

Thistly Meadow Primary School Development Plan Summary 2016-17

Updated Spring 2017

This summary is supported by the School Development Plan action plans. Our School Development Priorities are designed to achieve our commitment for a relentless drive for improvement so that our Aims and Objectives can be achieved for all pupils. This summary is supported by the Governors Development Plan and self-evaluation which monitors the impact of the School Development Plan priorities and is also supported by Subject Leader action plans and the Teachers' Standards and Standards for Teachers' CPD.

1. Aims and Objectives

Thistly Meadow Primary School promotes high achievement by working with children to:

- *Inspire with the joy of lifelong learning*
- *Be happy, highly motivated lifelong learners.*
- *Achieve their very best in all areas of the curriculum.*
- *Develop enquiring minds, creativity and a spirit of curiosity.*
- *Develop self-confidence, self-esteem, self-reliance and self-respect.*
- *Respect themselves, others and the world in which they live.*
- *Be able to work collaboratively and independently.*
- *Extend themselves in mind, body and spirit.*
- *Develop flexibility, adaptability, technological and problem-solving skills required for the modern world.*

At Thistly Meadow Primary School we support these aims by:

- *Providing a broad, balanced and challenging curriculum which aims to support the needs of all pupils.*
- *Providing a rich programme of extra-curricular activities and visits.*
- *Creating a stimulating, active and well-resourced learning environment.*
- *Working collaboratively towards common goals.*
- *Developing a learning partnership between home, school and the community.*
- *Providing a variety of teaching and learning styles to stimulate and challenge all.*
- *Developing a cycle of target setting and review with each child, creating opportunity for reflection and improvement*
- *Creating a tolerant, caring, supportive environment which promotes equality and mutual respect, awareness of world events and supports British values.*
- *Offering an ethos of challenge, support and encouragement to succeed.*

Summary Priorities 2016-17

Updated Spring 2017

1. Maximise pupil potential: use assessment data and monitoring to identify all underachievement at an early stage and ensure that intervention strategies are put in place to maximise pupil potential, narrow any gaps and secure at least good progress for all pupil groups

- Having implemented the new curriculum assessment without levels linked to the new national curriculum, interim frameworks during 2015-16, to continue to review and refine assessment, target setting, tracking and moderation procedures so that continued success is made possible for all pupil groups
- Spring 2017 – moderation for all year groups for autumn and spring terms forms part of termly PMR / pupil progress meetings. All data updated onto O track as well as tracking for all groups to ensure progress is being monitored
- Continue to review and adapt new assessment without levels across the school and across all subjects linked to the new curriculum and age related expectations (ARE). Review assessment procedures to ensure all pupils are challenged and assessed in all curriculum areas, gaps identified and intervention having impact in order to close gaps and to increase the number of pupils leaving at age related expectations in reading, writing and maths combined
- Spring 2017 – all pupils tracked from EYFS and KS1 starting points. Pupil targets set for all pupils based on starting points and FFT predicted targets for 2017
- Continue to narrow the gap for identified sub groups so that gaps are closing and pupil progress is at least good for all groups
- Ensure that all pupils are supported to achieve their targets and that every pupil achieves their best – particular focus on identified more able pupils and disadvantaged / vulnerable groups
- Spring 2017 – Pupil Premium / Disadvantaged / SEND / vulnerable groups and more able pupils tracked within O track to ensure identified gaps are closing. New outcome plans in place for SEN/D and Vulnerable groups for summer 2017
- Spring 2017 – Pupil Premium and SEND report updated for start of summer term 2017 and ready to be discussed with governors summer 2017
- Ensure that all groups make at least good progress and aim to achieve targets for all year groups at least in line the national average / age related expectations

- Spring 2017 – all teachers have reviewed their end of year pupil targets based on FFT and O track. Age Related Expectations now form part of every pupil's O track monitoring. New ARE targets will be trialled for the summer term ready for the academic year 2017 - 18
- Pupils' ownership of their own learning and progress towards learning targets is developed through their personalised learning (developmental marking, next steps and accurate improvement of their own work –including the development of peer assessment building their own learning power and resilience as well as a focus on mastery)
- Spring 2017 – termly SLT / Subject Leader work scrutiny undertaken. Summer term monitoring of reading journals and core and foundation books as well as a learning walk with governors

2. Maximize staff performance in the classroom: identify good-outstanding classroom and subject leader practice and ensuring that it is shared with others for maximum impact on pupil progress and challenging curriculum development

- Ensure that progress over time within lessons is at least good
- Ensure that all staff are making good use of assessment for learning materials, whole staff CPD, using assessment and marking strategies including securing effective objective and target setting and delivering effective and personalised marking, feedback and improvement time to pupils
- Spring 2017 – whole staff CPD in word study, reading comprehension, mastery in maths, mastery planning and feedback
- Summer 2017 – Learning Policy to be written based on this year's self-evaluation
- Linked to the teachers' standards and standards for teachers' CPD, ensure that staff have access to quality CPD both internal and external through the Teaching School Alliance to pursue outstanding teaching and outstanding subject leadership.
- Ensure that CPD works in partnership with our partner school, the Teaching School Alliance and other external providers to ensure that school development targets are achieved
- Spring 2017 – in-house CPD as well as access to Teaching School CPD. Leaders have qualified in NPQSL and NPQML
- Developing independence and resilience through independent learning and Building Learning Power and Mastery / Visible Learning
- Ensure that planning and the curriculum are linked to identified next steps to secure at least good learning over time – pupil progress, progression of subject skills and application of subject knowledge.
- Spring 2017 – work scrutiny and Pupil Progress meetings have discussed planning, intervention and identified CPD for teachers

3. Maximise leadership potential within the school

- Ensure development of team-work approach for curriculum development and monitoring & evaluation to ensure that the New National Curriculum continues to be delivered, monitored, moderated, adapted and evaluated for its impact on the identified needs of our pupils.
- Spring 2017 – all subject leaders have reviewed the impact of the curriculum initiatives 2015 – 16 and priorities for 2016 – 17 have been presented to governors and learning committees. The SLT and governors to monitor the impact of this year's initiatives as part of the summer term monitoring
- Ensure the leadership of the curriculum by our Subject Leaders ensures that standards across all curriculum areas continues to rise. Ensure curriculum subject leaders have clear impact on school development priorities and pupils' achievement through implementing assessment, moderation and undertaking effective self-evaluation leading to all pupil gaps narrowing.
- Spring 2017 – all subject leaders are monitoring coverage of subject skills, collecting evidence of impact of school development priorities and will collect progress data at the end of the summer term
- Every leader in school with line management responsibility should show that their pupils achieve at least 'good' or better progress over time and that the percentage of pupils at ARE is increasing.
- CPD Development of all subject leaders with a particular focus on middle leadership and senior leadership 2015 – 17
- Further development of CPD for subject leaders, middle management and senior leadership roles 2015 – 16 in partnership with Greenfield Primary School and the Teaching School Alliance.
- Spring 2017 – NPQML, NPQSL, SEND qualifications updated. Core Subject Leaders have attended training with other schools. Specialist Leaders of Education have worked with Subject Leaders and all staff in maths and English
- Governors indicate clear outcomes from school monitoring and are actively involved in supporting school improvement priorities
- Spring 2017 – termly committees have looked at the impact of spending and pupil outcomes linked to the school development priorities

4. Ensure the inclusion of all groups of pupils and removing barriers to learning

- Ensure starting points of all pupils links with challenging targets and intervention to achieve at least good progress for all groups
- Ensure pupil progress from EYFS to KS1 and from KS1 - to exit of KS2 ensures that any gaps are narrowing and good progress is the targeted achievement for all pupil groups (particularly reading, writing, maths combined)
- Spring 2017 – all pupil tracking has been updated linked to progress from starting points, FFT, RWM combined and school development priorities linked to the RAISE analysis. Termly pupil progress meetings have been completed with all staff
- Ensure Pupil Premium and Sports Premium grants used to target identified disadvantaged / vulnerable groups, in particular pupil premium and the gifted and talented pupils, and ensures gaps are closing and targeting at least good progress within reading writing and maths combined
- Spring 2017 – Sport Premium and Pupil Premium reports have been updated linked to the financial year. Progress for all PP / vulnerable pupils will be reviewed during the first week of the summer term 2017.
- Ensure personal emotional well-being and pastoral support for all pupils and targeted intervention for identified disadvantaged / vulnerable / SEND pupils
- Ensure targeted special needs intervention, including speech and language, behaviour, resilience coaching and counselling for identified vulnerable groups
- Spring 2017 – as well as working with pupils individually or within social communication groups, the school's pastoral support includes counselling, counselling training and two members of staff have just completed their Lego Therapy training. A number of staff completed their mentoring programme training December 2016
- Ensure a systematic and coherent approach to daily reading, phonics, spelling and grammar throughout the school
- Spring 2017 – termly monitoring of phonics is included within pupil progress meetings. All KS1 and KS2 staff have received word study skills training to further support spelling and grammar. Staff have received fiction and non-fiction reading comprehension training and further training on reading will be delivered during the summer term
- Ensure that the gifted and talented pupils are identified early, challenged, tracked and targeted with intervention to promote proficient, independent learners who make at least good progress and to ensure that any identified gaps are narrowing

- Spring 2017 – the more able pupils are identified from exit EYS and tracked. This list is then reviewed at the end of KS1 and used to monitor the progress of greater depth / more able pupils throughout KS2. All of these pupils are reviewed within termly target setting and pupil progress meetings
- Spring 2017 – all staff continue to plan for additional challenges for the more able pupils within lessons as well as through additional curriculum activities. The school continues to promote mastery teaching and look for opportunities for these pupils to resilience and independence within their learning, marking and feedback.

5. Ensure that our curriculum is fit for purpose and that it recognises the needs of all our pupils and maximizes their life chances and achievement as they transfer to the next phase of their education

- Ensure that the school's implementation of the new National Curriculum is reviewed each year and adapted to meet the school development priorities and identified needs of year groups – based on data analysis and subject leader self-evaluation
- Ensure that all curriculum subject leaders are responsible for accurate self-evaluation to ensure at least good progress for all groups and that strengths and areas for development are identified
- Spring 2017 – all subject leaders reviewed the impact of their curriculum initiatives, including data linked to age related expectations, for the end of the autumn term. All subject leaders will undertake monitoring of assessment data by the end of the summer term. The impact of the subject will link to the school development plan priorities for 2017 - 18
- Ensure that a new system of assessment without levels linked to Age Related Expectations (ARE) is modified and further implemented alongside the new curriculum to ensure the progression of subject specific skills as well as links to closing the gaps within reading, writing and maths to ensure the good progression of skills within all Foundation subjects
- Spring 2017 – the Head and Deputy teachers have reviewed the assessment tracking system and will be trialling some changes for the summer term. Changes to the assessment tracking will be in place for autumn 2017 which will include updated curriculum statements for all subjects in place of the symphony statements
- The curriculum is reviewed and through whole school team work, acknowledges national curriculum developments and the identified needs of the pupils through accurate data analysis and moderation

- Spring 2017 – all subject leaders will undertake scrutiny of work, collection of data and write an annual review as part of their summer term self-evaluation. This evidence will be used to inform the school development priorities and will also be linked to the end of year analysis of pupil data looking at progress and achievement for all all groups of pupils
- Continuing developing links with international schools and use of blogging to support raising standards and further close gaps
- Spring 2017 – new ICT links to be established for summer 2017
- Continuing professional development for subject leaders and the leadership team which ensures that subject monitoring and school self-evaluation is accurate and builds on local and national identified good practice
- Spring 2017 – all teachers complete CPD reviews and the impact of this training will be reviewed with governors as part of the summer term monitoring. It will also be used to inform the school development priorities for 2017 – 18

6. Ensure that spiritual, moral, social and cultural learning (SMSC) and Promoting British Values is at the heart of our learning at Thistly Meadow Primary School helping all our pupils to grow and develop

- All curriculum teams and curriculum planning ensure we promote SMSC development and promoting British values of understanding, tolerance and respect
- Spring 2017 – new PSHE and RE curriculums have been introduced this year to support PSHE and British Values
- All Personal, social, health and economic education is integrated within all curriculum subjects, daily assemblies and school initiatives in order to fulfil Thistly Meadow's statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development to prepare them for opportunities, experiences and responsibilities of life; to build resilience and promote British values.
- Spring 2017 – whole school curriculum events, assemblies and fundraising activities have been used to promote SMSC. The Head Teacher's weekly values assemblies continue to link with world events, SMSC and promote British values
- Ensure pupil voice initiatives support the development of SMSC for all pupils and uses visits, visitors, national and international events to promote spiritual, moral, social and cultural education
- Spring 2017 – our school twitter, Facebook and year group blogs provide evidence of our promotion of SMSC

7. Secure outstanding behaviour

- Pupil well-being is at the heart of all that we do
- Implement and continue to adapt behaviour monitoring system within lessons for any low level behaviour.
- Intervention and pastoral support for behaviour related incidents supported by pastoral support.
- Effective teaching and learning promotes behaviour for learning in all lessons and activities
- Spring 2017 – all behaviour is tracked electronically with the leadership team monitoring these records and adapting provision accordingly. Additional changes to playtimes will be made for the summer term with a review of playtime zones
- Implement new PSHE values curriculum which promotes respect
- Spring 2017 – the impact of the PSHE curriculum will be reviewed at the end of the summer term and any changes made for 2017 – 18.
- Act proactively to identify all types of bullying
- Spring 2017 – pupils all participate in circle time / R time and PSHE activities as part of the PSHE curriculum and class / year group and whole school assemblies
- Continue to work rigorously to improve overall attendance levels
- Spring 2017 – the Attendance Improvement Officer continues to work in partnership with the leadership team and pastoral support / SEN team
- Questionnaires show that pupils' behaviour for learning ensures that less than 2% of pupils feel that their learning is disrupted by the behaviour of others
- Spring 2017 – all pupils participated in e safety week with the years 5 & 6 participating in an e safety questionnaire which will be analysed when data is made available, summer 2017.
- All pupils will complete written questionnaires for end of the academic year, summer 2017

9. Establish ways to meet and navigate the exciting challenges of a changing school

- Respond to the impact of changes to learning and teaching linked to 2015 – 16 assessment without levels and Ofsted and the changes to KS1 and KS2 National Tests for 2015 – 16 and 2016 – 17 using the interim arrangements
- Spring 2017 – both of our primary schools were moderated during the summer term and changes were made to our moderation as a result of

this. The impact of this will be seen within our moderation outcomes for summer 2017 (EYFS, Greenfield, KS2 Thistly)

- Spring 2017 – two members of the leadership team have successfully completed their LA moderation training again and will be responsible for moderating schools across the Local Authority
- Implement the statutory EYFS baseline assessments – Early Excellence / O track and use data to inform target setting
- Spring 2017 – the school continues to monitor progress using O track
- Respond to the planned changes for leadership and management linked to the school development plan and partnership with Greenfield Primary School and Teaching School Alliance
- Development of middle and senior leadership to support the changing and growing nature of the school, particularly through partnership with Greenfield Primary and the Nursery School
- Changes to personnel and continue professional development supports the commitment to distribute leadership in school and to empower all staff to support progress
- Spring 2017 – the Headteacher is planning changes to the leadership structure as a result of self-evaluation and the identifies needs of the school.
- Spring 2017 – subject leadership continues to be a priority for CPD and within the development plan / self-evaluation and is now considered a strength of the school. This will be further developed during 2017 – 18

10. Development of the work with the family of schools and Teaching School Alliances

- Continuation of networking for providing and receiving effective continuing Professional Development
- To actively investigate the Academies agenda and multi-academy trusts
- Spring 2017 – the Headteacher has continued to support schools across the Teaching Alliance as well as within other multi-academy trusts
- Spring 2017 – the school now has its first draft Academy Business Plan and is currently working with other schools to investigate multi-academy trust collaborations. This plan will be presented to governors as part of the summer term meetings when the school has received and submitted its budget for 2017 – 18
- Spring 2017 – both Thistly Meadow and Greenfield schools will benefit from a new Nursery Pre-School which is proposed for the Greenfield site from September 2017.

- Spring 2017 – from the autumn term, both schools will provide before and after school clubs as part of meeting the needs of the school community