible Criteria for Placement' Grid in line with new assessment reporting processes</p>	<p>Autumn term 2018</p>	<p>Coordinator release time.</p>	<p>SENDCo to monitor how well grid supports pupil needs audit for interventions and provision.</p>	<p>New grid helps staff to support judgements about placement on the continuum of needs and levels of support required.</p>
<p>12. Monitor and evaluate the school's provision for pupils with SEND in line with Year 1 of the 2 year M+E Action Plan</p>	<p>Termly as outlined in M+E Action Plan.</p>	<p>SENCo release time</p>	<p>SENCo uses 'Supporting School Effectiveness' guidance and reports outcomes to HT and other stakeholders.</p>	<p>All pupil needs are met. SEND provision is as required, (within the resources available), and is continually improved.</p>

DEVELOPMENT PLAN : 2018 - 2019 : Appendix of Responsibility Areas

Responsibility Area: Inclusion		Key Personnel: Jane Smith/Head Teacher		
Successes in 2017 -2018:				
<ul style="list-style-type: none"> We have continued to support Ever 6 pupils who are underachieving using the pupil premium to run target intervention programmes and support. Provision to include interventions for Physical Development (<i>Meaningful Movement</i>) have continued. All pupils by the Spring term are provided with appropriate weekly homework tasks to help parents support their pupils' learning at home using homework logs. Opportunities have been provided for all pupils to access a range of after school clubs and activities, utilising the pupil premium to provide opportunities for disadvantage pupils to participate and to facilitate a lunchtime homework club. Progress of vulnerable groups has been monitored carefully using TT and other tracking systems in use within school. Eg coordinator data evaluation. 'Well Being' checklist have been updated termly to track and monitor pupils where there may be concern over particular areas of wellbeing. Cohort characteristics for each year group have been updated termly and accessible as a class overview. Pupils and families requiring support to meet needs have been referred to and given access appropriate resources and support agencies. 'The Route to Resilience' training has been attended by the HT the programme launched and rolled out across the school. Case studies of examples of where the school has helped pupils to overcome significant barriers to their education have been updated and added to. 				
Targets/Objectives for 2018 - 2019:				
<ol style="list-style-type: none"> To support disadvantaged pupils who are underachieving using the pupil premium to run targeted intervention programmes and support. Commission pupil premium specialist teaching service tuition packages for pupils below ARE who do not the criteria for SEND provision. Continue with provision to include interventions for Physical Development, (<i>Meaningful Movement, Big Moves.</i>) Develop provision to include support for SEMHD and Emotional Literacy Support (ELSA) Whole school approach to developing the Route to Resilience Continue to provide all pupils with appropriate weekly homework tasks to help parents support their pupils' learning at home using 'Learning Logs'. Providing access to after school clubs and activities for all pupils, utilising the pupil premium to provide opportunities for disadvantage pupils to participate. To continue to track progress of vulnerable groups though rigorous data analysis. Update case studies of examples of where the school has helped pupils to overcome significant barriers to their education. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. To support disadvantaged pupils who are underachieving using the pupil premium to run target intervention programmes and support.	Autumn term Ongoing as needed	Data analysis using TT and TAs and standardised test scores. Provision map	SLT to monitor the impact of provision over time through pre and post intervention assessments, TT and CT target reviews.	Ever 6 pupils make good progress to be in line with those pupils of similar cognitive ability for their age. (Closing the gap)

		LSA/ Teacher identified time to support delivery of identified interventions. £?		
2. Commission pupil premium specialist teaching service tuition packages for pupils just below ARE who do not necessarily meet the criteria for SEND provision.	Autumn Term 2018	PP 4 x £750 @£3,000 to commission tuition packages from Specialist Teaching Service.	Pre and Post intervention assessment and tracking pupil progress using school assessment processes.	Pupil in receipt of PP working below ARE make progress and close the attainment gap.
3. Continue with provision to include interventions for Physical Development.	Autumn Term 2018	SLT to organise support staff timetable. LSA/JB time daily to deliver programmes. Provision map by SENCo to outline Targeted Support and SEND Support. LSA/ Teacher identified time to support delivery of identified interventions. £?	SENCo to monitor the impact of provision over time through pre and post intervention assessments, intervention monitoring sheets and termly Teacher Assessments.	Pupils develop core stability, good fine/gross motor skills, improve application to learning.
4. Develop provision to include support for SEMHD and Emotional Literacy Support (ELSA)	Autumn term 2018	SLT to organise support staff timetable. SM (LSA) to deliver 1:1 support ELSA referral forms	ELSA progress records.	Pupils feel happy safe and secure and hence make better progress in their learning.
5. Whole school approach to developing the Route to Resilience	Continuous	HT training Staff Meeting time	Planning and lessons observations	'Route to Resilience' embedded across the curriculum. Pupils

				develop a Growth Mindset attitudes to learning improve.
6. Continue to provide all pupils with appropriate weekly homework tasks to help parents support their pupils' learning at home using homework logs.	Autumn term	Learning log books for each pupil @£50	Class teachers keep a weekly record of homework tasks completed for each pupil.	All pupils engage in weekly homework tasks which reinforce learning and link personal experiences to skills developed in school. Parents know what their children are learning and feel involved with child's education.
7. Providing access to after school clubs and activities for all pupils, utilising the pupil premium to provide opportunities for disadvantage pupils to participate.	Ongoing	Pupil premium funding £ ? Range of afterschool clubs provided/organised by the school	After school club registers	All pupils have the opportunity to participate in after school clubs. All groups of pupils are represented in a variety of clubs.
8. Continue to use 'well being' checklist and Cohort Characteristic overviews to track and monitor pupils where there may be concerns over particular areas of wellbeing or progress of groups of learners.	Review and update Autumn, Spring and Summer	Well-being Checklists/Cohort Characteristics format Class teachers non-contact time	HT to evaluate and monitor each term.	Pupils are highlighted where there are concerns over physical, mental, social or educational well-being or academic progress or attainment. Staff are aware of these pupils and take action to promote wellbeing/Target support
9. To continue to track progress of vulnerable groups using TT.	Termly November, March and June	Head of School - Target Tracker Coordinator release time.	Teacher Assessments in Nov, March and May.	Progress of all groups of pupils is tracked/evaluated

		Attendance, FSM, BME, E2L, SEND, EV6 boys/girls and school activities data and registers	Vernons/NFER reading Nov and May. Attendance records. WRAT for groups of SEND pupils September and May. Target reviews and intervention monitoring sheets.	Groups of pupils requiring intervention or support are identified and provision made. All pupils make good progress.
10. Update case studies of striking examples of where the school has helped pupils to overcome significant barriers to their education.	Spring	SENCo non-contact time	Individual pupil files and Pupil Profiles. Data analysis Provision Maps	The school has current examples of where it has helped pupils to overcome significant barriers to their learning. These pupils have made good progress.

DEVELOPMENT PLAN : 2018 - 2019 : Appendix of Responsibility Areas

Responsibility Area: More Able & Gifted and Talented	Key Personnel: E. Payne
Successes in 2017 -2018: <ul style="list-style-type: none">• <i>Record has been updated and shared with staff with continued identification of academically more able and gifted and talented pupils across the school and across different subjects</i>• <i>Provision of Quality First Teaching for all pupils, with objectives and assessment opportunities for HAPs highlighted in teacher's planning</i>• <i>Growth Mindset assemblies in the Autumn Term and display in the corridor. Staff have had some training in how to promote this in the classroom. It has also linked well to work, since Christmas on Resilience for learning.</i>• <i>Development of a mastery curriculum in mathematics - with planned opportunities for more able and gifted children to gain a deeper understanding of particular concepts; Maths Club run for KS1 and KS2</i>• <i>Science Day - opportunities to develop enquiry skills</i>• <i>Y4 - whole class peripatetic string music lessons</i>• <i>Sports Day and participation in a wide range of sporting events, competitions and activities for talented athletes</i>• <i>Monitoring of G&T groups across the school</i>• <i>Provision of workshops and master classes for our 'brightest pupils' in STEM, PE and other areas</i>• <i>Children's successes and achievements inside and outside school are shared and highlighted through weekly celebration assemblies and talents outside of school have been promoted on the website/newsletter</i>• <i>Purchase of books to develop 'reading challenge boxes' to extend more able readers.</i>• <i>Science club - KS2 more able scientists were invited to take part.</i>	
Targets/Objectives for 2018 - 2019: <ul style="list-style-type: none">• More children at exceeding/greater depth across the school (particularly in KS1 and KS2 SATs);• Continuing to develop mastery across the school - work with Maths co-ordinator to develop reasoning to challenge greater depth pupils;• Develop reasoning skills in other subjects;• Provide non sporting clubs for more able pupils; (E.g. science club/maths club)• Ensure that there are extra-curricular opportunities in a wide range of disciplines to meet the needs of our gifted and talented pupils;• Staff training to update knowledge of more able - set out clearly how to identify and support more able learners• Updating the record; (separate maths and English from the other subjects)• Tracking progress of MAGT pupils;• Work with Maths & English Co-ordinators - to analyse tests to identify areas/types of questions that MAGT pupils need to focus on;	

- Update information on the website for parents and provide leaflets;
- Audit G&T provision and monitor performance of these pupils across the school
- Work with curriculum co-ordinators to ensure that pupils are identified and adequately challenged in each subject.
- Continue to develop resilience to learning and a growth mindset across the school and across all subjects.
- Purchase apps for the ipads and provide training for staff.

Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Use 'Potential Plus' UK to develop an up to date whole school more able policy to share with staff on the teacher day and to share with parents via website/parents guide.	Autumn Term - ongoing	Potential Plus UK Membership EP - time	Report back to HT and all staff during teacher day.	The new policy uses up to date research to outline our whole school approach to identifying and providing for our more able students. This will form part of the inclusion policy. All staff, (and governors), have read this and have had the opportunity to contribute to and discuss its contents. The renewed policy is on the website and made available to parents who wish to read it. There is a more able section on the website with up to date information, including some of the successes and achievements of our most able pupils.
2. Refine our identification process and update how our record is kept and shared. Ensure that the record is updated termly and all staff have access to it.	Autumn Term	EP time	Report back to HT and all staff during teacher day.	Staff have clear criteria for each subject to use when identifying more able pupils. All subjects have more able pupils identified and subject co-ordinators are aware of the pupils who have potential in their area and how these pupils can be provided for and extended. The Record is available to view on Sharepoint.
3. Monitor teaching and learning for this group across the school through analysis of data, lesson observations, pupils' work, learning environment, planning and speaking to pupils	Ongoing	Monitoring Time Target Tracker data Teacher's planning	Report back to HT and staff	Pupils make good progress and have high attainment compared to similar schools - if not, monitor reasons why and put strategies in place to improve this. Underachievers are identified and measures are put in place to improve their progress. Teachers are given targeted and helpful feedback to improve provision for this group.

<p>4. Purchase ipad apps and ebooks for more able pupils to use and provide time/training for staff so that they are able to learn how to use them and incorporate them into their planning.</p>	<p>Autumn Term</p>	<p>Teacher Day £150 budget</p>	<p>Report back to HT and staff</p>	<p>Staff are aware of the resources that we have in school and have access to high quality resources to challenge and extend more able pupils' learning. They have had necessary training to use any resources to their best effect. Pupils are excited by their learning and strive to achieve their potential.</p>
<p>5. Monitor the use the 'challenge reading books' through reading records, reading results/data and pupil interviews.</p>	<p>Summer Term</p>	<p>Data/Reading records Pupil interviews</p>	<p>Report to all staff</p>	<p>Find out if the new books are being used and the effect they have had on reading - interest as well as comprehension skills.</p>
<p>6. Purchase/develop resources to further develop reasoning/growth mindset across the school - beyond maths, and across the curriculum.</p>	<p>Spring Term</p>	<p>Assembly time £150 to purchase resources or to cover supply to develop the resources ourselves.</p>	<p>Report to all staff</p>	<p>Reasoning skills are built into planning and lessons. Classroom displays have reasoning style questions and prompts and reasoning is evident in books and planning</p>

DEVELOPMENT PLAN: 2016 - 2017: Appendix of Responsibility Areas

Responsibility Area: EYFS		Key Personnel: Sophie Waterfield		
Successes in 2017 - 2018:				
<ul style="list-style-type: none"> • Successful home visits and smooth transition into school • Attending Co ordinator and Network update meetings • Links with EYFS at Glenmere and other schools in the trust • Review of Foundation stage policy between S. Waterfield and R. Johnson • Moderation of work across the family of schools • Development of the outdoor environment. • Successful peer review feedback • Successful fund raising table top sale 				
Targets/Objectives for 2018 - 2019:				
<ol style="list-style-type: none"> 1. Continue develop teaching of mathematics to higher standard 2. Liaisons with the year one teacher to ensure a smooth transition into year one 3. Renewal of resources and continuing to grow the outdoor area 4. Extend gifted and talented children's learning 5. To further build on parent-school links and offer sessions to support parents with reading and writing. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. To continue to develop teaching of mathematics to higher standard	Throughout the year	Staff Time	Staff feedback	Continued progression of the provision of maths, emphasis on independent access, teacher subject knowledge broadened. Feedback from Year one teacher on maths attainment.
2. Liaisons with year one teacher to ensure a smooth transition into year one	Summer 2018	Staff Time	Staff feedback, children's reactions and speed at which they settle	Good transition into Year 1

<p>3. Renewal of resources and continuing to grow the outdoor area - including tyres that are new for children to use in den building and the mud kitchen. Also buying new all-in-one suits for the mud kitchen.</p>	<p>Autumn 2018</p>	<p>EYFS Team Time and Budget £300</p>	<p>Feedback from EYFS Team and pupils</p>	<p>Ease of which resources can be accessed by both staff and pupils.</p>
<p>4. Extend gifted and talented learning</p>	<p>Throughout the year</p>	<p>£50 budget Staff Time - Links to teaching school</p>	<p>Target tracker, cross-academy moderation</p>	<p>G&T children will be challenged and HAP children are stretched to exceed their targets.</p>
<p>6. To further build on parent-school links and offer sessions to support parents with reading and writing. 5.</p>	<p>Throughout the year</p>	<p>£50 budget - Staff time</p>	<p>Feedback from parents, more all-round achievement in areas addressed.</p>	<p>Parents are more confident when reading or writing with their children. Better relationships with parents and staff.</p>

DEVELOPMENT PLAN: 2018 – 2019: Appendix of Responsibility Areas

Responsibility Area: Art		Key Personnel: Sophie Waterfield		
Successes in 2017 – 2018:				
<ul style="list-style-type: none"> Restocking of consumable resources Monitoring informally of work Preparing for year six requirements Completion of a Langmoor Big Draw in Summer 2 				
Targets/Objectives for 2018 – 2019:				
<ul style="list-style-type: none"> To create a large piece of collaborative artwork or a mural in the foyer area To develop art in the year 6 curriculum Renewal of resources End of year Expo for upper KS2 pupils Moderate art works and teaching informally 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. To create a large piece of collaborative artwork or a mural in the foyer area	Autumn 2018	Staff Time and using up some pre-existing resources plus consumables £50	Staff feedback, art work from event, pictures	Whole school will either collaborate on a large piece of artwork to replace the current Golden Anniversary display or select pupils to help a local artist to create a mural.
6. To further develop art in the year 6 curriculum	Throughout the year	Staff Time - Art budget £30	Liaisons with KS2 staff and year 6 teacher	Pupil's will experience a wide range of techniques that deepen their understanding of the skills and techniques used throughout art.
7. Renewal of resources	Summer 2019	Art budget £100	Feedback from staff	Ease of which resources can be accessed by both staff and pupils.
8. End of year Expo for upper KS2 pupils	Summer 2019	Art budget £90	Feedback from staff, pupils and parents. Breadth and depth of pupil's understanding of	Children in upper KS2 will spend a term creating their own project based around a technique and artist they have not yet

			different techniques and artists.	explored display the finished work in an EXPO at the end of the year.
9. Moderate art works and teaching informally	Autumn 2018	Staff time	Staff meeting time, cross key stage moderation of work, compilation of a body of work.	Quality of work will be consistent and marking criteria will be reliable. Any queries from staff will be addressed.

Responsibility Area: DT	Key Personnel: Sophie Waterfield
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Successes in 2017 – 2018:

- Restocking of consumable resources
- Monitoring informally of work
- Preparing for year six requirements
- Liaisons with Science & ICT co-ordinator to develop a cross-curricular approach to DT

Targets/Objectives for 2018 – 2019:

7. To repurpose the old display cabinet in the hall as a DT display
8. To create a DT collaborative piece to display on the exterior of the school
9. To provide for the horticulture aspect of the KS2 curriculum.
10. Renewal of resources
11. Moderate DT works and teaching informally

Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. To repurpose the old display cabinet in the hall as a DT display	Autumn 2018	Staff Time and using up some pre-existing resources plus consumables £50	Staff feedback, work from event, pictures	Could work with Gifted and talented children to create owls using different DT resources and display these in the cabinet. Use the cabinet to celebrate DT work.
2. To create a DT collaborative piece to display on the exterior of the school	Summer 2018	Staff time plus extra clay, mounting materials and glaze	Staff feedback, work from event, pictures	Each child in the school creates a clay tile to be weather-protected and placed on an exterior wall of the school.
3. To provide for the horticulture aspect of the KS2 curriculum	Autumn 2018	DT budget £30	Liaisons with KS2 staff and year 6 teacher	Pupil's will have the appropriate resources to complete the horticulture aspect of the curriculum and will develop their DT skills in this area.
4. Renewal of resources	Summer 2019	DT budget £170	Feedback from staff	Ease of which resources can be accessed by both staff and pupils. Quality of

				provision for the different skills required in these curriculum areas.
5. Moderate DT works and teaching informally	Autumn 2018	Staff time	Staff meeting time, cross key stage moderation of work, compilation of a body of work.	Quality of work will be consistent and marking criteria will be reliable. Any queries from staff will be addressed.

Responsibility Area: History		Key Personnel: Joy Chapman		
Successes in 2017 – 2018:				
<ul style="list-style-type: none"> • Trips linked to History curriculum across the key stages • Workshops in school • EXPO's run by children for the parents • Different curriculum including Year 6 to allow for full development of skills 				
Targets/Objectives for 2018 – 2019:				
<p>12. To review and continue to update resources for Year 6 and new topics</p> <p>13. Moderate books across year groups – possible extension to OWL's Moderation</p> <p>14. Identify and review cross curricular work in History</p> <p>15. Review end of year assessment/skill sheets</p>				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1 To review and continue to update resources for Year 6 and new topics	Autumn 2018	Staff Time - review of curriculum with all staff	Info from staff regarding new resources needed (approx £300)	Curriculum reviewed - all areas well-resourced so as to enthuse children. Standards are raised.
2 Moderate books across year groups – possible extension to OWL's Moderation	Spring term 2019	Staff meeting time	Cross Key stage moderation of work – consistency applied	All staff are clear on standards to be used, skills to be checked against. Standards are consistent across the school. G & T children are identified.
3 Identify and review cross curricular work in History	Spring term 2019	Staff meeting time, co-ordinator time,	Liaisons with all staff	Links identified on planning (mainly Literacy). Writing becomes more purposeful therefore standards are raised.
4 Review end of year assessment/skill sheets	Summer 2019	Staff meeting time, co-ordinator time	Feedback from staff – links with moderation	Following on from moderation – ensure consistency applied to assessment. Standards are raised.

Responsibility Area: <i>Geography</i>		Key Personnel: Joy Chapman		
Successes in 2017 – 2018:				
<ul style="list-style-type: none"> • EXPO's run by children for the parents linked with history • Different curriculum including Year 6 to allow for full development of skills 				
Targets/Objectives for 2018 – 2019:				
<p>16. To review and continue to update resources for Year 6 and new topics</p> <p>17. Moderate books across year groups - possible extension to OWL's Moderation</p> <p>18. Identify and review cross curricular work in Geography</p> <p>19. Review end of year assessment/skill sheets</p>				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
5 To review and continue to update resources for Year 6 and new topics	Autumn 2018	Staff Time - review of curriculum with all staff	Info from staff regarding new resources needed (approx £300)	Curriculum reviewed - all areas well-resourced so as to enthuse children. Standards are raised.
6 Moderate books across year groups - possible extension to OWL's Moderation	Spring term 2019	Staff meeting time	Cross Key stage moderation of work - consistency applied	All staff are clear on standards to be used, skills to be checked against. Standards are consistent across the school. G & T children are identified.
7 Identify and review cross curricular work in Geography	Spring term 2019	Staff meeting time, co-ordinator time,	Liaisons with all staff	Links identified on planning (mainly Literacy). Writing becomes more purposeful therefore standards are raised.
8 Review end of year assessment/skill sheets	Summer 2019	Staff meeting time, co-ordinator time	Feedback from staff - links with moderation	Following on from moderation - ensure consistency applied to assessment. Standards are raised.

DEVELOPMENT PLAN: 2018-19 Appendix of Responsibility Areas

Responsibility Area: MFL		Key Personnel: Kim Mayer-Gibb		
Successes in 2017 -2018:				
<ul style="list-style-type: none"> Resources bought for all classes in KS2 and new Year 6 Monitoring questionnaire and review for teachers completed Links made with Beauchamp College - Teacher taught Y5 class Spanish 				
Targets/Objectives for 2018 - 2019:				
<ul style="list-style-type: none"> Purchase new resources to develop word and sentence structure for children (£171.44 approx). Moderation of work, lesson observations to develop teaching practice and progression in French. Continue to ensure Year 6 are adequately resourced. Hold a whole school French day 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Purchase new resources to develop word and sentence structure.	Beginning of Autumn Term and ongoing	As listed in Bid	Co-ordinating time to liaise with Teachers to monitor effectiveness and identify new resources needed.	Teachers should feel this enhances their teaching as well as aids their planning. Children should feel there is more support and progression will be seen.
2. Moderation of work, lesson observations to develop teaching practice and progression in French.	Spring Term	Co-ordinator/management time	Co-ordinator to facilitate sheets to be filled in, to ensure consistency when applying the bands and steps, review lesson plans and children's work.	Staff are confident when assessing their children, particularly at GDS. Staff also know what to look for and so standards are raised.
3. Continue to ensure Year 6 are adequately resourced.	Autumn Term	Co-ordinator/management time	Feedback from year 6 teacher and monitoring of work. Assessment of end of year levels to be reviewed and tracked back throughout KS2.	Staff can assess accurately and consistently in order to identify children early and support / give interventions. This will help raise standards.

4. Hold a whole school French day	Spring Term & Summer Term	Co-ordinator/management time	UKS2 to plan and deliver. Teachers to monitor and review.	Whole school SMCS improved. KS1 have an introduction to MFL and KS2 feel more confident.
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DEVELOPMENT PLAN: 2018 – 2019:

Responsibility Area: R.E./SMSC		Key Personnel: Liz Redfern		
Successes in 2017 – 2018:				
<ul style="list-style-type: none"> • Resources purchased and good feedback received from all staff • Harvest assembly and children donated gifts for a local charity - links with TLC • EYFS Nativity performance / KS1 and KS2 Christmas performances • TLC - support with assemblies • Monitoring and feedback of planning / curriculum map / children's work • Example work displayed in main corridor • British values displays in classrooms 				
Targets/Objectives for 2018 – 2019:				
<ol style="list-style-type: none"> 1. Monitor provision of R.E./SMSC, moderation of work and MTP's, progress and assessment 2. Continue to broaden assembly timetable with other faiths and British values 3. Purchase Books to support teaching British values (whole school) Brainbox religious education pack (£ 190) 4. Make assessment grids for new curriculum mapping from new SOW 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Monitor provision for R.E and SMSC - Monitor plans - Collect evidence through work completed by children - Review progress	Autumn 2018 Spring 2019 Summer 2019	Co-ordinator Time each term	Monitoring of planning, books, assessment grids - feedback given to staff and HT	All areas are taught and progression meets the needs of pupils. Evidence shows a range of activities to support children's learning styles. Children will receive quality R.E/SMSC teaching.
2. Moderate work	Summer 2018	Co-ordinator Time to organise	Staff meeting -	Agreed / consistent levelled work across the Key Stages. Review the new SOW. Ideas for further development in assessment.
3. Broaden assembly timetable	Throughout the year	Co-ordinator Time	Invite new visitors Co-ordinator to ensure visitors know themes for assemblies. Include British Values	Positive feedback from visitors, staff and children. New faiths for assembly visitors recorded.

4. Purchase new resources	Autumn 2018	Co-ordinator Time	Staff to use new SOW - review sheet and new curriculum mapping for whole school	Positive feedback about new resources from staff and pupils. More interesting lesson observations and work produced by children.
5. Make assessment grids for new SOW	Begin Autumn 2018	Co-ordinator Time	Co-ordinator to evaluate and design assessment grids for the new SOW. Staff to input own ideas in staff meeting	A new whole school mapping agreed and drafted (using the new SOW) and lessons tried by all teaching staff. To use grids for assessment with the new SOW planning.

DEVELOPMENT PLAN: 2018 - 2019:

Responsibility Area: PSHCE		Key Personnel: Liz Redfern		
Successes in 2017 - 2018: <ul style="list-style-type: none"> Resources purchased and good feedback received from all staff New SOW working well Anti-Bullying ambassadors developed and part of the school council Monitoring and feedback of planning / curriculum map / children's work Whole school review of citizenship focus embedded into the assembly timetable, including SEAL themes 				
Targets/Objectives for 2018 - 2019: <ol style="list-style-type: none"> Monitor provision of PSHCE, moderation of work and MTP's, progress and assessment Continue to broaden assembly timetable - more visitors for Friday assembly Purchase resources related to ESLA, worry material's and circle time £105 Whole school to use the SOW and assessment grids 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Monitor provision for PSHCE - Monitor plans - Collect evidence through work completed by children - Review progress	Autumn 2018 Spring 2019 Summer 2019	Co-ordinator Time each term	Monitoring of planning, books, assessment grids - feedback given to staff and HT	All areas are taught and progression meets the needs of pupils. Evidence shows a range of activities to support children's learning styles. Children will receive quality PSHCE teaching.
2. Broaden assembly timetable	Throughout the year	Co-ordinator Time	Invite new visitors Co-ordinator to ensure visitors know themes for assemblies. Include British Values	Positive feedback from visitors, staff and children. New faiths for assembly visitors recorded.
3. Purchase new resources	Autumn 2018	Co-ordinator Time	Staff to use the games during golden time	Positive feedback about new resources from staff and pupils
4. Whole school to use the SOW and assessment grids	Throughout the year	Co-ordinator Time	Co-ordinator to evaluate and design assessment grids for the new SOW. Staff to input own ideas in staff meeting	All staff using the new SOW and assessment grids confidently. All teaching staff ready to share further development.

DEVELOPMENT PLAN: 2017 – 2018: Appendix of Responsibility Areas

Responsibility Area: P.E		Key Personnel: Julie Bromell		
Successes in 2017 – 2018				
<ul style="list-style-type: none"> Achieving the Silver Sports Mark. Participation in LSLSSP network meetings and Annual Conference. Energise club, Gals for girls and Lals for boys initiatives to engage children in sport and SEN sessions ran by LCFC and LSLSSP. Children taking part in a wide variety of clubs and festivals – football, hockey, cross country, area athletics, basketball, cricket, netball, gymnastics, Tri - golf etc Forest School Training completed by one member of staff. Sports Ambassadors training and G and T sessions for targeted pupils attended. 				
Targets/Objectives for 2018 – 2019				
<ol style="list-style-type: none"> Ensure we maintain a Silver Sports Mark. Developing resources and introduction of Forest school sessions in the curriculum. Join LSLSSP provision option 1 for academic year. Raising participation in OWSSA/LSLSSP competitions and festivals. Renewal and replacement of resources Developing PE/Staff friendly Risk assessment forms. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Ensure we maintain our Silver Sports Mark.	Throughout the year	Coordinators Time	Keep up to date with changing objectives that need to be met. Address issues that arise.	Achieving the award.
2. Developing resources and introduction of Forest school sessions in the curriculum.	Throughout the year	Staff Time - EP Budget for resourcing Sports Grant	Feedback from staff and children after sessions. Curriculum coverage, pupil engagement monitored.	Children's enjoyment and achievement. All pupils have access to these sessions at some point in the year.
3. Join LSLSSP provision option 1 for academic year.	Summer 2017	PE Grant £2650	Do the schemes and options fit in with Langmoor School? Do they meet the needs of our pupils? Do they raise pupil's involvement in physical activity?	Increased participation in physical activity for all pupils including SEN. Staff training and up to date with PE initiatives and Government

4. Raising participation in OWSSA/LSLSSP competitions and festivals.	Throughout the year	Links with Jo Rowe Attend meetings	Ensure all pupils have the opportunity to participate in competitive events and festivals.	Children's enjoyment and achievement. Maintaining participation % from previous year or improving. Participation in the same or more numbers of festivals.
5. Renewal and replacement of resources	Autumn 2018	Renewable resources budget £150 Gym Mats budget £188 Athletics tops £120	Feedback from staff and audit of resources to staff	Equipment for the curriculum, playground and out of hours events.
6. Developing PE/Staff friendly Risk assessment forms.	Autumn 2018	Coordinators Time	Staff confidence and time saving to complete.	Office, SLT and staff confident in forms.

Action plan - Forest Schools - development of the Outdoor Learning Centre

<p>Key personnel: Helen Bonser - Headteacher Paul Groom - Premises Officer Staff to be trained - EP</p>		
<p>Successes in 2017-2018:</p> <ul style="list-style-type: none"> • HB/PG have been to observe Forest Schools in another setting, specifically Houghton on the Hill Primary School • EP will have completed the training by the end of the Academic Year • Shed is being sources • Staff are eager for Forest School to begin - all staff on board and understand the importance of well-being with Forest School 		
<p>Targets/Objectives for 2018- 2019:</p> <ol style="list-style-type: none"> 1. Purchase wet weather gear for children 2. Source tools and equipment 3. Timetable Forest Schools for new academic year 4. Evaluate purpose, organisation and impact on children's learning and well being 		
Actions	Timescale	
13. Price all in one wet weather gear for children	Autumn term 2018	Waterproof clothing and wellington boots required for all children when taking part in Forest School. Request to PTA for money to support, requests to parents to purchase of possible with recommendations of value for money, school to purchase for vulnerable children (PPM). Action: HB to source prices and liaise with PTA/SBM regarding funds
14. Source tools and equipment	Autumn term 2018	Once training decided upon find list of relevant equipment. Source from various places to include gloves, spades, potato peelers, storage units, play equipment, knives etc Action: HB to price up equipment and liaise with SBM regarding best value for money.
15. Timetable Forest schools for new academic year	Summer term/Autumn term	In conjunction with EP following training, decide which year group to start with. Ensure sufficient time given for FS to be successful - include evaluation and monitoring time.

16. Evaluate purpose, organisation and impact on children's learning and well-being	Spring term 2019	Use of questionnaires for pupils and parents regarding the use of Forest School. Evaluate this against performance of children - are there any differences, improvements? Evaluate FS - what is working well and what needs to improve?
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Responsibility Area: School Council		Key Personnel: Kim Mayer-Gibb/Liz Redfern		
Successes in 2017 - 2018:				
<ul style="list-style-type: none"> • Resources purchased and good feedback received from all staff and pupils • Council voted for by children and staff: Eco-council/Healthy Schools/Anti-Bullying • Regular meetings held and ideas shared, tasks set for the children • Playground leaders recruited and trained in Y5 and Y6 • New sports ambassadors trained in y5 a Beauchamp College 				
Targets/Objectives for 2018 - 2019:				
<ol style="list-style-type: none"> 1. Continue to work with the council sharing ideas (include healthy lunches) 2. Purchase resources children to select 3. Children to also work with the PTA more - and be involved in activities run by them eg fairs 4. Children to make posters for British Values display (update display in corridor or new board in hall) and lead more assemblies 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Continue to work with the council	Throughout the year	Co-ordinator Time each term	Development of the council display board - Ideas gathered from the children.	A bright display board full of evidence throughout the year. Agendas to record meetings and ideas.
2. Purchase resources children selected	Autumn	Co-ordinator Time	Pupils to introduce the resources to other children.	A clear understanding of anti-bullying including cyber bullying and knowing what to do.
3. Children to also work with the PTA more - including the up keep of the gardens	Throughout the year	Co-ordinator Time & PTA	Pupils know they have a voice and work confidently with the PTA organising events. To be evidenced in participation and on the display	Pupils to look after the garden area and be involved in planning and organising of events across the school.

			board. Pupils to hold assemblies to share with the whole school.	
4.Children to make posters for British Values display (update display in corridor or new board in hall) and lead more assemblies	Throughout the year	Co-ordinator Time	Pupils have a better understanding of British Values themselves and share knowledge with the whole school	Children to plan and lead assemblies - making their own scripts and ppts.

DEVELOPMENT PLAN: 2018-19 Appendix of Responsibility Areas

Responsibility Area: Assessment		Key Personnel: Helen Bonser		
Successes in 2017-2018:				
<ul style="list-style-type: none"> • Further moderation across the Owls Trust in Writing and Numeracy across the Academic year • Use of Pira and Puma tests from Rising Stars to support teacher assessment • Head of School attended Data Analysis course allowing more detailed data analysis to be carried out using previous signposts such as EYFS and Year 2 data • Continued use of 2Simple in EYFS to support Learning Journeys 				
Targets/Objectives for 2018-2019				
<ul style="list-style-type: none"> • To ensure that standardised scores are used to track and measure progress where possible • To ensure that moderation takes place across the Trust in both Literacy and Numeracy • To ensure that staff are using target tracker fully to assess children and track gaps • To ensure staff attend moderation courses for EYFS, Year 2 And Year 6 • To ensure that full analysis is done of Year 6 SAT's results to ensure any gaps are addressed 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. To ensure that standardised scores and used to track and measure progress where possible	Termly	£1440 - Puma and Pira tests for each year group per term	Termly analysis of scores to ensure children are making progress. Any SEND or G & T needs identified early and strategies put into place to support	Standards are raised as staff can identify gaps more easily and track progress.
2. To ensure that moderation takes place across the Trust in both Literacy and Numeracy	Termly per subject	Staff meeting time - Co-ordinator time to organise and facilitate	Staff bring work to be moderated across a range of genres and maths skills. Standards files are kept for staff to refer to.	Staff are more confident with assessing a child at a particular band or step. Evidence files are created

				for all year groups. Standards are raised.
3. To ensure that staff are using target tracker fully to assess children and track gaps	Termly	Target tracker - SM time	Head to oversee use of target tracker. To check on gaps and that planning matches this as does target setting. Less gaps are identified particularly in KS2 and in relation to SAT's.	Children have a more rounded knowledge. Where gaps occur they can be fully addressed and so standards are raised.
4. To ensure staff attend moderation courses for EYFS, Year 2 and Year 6	Spring/ Summer term	Supply time	Year 2 and 6 moderation offered through OLP. Staff to attend where possible. Confirmation of Trust moderation and consistency applied through the school.	Validated moderation, ensuring standards are accurate and therefore knowledge is raised.