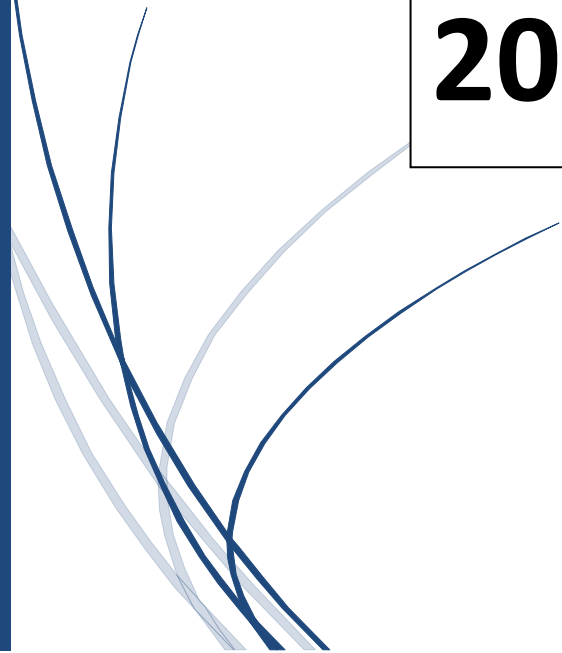


**Meadow View
Primary
Development Plan
2018/19**



Dream, Believe, Achieve

The following Development Plan aims to ensure that together we are addressing key priorities for the school after rigorous data analysis together with the key areas for improvement identified by OFSTED July 2015.

OFSTED July 2015:

What does the school need to do to improve further?

- **Further increase the progress pupils make and raise the standards they reach by:**
 - developing pupils' critical thinking and deeper reasoning skills, particularly those of the most able pupils**
 - ensuring pupils' handwriting is consistently developed and applied across the subjects of the curriculum**

EMERGING ISSUES from DEP 2017/18

Outcomes

- KS1 - Writing and how fine motor skills are affecting development of writers.
- Outcomes at KS2, particularly for children with SEN and new during Key Stage 2.

Priority 1: Effectiveness of Leadership and Management

Success Criteria: We will know we are successful when:

- Science leadership is as strong as Literacy and Numeracy.
- We are utilising the strengths across school to future develop others.
- Governors are confident and know the school well.

	Priority	Actions	Lead Person	Time	Resources	Monitoring	Milestones
1	Quality of Leadership in, and Management of, the school:						
1.1	Academy Conversion	<ul style="list-style-type: none"> -Begin working with JMAT Hubs -Meet with Finance Officer to go through finances ready for conversion -Meet with key staff and develop working practices -Liaise with parents and staff about future conversion 	KS				
1.2	Coaching	<ul style="list-style-type: none"> -All staff to be given an opportunity to observe a colleague as part of ongoing CPD linked to TIPS 	JL	By Autumn 2 and review	n/a	KS	At PM target review.
1.3	Science	<ul style="list-style-type: none"> -leadership time for science leader -science leader to monitor science data and track progress -dedicated staff meetings for science development -recording of science. Links with literacy and develop consistent expectations 	FH	Ongoing	n/a	KS	Half termly meeting with Assistant Head for T&L to monitor leadership of Science.
1.4	Assessment	<ul style="list-style-type: none"> -continue to develop assessment for wider curriculum subject -introduce white rose maths summative assessment -further develop middle leaders to use data rigorously to produce lines of enquiry for evidence trails. -Continue to ensure all targets, tracking and interventions focus on PP children and reducing the gap to Nat. 	KS	1 st meeting 12/9/18 and meet each half term	Leadership time already allocated	KS	Half termly meeting with Assistant Head for T&L and middle leaders to interrogate data.
1.5	Governance	<ul style="list-style-type: none"> -to continue to regular meetings between Head and Chair of Governors to ensure that Leadership is focused on actions and outcomes -continue with key link Governors to embed 'expertise' area to enable greater challenge and effective support -governor training 	BV	Ongoing	n/a	Full Governors	Monthly meetings between CoG and HT. Full Governors meetings

Priority 2: Quality of Teaching, Learning and Assessment

Success Criteria: We will know we are successful when:

- actions impact on outcomes at the end of EYFS, KS1 and KS2

	Priority	Actions	Lead Person	Time	Resources	Monitoring	Milestones
2	Quality of Teaching: Overall						
2.1	Metacognition	-CPD (termly) -SLT to attend termly CPD and review metacognition in light of new knowledge -Share ideas and excellent practise	JL	CPD Termly ongoing	JL Management Time	Formal lesson observations twice a year. Learning walks	T1: Initial training: Sept INSET T2: Monitor and develop T3: Review and plan for next steps
2.2	Develop continuous provision in Y1-6 (Chris Quigley)	-Introduce daily routines including daily dashboard and dear diary - Introduce the two year vocabulary based curriculum -ensure planning makes effective cross curricular links	JL	ongoing	Daily dashboard resources	Monitor planning	T1: Introduce T2: Monitor T3: Review and plan
2.3	Further embed PIRATE approach	-CPD to ensure all teaching staff are familiar with expectations. -Share ideas and excellent practise	JL	CPD Autumn Term	JL Management Time	'Pirate' monitoring section on formal lesson observation sheets	T1: Clear expectations T2 and T3: Share ideas and excellent practise
2.4	Embed quality marking a feedback	-disseminate clear expectations to all staff -Support new staff to understand and utilise feedback to full effect. -marking scrutiny across school	JL	Ongoing	JL Management Time	Termly monitoring in maths, reading, writing, science and topic.	T1: Ensure clear expectations T2: Review Policy and Tweak T3: Review Policy and Tweak

	Priority	Actions	Lead Person	Time	Resources	Monitoring	Milestones
2	Quality of Teaching: Literacy						
2.5	Speaking and Listening	-Talk for writing re-launched to support writing structures in KS1. -Targeted interventions as required such as Number Talk, Talk Boost, Talking Partners, Reading Rescue, Speech and Language with further training if needed	TK	By October half term and reviewed half termly	TK Management time	KS	October half term and half termly reviews with termly profile update
2.6	To increase	-Continue to embed Reciprocal Reading	HW	Leadership	Literacy	Within literacy	T1: staff meeting and

	Priority	Actions	Lead Person	Time	Resources	Monitoring	Milestones
	Reading outcomes at KS1 and KS2	<ul style="list-style-type: none"> -Development of texts of lengths -Embed the use of Reading Mascots and develop whole school approach to teaching key reading skills linked to reading mascots. -focus novel study each half term. -Bedrock research programme to continue in Y5/6 and analyse. -whole school 'push' on getting to age group colour book band with clear criteria for benchmarking -continue to embed Shared Reading in KS1 and Guided Reading in KS2 -Further develop CPD linking to enjoyment for reading in school -continue reading rewards 		time Autumn 2	leadership time to monitor	leadership time	termly update T2: evaluate and update T3: evaluate and update
2.7	Writing & GPS – to develop whole school spelling approach	<ul style="list-style-type: none"> -re launch Talk for Writing to support writing strategies in KS1. -Further develop learning walls to track progression of learning. -Fine tuned FMS programme with LSS in KS1 and Y3. -Summer term to develop independent writing in F2 in preparation for Y1 with correct letter formation. -continue the development of Helicopter stories in F2 with greater focus on letter formation and expectations for early writers -Embed spelling approaches developed in 2017/18. -rigorous data analyse and evidence trail from data -research use of pencil grips to support writers 	HW	Ongoing throughout year with support to staff at assessment times	Literacy leadership time to monitor	Monitor data with assessment leader	T1: Assessment staff meeting and KS check formative. Tests half termly. T2: KS to check test analysis. What are our gaps? T3: Review, check data and set focus for next year.
2.8	Writing – Handwriting – to further develop handwriting and to research handwriting for children with FMS	<ul style="list-style-type: none"> -continue to have high expectations of writing (SLT and MLT to monitor frequently) -to further develop bespoke interventions for children with FMS concerns in relation to handwriting - ensure all staff are consistently using cursive handwriting to model high expectations 	HW	ongoing	Literacy leadership time to monitor	-Fortnightly monitor of books on a rota and feedback to staff -Liaise with JL	T1: high expectations from day 1 so SLT to monitor from Wk1. End of term report to Governors. T2: regular checks and report.

	Priority	Actions	Lead Person	Time	Resources	Monitoring	Milestones
2	Quality of Teaching: Maths						
2.9	To further develop Maths subject knowledge for staff	<ul style="list-style-type: none"> -Further subject knowledge training on mental strategies. -Training on Number Talks for development of a range of strategies. -Rigorous data analyse and evidence trail from data -Embed the use of CPA approaches in all year groups 	DH	Ongoing throughout year with support to staff at assessment times	Maths leadership time to monitor	Monitor data with assessment leader	T1: Assessment staff meeting and KS check formative. Tests half termly. T2: KS to check test analysis. What are our gaps? T3: Review
2.10	Maths – to further develop Mastery Maths	<ul style="list-style-type: none"> -Further develop learning walls to track progression of learning. -Embed use of White Rose curriculum for planning maths -Develop use of TT Rockstars for mental maths and home learning. -Monitor TT charts -Observations of maths to be based around the 5 big ideas. -maths 'showcases' for parents to inform them about strategies. -introduce bar modelling -ensure the further development of reasoning skills and monitor impacts on outcomes 	DH	Training 2 x Aut 1x Spr		Fortnightly monitor of books and planning on a rota and feedback to staff Termly Maths Audit Liaise with JL Feedback from parents	T1: Inset and implement mastery maths. Half termly test to analyse. Monitor sample planning. T2: monitor and tweak and report.

	Priority	Actions	Lead Person	Time	Resources	Monitoring	Milestones
2	Quality of Teaching: Science						
2.11	Raise the profile of science as a core subject	<ul style="list-style-type: none"> -Subject Leader management time to be spent analysing data, books, planning and lesson observations. -Engage increased number of children in STEM extra-curricular clubs. - Develop staff subject knowledge 	FH	Ongoing	Science leadership time to monitor	<ul style="list-style-type: none"> -Monitor quality of learning and teaching with T&L Leader. -Monitor Data with assessment leader -Attendance rates at extra-curricular clubs 	T1: Subject Leader development and training T2: STEM Extra Curricular Clubs T3: Review, check data and set focus for next year.
2.12	Ensure a consistent approach to science in KS1 and KS2	<ul style="list-style-type: none"> -disseminate clear expectations and assessment guidance to all teaching staff. -Embed the vocabulary based curriculum and monitor children's knowledge of the vocabulary. -CPD -develop rubrics in science and implement in learning and teaching 	FH	Training Autumn term Ongoing	CPD Time Leadership time	Termly science Audit	T1: Expectations staff meeting T2: Monitor and review T3: Review, check data and set focus for next year.

	Priority	Actions	Lead Person	Time	Resources	Monitoring	Milestones
2	Quality of Teaching: Wider Curriculum						
2.13	Explore 'mastery' in the wider curriculum	-Development of mastery in Reading and Writing -Staff to explore and discuss to deepen understanding of mastery across the curriculum through project links.	KS	INSET and CPD	CPD time	Monitor quality of learning and teaching with T&L Leader. -child voice	
2.14	Assessing Foundation Subjects	-staff to continue to assess foundation subjects -analyse data of Foundation Subjects and feedback any concerns to SLT - development of middle leaders to track assessment. -book scrutiny to ensure consistent high standards and expectations in Foundation subjects	KS/FH	CPD	CPD time	KS to monitor with FH	T1: Assessment staff meeting T2&3: Review, check data and liaise with SLT

Priority 3: Personal Development, Behaviour and Safety

Success Criteria: We will know we are successful when:							
<ul style="list-style-type: none"> Low level behaviour improves across all areas of school. Children are safe and feel safe and apply their knowledge in relation to E-Safety , anti-bullying and restorative practice. 							
	Priority	Actions	Lead Person	Time	Resources	Monitoring	Milestones
3	Behaviour and safety of pupils:						
3.1	Develop opportunities for raising aspiration for children and families.	<ul style="list-style-type: none"> -Be the best you can be fortnight in September -Focus on aspirational assemblies -Displays around school raising aspiration -Further develop roles of House Captains -Meadow View Mates to continue work on playground and assembly -Enterprise events -Arrange for career talks from visitors from a wide range of places. -Sports board in the hall – clubs information, certificates and photo's of sport from staff and pupils to widen the range of sport activities participated in, in and out of school. 	TK	Autumn	Community Café budget. Playground equipment.	Record of assemblies and the focus. Pupil voice about the assemblies. Be the best you can be displays – photos House Captain voice – responsibilities. Community café record of focus and actions. Parent voice about community café. Meadow View Mates voice. Pupil voice about Meadow View Mates and House Captains. Observation of behaviour on the playground – monitor white sheets.	T1: Be the best you can be topics and displays. Start to introduce new style of assemblies using inspirational music to engage children. Meet with House captains to gain views about responsibilities. T2: Pupil voice about assemblies. Community Café record of focus. Source more equipment for the playground T3: Inspire next year group to become house captains. Voting.
3.2	Focus on wellbeing for children following on from Workplace Wellbeing Charter.	<ul style="list-style-type: none"> -Development of Mindfulness for children -Emotion coaching -Further develop nurture and therapeutic practice and KS1 and KS2 nurture rooms. -Re-introduce the 'Daily Mile' for Y1 – Y6. -Certificates given each week for after school sports clubs or PE lessons for Premier League and Primary Stars. -Pilot school for 'no smoking' near school. - Monitor the national standard of swimming after they have finished the block and publish the results on the school Website at the end of Y6. -Collect, monitor and analyse the PSHE assessments, PIVATS and Pupil Premium Grid to ensure that support is being targeted in the appropriate place. 	TK	Throughout the year. Reviewed in the Summer term.	Staff meetings for curriculum teams Staff training on interventions	Curriculum team action plan Planning for intervention groups. PIVATS documents for identified children. Pupil voice before and after intervention. SDQ questionnaires.	T1: identify children who require mindfulness. Plan mindfulness opportunities – art therapy, emotion coaching, emotional literacy groups, circle of friends groups. Staff training – emotion coaching. T2: Monitor PIVATS documents and SDQ's. Gain pupil voice T3: Review curriculum team action plan.

Success Criteria: We will know we are successful when:

- Low level behaviour improves across all areas of school.
- Children are safe and feel safe and apply their knowledge in relation to E-Safety , anti-bullying and restorative practice.

	Priority	Actions	Lead Person	Time	Resources	Monitoring	Milestones
		-SENCo to explore the new EPS document REFLECT and trial it with a small number of target children.					
3.3	To develop Restorative Practice approach to Behaviour Management	<ul style="list-style-type: none"> -continue to develop staffs understanding of restorative practice and the impact on children's behaviour -newsletter for parents on restorative practice -Embed new behaviour policy and evaluate impact. -Monitor the yellow and red cards given. -work towards greater emphasis on parental involvement and build parent confidence in managing behaviour -focus on behaviour at the end of the school day -SMSA training on behaviour and restorative practice and role of SMSAs in this. -Give Y6 more responsibility by asking them to support younger children during wet break times. - Further develop the playground activities available at lunch time and the use of the play pod. 	TK	Autumn and reviewed in the summer term.	Resources needed for nurture groups i.e art, gardening, cooking, craft, and lunch clubs. Staff meeting – behaviour policy, team teach, recap on restorative practise / attachment.	Pupil and parent voice. Staff voice. Monitor white sheets for behaviour impact. Community Café on behaviour policy principles.	<p>T1: Identify children and assess needs, set targets. Staff meeting for new behaviour policy. Leaflet out to parents. Assembly for children. Monitor behaviour incidents on the drive after school.</p> <p>T2: Community café – behaviour principles. Staff meetings to recap on restorative conversations.</p> <p>T3: Review individual children's PIVATS and impact of restorative practice.</p>
3.5	Safeguarding	<ul style="list-style-type: none"> -Esafety hot spots on newsletters -notice board in school to inform children about keeping safe on the internet. -staff to be kept updated with lists of apps etc used by children to keep up to date in the modern world -development of parental agreements for volunteering on school visits 	TK	Throughout the year. Reviewed in the Summer term.	Staff meeting time. Community Cage budget.	Pupil and parents voice. Monitor incidents involving Esafety. Newsletters and staff updates. Curriculum team action plan.	<p>T1: review Esafety policy. Create notice board. Create parental agreement for school visits.</p> <p>T2: review the use of parental agreements for visits and amend if needed.</p> <p>T3: community café – esafety.</p>

Priority 4: Early Years Quality and Standards

	Objectives	Actions	Lead Person	Time	Resources	Monitoring	Milestones
4	Achievement of pupils at the school:						
4.1	To further develop a mastery approach to maths teaching	<ul style="list-style-type: none"> -Embed maths mastery language of the five big ideas -Include the 5 big ideas in lessons -Follow a learning schedule (Long Term Plan) to ensure learning is progressive and at depth. -Continue to develop outdoors with a Mastery Maths focus -Use Numberland or tens town to support teaching and include parents in their children's learning. - Audit the environment indoors and outdoors termly. 	JL	JL Management time	Tens Town	<p>Monitoring of maths lessons to include the 5 big ideas</p> <p>Monitor planning</p>	<p>Learning Schedule to be followed from Autumn Term</p> <p>Ongoing</p>
4.2	To improve correct letter formation in F2	<ul style="list-style-type: none"> -Ensure RWI Posters are used effectively for letter formation -pencil grip progression posters -Focus on letter formation in feedback and parent's meetings -Begin to introduce pre-cursive once formation is correct. - Ensure progression from F1 into F2 	JL	Management time for JL to monitor	Posters	Book reviews – feedback should mention pencil grip and letter formation	<p>T1: Posters to be introduced</p> <p>T2: Monitor impact on learning</p> <p>T3: What percentage could form <u>all</u> their letters correctly?</p>
4.3	To embed ITMP	<ul style="list-style-type: none"> -CPD on ITMP for all staff -Anna Ephgrave Training -Vary the parent questionnaire to support assessment -Visit to Maltby Lily Hall/Kiveton Park Infants - Continue to record using EMAG daily 	JL	CPD Time		Termly free flow observations	<p>T1: CPD</p> <p>T2: Monitor progress</p> <p>T3: Review and plan for next steps</p>
4.4	To further develop the characteristics of effective learning	<ul style="list-style-type: none"> -Introduce Mr Men characters as a whole unit approach -Have a weekly Character as a focus -F2 children reflecting on their days learning Weekly focus character/skill -Share a parent sheet at parents meeting -Incorporate CoEL into each parent workshop. 	JL	Staff to be released to deliver workshops	Mr Men Resources on twinkl	Pupil interviews	<p>T1: Introduce all actions</p> <p>T2: Monitor progress</p> <p>T3: Plan for next steps</p>

Priority 5: Outcomes

- Actions to impact on Outcomes

2018/2019 Targets

		Reading	Writing	Maths	Combined
Y1	Exp+	16/24 = 67%	16/24 = 67%	18/24 = 75%	15/24 = 63%
	GD	4/ 24 = 17%	4/ 24 = 17%	5/ 24 = 21%	3/ 24 = 13%
Y2	Exp+	23/33 = 70% (+1 73%; +2 76%)	23/33 = 70%	23/33 = 70%	20/33 = 61% (+2 67%)
	GD	9/33 = 27%	3/33 = 9% (+3 18%)	4/33 = 12% (+4 24%)	3/33 = 9% (+1 12%)
KS1 Nats	Exp+	75%	70%	76%	65%
	GD	26%	16%	22%	12%
Y3	Exp+	25/33 = 76%	21/33 = 64%	23/33 = 70%	21/33 = 64%
	GD	11/33 = 33%	9/33 = 27%	9/33 = 27%	8/33 = 24%
Y4	Exp+	26/31 = 84%	22/31 = 71%	26/31 = 84%	21/31 = 68%
	GD	11/31 = 35%	6/31 = 19%	8/31 = 26%	5/31 = 16%
Y5	Exp+	23/33 = 70%	22/33 = 67%	23/33 = 70%	21/33 = 64%
	GD	6/33 = 18%	5/33 = 15%	6/33 = 18%	5/33 = 15%
Y6	Exp+	22/31 = 71% (+1 74%; +2 77%)	23/31 = 74% (+1 77%)	23/31 = 74% (+1 77%)	21/31 = 68%
	GD	14/31 = 45%	10/31 = 32%	8/31 = 26%	7/31 = 23%
KS2 Nats	Exp+	75%	78%	76%	64%
	GD	28%	20%	24%	10%

Autumn Term ARE

Y2	Exp+	21/33 = 64%	17/33 = 51%	18/33 = 55%	17/33 = 51%
	GD	11/33 = 33%	6/33 = 18%	3/33 = 9%	3/33 = 9%
Y6	Exp+	21/31 = 68%	20/31 = 65%	20/31 = 65%	18/31 = 58%
	GD	14/31 = 45%	10/31 = 32%	8/31 = 26%	7/31 = 23%