

**TEACHING + LEARNING, STAFFING AND GOVERNANCE**

**OUTSTANDING TEACHING**

- BY REFINING OUR CURRICULUM ORGANISATION; PROVIDE GREATER OPPORTUNITIES FOR MATHEMATICAL SKILLS DEVELOPMENT AND LITERACY TO BE REHEARSED AND EMBEDDED ACROSS ALL AGES AND PHASES.

TEACHING AND LEARNING POLICY FULLY EMBEDDED

MATHS AND LIT SUPPORT – TEACHING AND LEARNING

MODERATION

- BUILDING ON EXISTING GOOD PRACTICE, FURTHER DEVELOP GUIDED READING SESSIONS PHONICS AND SGAP TO ACCELERATE PROGRESS IN ALL CURRICULUM AREAS.

- USE OF LIVERPOOL AND NEW CURRICULUM IN MATHS TO ENSURE COVERAGE AND CONSISTENCY

- BY INCREASING THE TEACHING SUPPORT AVAILABLE TO EACH CLASS AND PHASE; BETTER SUPPORT WAVE 2 AND WAVE 3 INTERVENTION ACROSS THE ABILITY SPECTRUM

- THROUGH TRAINING, CO COACHING ,CONSULTATION AND COLLEGIATE WORKING ENSURE STAFF SKILLS ARE BEST UTILISED TO PROMOTE OUTSTANDING PROGRESS.

- EMBED REVISED EYFS FRAMEWORK IN SEPTEMBER 2013 AND MONITOR THE IMPACT OF THIS ON RESOURCE ALLOCATION AND LEARNING OUTCOMES.

**EFFECTIVE GOVERNANCE:**

- TO WORK IN PARTNERSHIP TO ENHANCE THE KNOWLEDGE OF THE GOVERNANCE OF THE NEW EXPECTATIONS FOR THE NEW CURRICULUM TO REALISE THE AIMS, ASPIRATIONS AND VISION OF THE SCHOOL

GOVERNORS TO PARTICIPATE IN LEARNING IN SCHOOL AND GAIN AN UNDERSTANDING OF THE NEW REQUIREMENTS AND EXPECTATIONS.

- DATA FROM 2012 AND 2013 ILLUSTRATED A SLIGHT REDUCTION IN LEVELS OF ATTAINMENT SPECIFICALLY FOR THOSE HIGHER ATTAINING CHILDREN IN BOTH KS1 AND KS2. THIS WAS EXEMPLIFIED BY OUR 0.7 APS VARIANCE ON NATIONAL WITH SCHOOL ACHIEVING 28.9 APS IN 2012 AND 28.35(R), 28(W),27.8(M) 2013 AT EXIT KS2.

- OUR PUPIL DRIVEN CURRICULUM WILL ALLOW US THE FLEXIBILITY TO INTEGRATE MATHEMATICAL SKILLS AND LITERACY DEVELOPMENT INTO BASIC SKILL TIMES OF THE SCHOOL DAY.

- MUCH PROGRESS AND IMPROVEMENT HAS BEEN MADE IN THE QUALITY OF GUIDED READING; IMPROVEMENTS HAVE FOCUSED ACROSS THE SCHOOL ON UP SKILLING AND BUILDING CONFIDENCE OF STAFF AND LSPs. HOWEVER, THIS YEAR THE CPD AND SUPPORT WILL FOCUS ON AREAS WHERE PROGRESS IS LESS PACEY, PROVIDING TARGETED SUPPORT AND IMPROVEMENT WHERE IT IS NEEDED BASED ON EVIDENCE SUPPORTED DATA SETS.

-COHORT RELATED DIP 2013. DISAPPOINTING DATA FROM 2013 ILLUSTRATED A DIP IN STANDARDS AT ALL LEVELS IN READING, WRITING AND MATHS WHICH WE PREDICT BASED ON 2012 NATIONAL DATA WILL RESULT IN OUR RESULTS BEING BELOW NATIONAL DATA.

- ADJUSTMENTS TO THE ROLE OF LSP'S FROM DOING SA DUTIES WILL ENABLE MORE SUPPORT TO BE TARGETED AT PUPILS AND YEAR GROUP BASED LSPs WILL MEAN MORE CONSISTENCY.

- STAFFING STRUCTURE AND ROLES HAVE CHANGED AND A NEW AH IN Yr 6 AND Yr 5 RECRUITED TEACHER WILL IMPACT.

- EYFS DATA SHOWS US TO BE ABOVE LOCAL AND NATIONAL DATA ALTHOUGH READING, WRITING AND MATHS IS LOWER

**INCREASED ACCOUNTABILITY:**

**INCREASED ACCOUNTABILITY FOR TEACHING SUPPORT STAFF:**

- TO INCREASE THE VALUE AND MEASURABLE IMPACT THAT LSP DEPLOYMENT HAS ON LEARNING ACROSS ALL AGES AND STAGES THROUGH RIGOROUS EVALUATION OF INTERVENTION WORK SO AS TO ENSURE BEST VALUE FOR MONEY.

**INCREASED ACCOUNTABILITY OF STANDARDS THROUGH CLEARLY DEFINED PROTOCOLS AND PROCEDURES:**

-EMBED POLY CHANGES AND ALIGNMENTS

PUPIL PROGRESS MEETINGS WITH TARGETS SET FOR ALL CHILDREN

CONTINUE THE IMPLEMENTATION OF REVISED STANDARDS MEETING TIMETABLES AND MONITOR THE EFFECT OF TEACHING AND INTERVENTION ON STANDARDS.

- INCREASED CAPACITY OF SLT THROUGH CREATION OF ADDITIONAL ROLES WITH PHASE LEADERSHIP RESPONSIBILITIES.

- THROUGH FULLY COSTED CPD OFFERING, PROVIDE OPPORTUNITIES FOR STAFF TO CASCADE TRAINING DOWN TO COLLEAGUES WHERE NECESSARY.

- OUR EVALUATION SCHEDULES FOR 2013 HAVE PROVIDED INVALUABLE FEEDBACK ON THE SUCCESS OF INTERVENTION GROUPS OPERATED BY LSPs. THIS HAS ENABLED SUPPORT TO BE VIED QUICKLY AND COST EFFECTIVELY AND RESULTED IN SOME ACADEMIC GAINS FOR THOSE UNDERPERFORMING GROUPS. THE CONTINUED USE AND REFINEMENT OF THE EVALUATIONS SCHEDULES WILL BE INVALUABLE IN PROMOTING GOOD PROGRESS AND SECURING BEST VALUE FROM OUR SUPPORT STAFF.

- THE HEIGHTENED PROFILE OF MIDDLE MANAGERS IN SCHOOL IN 2013 THROUGH CLEARLY DEFINED RESPONSIBILITIES ADDED FOCUSED CHALLENGE TO LEARNING OUTCOMES FOR PARTICULAR PHASES AND CLASSES. THIS NEEDS TO BE CONTINUED AND FURTHER EMBEDDED TO PROMOTE HIGH QUALITY LEARNING OUTCOMES.

- STAFFING CHANGES IN 2012 RESULTED IN THE COMPOSITION OF THE SLT CHANGING. SEPTEMBER 2013 WILL SEE A FURTHER CHANGE IN STAFFING . THIS WILL REQUIRE SOME TRAINING AND SUPPORT.

- BY PROVIDING A BREAKDOWN OF CPD COSTINGS WE ARE ABLE TO BEST IDENTIFY THE STAFF MEMBERS WHO WOULD MOST BENEFIT FROM TRAINING OPPORTUNITIES AND FACILITATE OPPORTUNITIES FOR THEM TO FEEDBACK TO COLLEAGUES. PERFORMANCE RELATED PAY WILL FOCUS ACCOUNTABILITY AND APPRAISALS FOR ALL STAFF

**DATA LED IMPROVEMENT**

**RAISING STANDARDS IN THE FOLLOWING AREAS:**

- ENSURING AT LEAST 85% L4+ IN ENGLISH AND MATHS FOR ALL GROUPS OF PUPILS AND ABOVE NATIONAL MEDIAN 2 LEVELS PROGRESS IN ENGLISH AND MATHS.

- SUPPORT ACCELERATED PROGRESS FOR THOSE KS1, L3 CHILDREN THROUGH SPECIALIST INTERVENTION THROUGHOUT KEY STAGE 2.

- TO BUILD CAPACITY SO AS TO BE ABLE TO RESPOND EFFECTIVELY TO ISSUES ARISING FROM THE 2013 DATA SET: SPECIFICALLY DEVELOPING EVEN GREATER CREDIBILITY AND RIGOUR AROUND OUR MODERATION OF ASSESSMENT INFORMATION. I TRACK IN PLACE & DATA ANALYSED FROM PUPIL PROGRESS MEETINGS- FOCUS ON PUPIL PREMIUM PUPILS

- TO USE PHONIC TRACKING AND SCREENING DATA FROM 2013 TO INFORM AUTUMN TERM PRIORITIES

- STATISTICAL VARIATIONS BETWEEN IN SCHOOL TRACKING AND RAISEONLINE DATA (KEY STAGE 1) HAS ADDED A SIGNIFICANT AND PROLONGED ELEMENT OF CHALLENGE TO OUR PROGRESS MEASURES. WE WILL NEED TO FOCUS OUR ATTENTION IN THIS AREA SO AS TO BE ABLE TO DEMONSTRATE BETTER THAN EXPECTED PROGRESS FOR THESE CHILDREN WHICH SHOULD BE EXEMPLIFIED BY OUR RISE IN THE NUMBER OF L5 AND L6 CHILDREN.

- DETAILED PHONIC INFORMATION AND SUBSEQUENT 2012/2013 PHONICS SCREENING CHECK DATA WILL PROVE INVALUABLE IN INFORMING OUR TRAINING PRIORITIES FOR 2013/2014

UNRELIABLE DATA AND TA SHOWS INCONSISTENT PROGRESS . MODERATION AND TRAINING WILL ADDRESS THIS .

**PARTNERSHIP WORKING**

**DEVELOPING PARTNERSHIP WORKING AND INCREASED PUPIL RESPONSIBILITY:**

- TO INCREASE THE ROLES AND RESPONSIBILITIES OF CHILDREN IN SCHOOL THROUGH THE DEVELOPMENT OF THE YOUNG VOICE AND LEADERSHIP WITH BUDGET RESPONSIBILITIES AS A RESULT OF PUPIL VOICE CONSULTATION.

- INCREASED RESPONSIBILITIES THROUGH KEY WORKING GROUPS AND ACTIVITIES – HOUSE CAPTAINS, CYBER BUDDIES, ENTERPRISE GROUPS, YARD BUDDIES, CHICKEN KEEPERS, ENERGY MONITORS, RADIO PRODUCTION TEAM AND THE SCHOOL COUNCIL.

- RAISE THE PROFILE AND IMPACT OF PARENT'S FORUM BY EMBEDDING VOLUNTEER PROGRAMME AND PARENT WORKSHOPS

- OUR ACTIVE SCHOOL COUNCIL HAS IDENTIFIED A NUMBER OF AREAS IN SCHOOL THEY FEEL REQUIRE ENRICHMENT – I.E. FOREST SCHOOL SPACE, IT , MEDIA AND LINKS WITH GLOBAL SETTINGS.

- BY INVITING PARENTAL OPINION TO BE SHARED ON A MORE FORMAL FOOTING WE HOPE TO BETTER SERVE OUR COMMUNITY

VOLUNTEER PROGRAMME TO ENCOURAGE OPEN DOOR POLICY  
GREATER EMPHASIS ON PARENTS INVOLVED IN LEARNING – LEARNING LOGS, WORKSHOPS, ASSEMBLIES, IMMERSIVE LEARNING SUITE, CHARITY EVENTS

**GROUND AND BUILDINGS:**

**GROUNDS:**

- DEVELOP FOREST SCHOOL AREA THROUGH THE APPOINTMENT OF FOREST SCHOOL LEAD, INTEGRATE OUR GROUNDS AS LEARNING SPACES TO ENRICH THE CURRICULUM

- USE OF MEDIA ROOM, RADIO RUDSTON AND IMMERSIVE LEARNING SUITE

**BUILDINGS:**

- LIAISE WITH LA TO SUPPORT REPLACEMENT OF BOILERS AND HEATING SYSTEM IN TIME FOR NEW YEAR 2014/ 2015

- YEAR 3 CLASSROOMS BUILD OCTOBER 2 013

- BEGIN ROLLING PROGRAMME OF KEY STAGE 1 &2 TOILET REPLACEMENT.

- ROLLING PROGRAMME OF REFURBISHMENTS IN KEY STAGE 2 THROUGH THE PURCHASE OF CLASSROOM FURNITURE AND FLOORING FOR YEARS 4/5/6.

- CONTINUE ONGOING REDECORATIVE PROGRAMME AND MAINTAINANCE IN LINE WITH AMP/ACCESS PLAN PRIORITIES

- OUR FOREST SCHOOL'S LEADER IS IN TRAINING AND WILL WORK DURING 2014/2015 TO ESTABLISH SCHEMES OF WORK AND TRAIN STAFF IN THE USE OF THE FOREST SCHOOL AREA TO SUPPORT LEARNING BEYOND THE CLASSROOM. THIS WORK NEEDS TO BE CONSOLIDATED TO PROVIDE LONGEVITY TO THE PROJECT.

- AMP AND SUITABILITY SURVEYS IDENTIFY A NUMBER OF DEFECTS WITHIN THE FABRIC THE SCHOOL. MOST NOTABLY OF HEATING SYSTEM WHICH IS TEMPERAMENTAL. IN ORDER TO PROVIDE ENVIRONMENTS CONDUCIVE TO LEARNING WE NEED A MORE EFFECTIVE AND EFFICIENT WAY TO CONTROL THE TEMPERATURE OF THE BUILDING.

- THE LEARNING ENVIRONMENT ACROSS THE SETTING HAS BEEN REPLACED AND REFURBISHED . OUTDOOR ENVIRONMENTS HAVE BEEN BUILT AND THE SBM HAS WON A LOTTERY BID TO FURTHER DEVELOP THE OUTDOORS.

THE LIBRARY AND ICT ROOM HAVE RECENTLY BEEN REFURBISHED . A MEDIA ROOM HAS BEEN ESTABLISHED INCLUDING A RADIO STATION AND ROOM. THE DINING HALL HAS BEEN BUILT WITH AN IMMERSIVE LEARNING SUITE.



## Rudston Primary School

DREAM, BELIEVE, ACHIEVE

School Development Plan for raising standards and bring about development and improvement in the provision made for all children:

**Priority Target 1 : To develop a 'Love of Reading' for all children**

**Linked Plans:** Early Years Foundation Stage, Equity Plan, Curriculum Action Plan 2013/2014, Staff Development Plan, Achievement and attainment Plan, Policy Development Plan

**ECM:** Be Healthy, Be Safe, Enjoy and achieve, Making a positive contribution, Future economic wellbeing

**Liverpool Plan:** Improve educational outcomes for all children

**EYFS:** Principles of four themes from document

Key Objectives	Leadership	Support	Resources	Success Criteria / IMPACT	Completion Date
<p>1 To refine our timetable to enable basic skills are a focus and more time is allocated to literacy including phonics and reading.</p> <p>2. To raise standards in reading that will impact upon writing.</p> <p>3. To develop the quality of teaching of reading and writing using agreed strategies and policies</p> <p>4. To develop a consistent approach ensuring planning and teaching is focused on all aspects of the learning process in all classes</p> <p>5. To ensure equality of opportunity for all pupils to make at least good progress</p> <p>6 Support staff confident and raise expectations through enhanced training opportunities – courses, consultancies, visits.</p>	<p>Vicky Pierce</p> <p>Claire Jones</p> <p>Aimi Kinsey</p> <p>Jones</p>	SLT	Library £4000	1 INSET, TWILIGHT and staff meetings dedicated to developing high expectations and subject knowledge for literacy and systems	Ongoing
		LSP's and LSO (SRP & Intervention)	Books £8,000	2. Monitoring of quality of teaching and learning is at least good (100%) across the school and a large proportion (40%) is outstanding in phonics, guided reading and literacy.	Oct, Jan, June 2014
		Teachers	Time for meeting 4 hours £500	Phonics assessments result in 80% passing the screening check in Yr 1.	January 2014
		Parents and children	Time for monitoring and evaluation of planning, evidence and book scrutiny 12 hours £1000	3. Evidence of literacy skills being exploited through the Challenge Curriculum and literacy connections are made	December 2013
		Governing Body & Curriculum Sub Committee	Time for support from LA 12 hours £500	4. Pupil consultations show a good attitude toward their learning and evidences a vast majority enjoy reading.	June 2014
		External training and advisors	Ongoing monitoring of progress	5. Pupil attainment and achievement is as targeted and all pupils make appropriate progress as expected and at least 30% make accelerated progress	July 2014
	LA Changed Management Group	Courses £1000	<b>LMS – Total £15,000</b>		
	LSIP Judy Boyce	Time for team teaching and observing good			

<p>7. All teaching staff to use data to target, challenge and track pupils ensuring the provision made is at the accurate level.</p> <p>8. To develop teacher's ability to moderate and level reading (and writing) and to feel confident about using APP</p> <p>9. To exploit opportunities to develop all children's love of reading. ( Learning Challenge and foundation curriculum)</p> <p>10. To use different contexts, stimuli and environments to inspire children to read.</p> <p>11. To use different media and resources to encourage reading.</p>			<p>practice</p> <p>Coaching model in school across staffing</p>	<p>6. Subject Leadership is effective and evidence is found in leadership files and monitoring. Impact on attainment and achievement</p> <p>7. Reading is undertaken in library, classrooms, ICT and media room, outdoors and forest area.</p> <p>8. Children have all had a visiting drama group/ poet / trip to library</p> <p>8. Moderation is valid and all staff are able to level reading and writing</p> <p>9. There are no significant gaps between vulnerable groups FSM, EAL, gender and SEN and 100 % making 2 levels progress min or 1 APS per term in reading and writing. 85% chn make 2 sublevels progress each year. Target for 50 % children in each class to make 3 sublevels progress</p> <p>10. KS 1 , KS2 and EYFS are above local and national attainment data in reading and writing 2014 .</p>	<p>Throughout year</p> <p>January 2014</p> <p>June 2014</p>
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### Monitoring and Evaluation

Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors
<p>Vicky Pierce Headteacher</p> <p>Claire Jones</p> <p>Aimi Kinsey Jones</p> <p>TLR 3</p> <p>Janet Kelly</p> <p>SENCO TLR 2</p>	<ol style="list-style-type: none"> <li>1. Policy development Plan reviewed</li> <li>2. SSE Policy and system</li> <li>3. Monitoring by walking about, lesson obs, PM, book and planning scrutiny</li> <li>4. Discussion with staff</li> <li>5. Pupil Consultation</li> <li>6. Questionnaire for sample of parents</li> <li>7. Analysis &amp; comparison of data</li> </ol>	<p>See SSE annual plan</p> <p>Date as undertaken and reviewed</p>		

### Review

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## Rudston Primary School

DREAM ,BELIEVE, ACHIEVE

School Development Plan for raising standards and bring about development and improvement in the provision made for all children:

**Priority Target 2 : To implement the new curriculum so that it meets the needs of the pupils and enables them to meet the required expectations of achievement for all children.**

**Linked Plans:** Foundation Stage, English & ICT, Curriculum Action Plan 2012/2013

**ECM:** Enjoy and achieve, Making a positive contribution, Future economic wellbeing

**Liverpool :** Improve educational outcomes for all children, Narrow the gap between groups

**EYFS:** Principles of four themes from document

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date
1. To develop the curriculum policy across the school for a consistent approach as an enquiry based learning challenge curriculum	Alastair Harwood	Ged Mulhaney	<b>Total £5000</b>	1. Curriculum Policy developed and in place following a group SSE of curriculum and teaching and learning in all key stages. Long term , medium term and short term planning is in place.	October 2013
2. To develop the quality of teaching and learning in all areas and in particular in maths	Ian Robinson	Pam McGuffie	Outdoor development £2000	2. Inclusive practice ensured. Pupils have access to direct experience and skill and concept based curriculum	Ongoing
3. To raise standards in maths (Attainment and Achievement) for all pupils but with a particular focus on pupil premium pupils, SEN and above average pupil groups.	All subject co-ordinators	Wendy Walters	Supply Cover £500	3. All staff have a clear knowledge of how to track pupils. All staff are able to level samples of learning with support and moderate work samples consistently	Throughout year
4. To develop practical opportunities to develop problem solving, applying and investigative maths learning		MLT	Courses £500	Staff are able to identify and plan for vulnerable groups. Staff work together to remove barriers to vulnerable individuals and groups	June 2014
5. To develop more opportunities for child-initiated activities and independent learning , peer support and collaborate learning		First 4 Maths	LSP Courses for Intervention £500	4. Outdoor planning in place to evidence learning opportunities in maths, literacy and foundation subjects	December 2013, Feb 2014, May 2014
6. To ensure equality of opportunity for all pupils to make at least good progress		Focus Education	Resources	5. Planning, book scrutiny and floor book evidence demonstrates a broad and balanced delivery and shows learning opportunities across the curriculum are exploited	Throughout year 2013/2014
		Liverpool LA		6. Staff accessed and undertaken CPD opportunities	January 2013
		SIP JB		7. Targets are evident in pupils books and in the classroom	January 2013
		All Teachers		8. Each classroom has a maths working wall, maths area for continuous provision that promotes investigations and problem solving or a display. SEAL is evident through school and in learning challenge curriculum.	June 2013
		LSPs and LSO delivering maths intervention			June 2013
		Parents			June 2013

<p>7.To develop outdoor opportunities for learning in KS1 and KS2</p> <p>8. To develop and deliver a curriculum that the children have ownership of and can contribute to.</p> <p>9. To ensure a curriculum is planned across school that is progressive and demonstrates coverage in all areas.</p> <p>10. To involve parents and carers as partners in our children’s learning further.</p> <p>11. Support staff confidence and raise expectations through enhanced training opportunities – courses, consultancies, visits.</p>		<p>Children</p> <p>Maths Governor Curriculum Sub Committee</p>		<p>9.Maths and literacy targets are met at the end of EYFS2, KS1 and KS2.10.All pupils make 2 sub levels progress across the school in maths (1 APS per term) and this is demonstrated through pupil progress meetings. 30% make accelerated progress. All data shows to be above national average and for groups at least in line.</p> <p>11. Planning and evidence shows pupils can make connections in their learning; AfL is used including quality marking in all year groups. The learning challenge is well executed with meaningful connections and opportunities for learning. Children have had a voice in their own learning Children are encouraged to be ‘thinkers’ and a range of strategies are employed – Thinking Maps, Key Questions, Learning Logs, Book Art .</p> <p>12. Parents are well informed about the curriculum provision – newsletters, website, radio station , media room, assemblies.</p>	
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**Monitoring and Evaluation**

Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors
<p>Alastair Harwood Assistant Head</p> <p>Wendy Walters Assistant Head</p> <p>Pam McGuffie Deputy Headteacher</p> <p>Ian Robinson &amp; Maths Team (TLR)</p> <p>Ged Mulhaney EYFS Phase Leader</p>	<ol style="list-style-type: none"> <li>1. Monitoring by learning walks, lesson obs, PM, book and planning scrutiny</li> <li>2. Discussion with staff</li> <li>3. Pupil Consultation</li> <li>4. Questionnaire for sample of parents</li> <li>5. Analysis &amp; comparison of data</li> <li>6. Moderation</li> <li>7. SIP visits and monitoring/ review</li> <li>8. Curriculum Subcommittee (Teaching and Learning )</li> </ol>	<p>See SSE annual plan</p> <p>Date as undertaken and reviewed</p>		

**Review**

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## Rudston Primary School

DREAM, BELIEVE, ACHIEVE

School Development Plan for raising standards and bring about development and improvement in the provision made for all children:

**Priority Target 3 : To develop and improve computing opportunities and standards across school.**

**Linked Plans:** Foundation Stage, Staff Development, Curriculum Action Plan 2012/2013, Equity Plan, Staffing Plan, Behaviour Plan, Attendance Plan

**ECM:** Be Safe, Be Healthy, Enjoy and achieve, Making a positive contribution, Future economic wellbeing

**Liverpool Plan:** Improve educational outcomes for all children

**EYFS:** Principles of four themes from document

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date
<p>1Develop visually simpler spaces to create calmer, more focused learning environments</p> <p>2To develop indoor and outdoor learning spaces that facilitate learning, discussion and communication.</p> <p>3To develop areas in all classes that promote investigation and problem solving</p> <p>4.To provide opportunities for children to develop creative and independent writing strategies and skills through Talk for Writing.</p> <p>3 To develop contextual writing opportunities that are meaningful within teaching and learning planning with a real sense of purpose and that are cross curricular</p> <p>4 To incorporate activities in outdoor learning area, child initiated activities and Foundation</p>	<p>Wendy Walters A/H</p> <p>Jamie Long TLR 2</p> <p>Melissa Green SBM</p>	<p>SLT</p> <p>Teachers</p> <p>Children</p> <p>Parents</p> <p>Governor Curriculum Subcommittee</p> <p>La Changed Management Group</p> <p>LSIP</p> <p>Site Management</p> <p>Grounds development</p>	<p><b>Total £15,000</b> Incl amalgamation funding for decoration and furniture</p> <p>Curriculum time £500</p> <p>Visits to other schools/EY centres 5 days £1000</p> <p>Monitoring 9 hours £500</p> <p>Furniture £3000</p> <p>INSET £200</p> <p>Visits to other settings £500</p> <p>Decoration and resources £8000</p> <p>ICT £2000</p>	<p>1.CFS Policy developed with a checklist</p> <p>2. INSET and staff meetings attended by all staff</p> <p>3. Improved indoor learning areas in classrooms that provide opportunities for communication</p> <p>4.Areas for improvement identified and audit undertaken which results in the infrastructure being updated and well managed.</p> <p>5 Layout of classrooms developed and furniture and displays following policy .</p> <p>6 Inclusive practices ensured. Pupils have access to direct experience and skill based curriculum</p> <p>7.Staff accessed and undertaken CPD opportunities</p> <p>8.Website developed for school that includes information about this approach</p> <p>9Behaviour SSE evidences behaviour as being outstanding across the school</p> <p>10Learning is evidenced through floor books, film footage and returned questionnaires and group consultation.</p>	<p>November 2012 and September 2012</p> <p>January 2013</p> <p>January 2013</p> <p>February 2013</p> <p>March 2013</p> <p>July 2013</p> <p>January 2013</p> <p>June2013</p> <p>April 2013</p> <p>April 2013</p>

<b>Profile objectives into Y1 medium term plans</b>  <b>5 To ensure equality of opportunity for all pupils to make at least good progress</b>  <b>6. To develop a consistent approach ensuring planning and teaching is focused on all aspects of the writing process</b>  <b>7. Support staff confidence and raise expectations through enhanced training opportunities – courses, consultancies, visits.</b>				<b>11 Naturalistic spaces offer quality experiences which enhance creativity and communication.</b>	<b>July 2013</b>
				<b>12 Environment change responding to pupils voice, data and research.</b>	<b>July 2013</b>
				<b>13 Staff consultation and learning environment checklists demonstrate an understanding of the philosophy and principles and share good work across the school</b>	<b>July 2013</b>

#### Monitoring and Evaluation

Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors
<b>Wendy Walters A/H</b>  <b>Jamie Long TLR 2</b>  <b>Melissa Green SBM</b> <b>Ged Mulhane</b>	<ol style="list-style-type: none"> <li>1. Staff Audit for confidence and skill</li> <li>2. Coaching reviews 1:1 sessions</li> <li>3. Team teaching and MGL Curriculum support monitoring</li> <li>4. Subject Lead Monitoring and evaluation</li> <li>5. Discussion with all staff, parents and children</li> <li>6. ICT Evidence Floor books, books evidence</li> <li>7. Observations and feedback to whole school</li> <li>8. Review assessment and tracking and data</li> </ol>	<b>See SSE annual plan</b>  <b>Date as undertaken and reviewed</b>		

#### Review

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Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors
Vicky Pierce	<p>Priorities will be monitored through SLT meetings and reported directly to SDP link governors.</p> <p>Head's report to governors will identify key aspects of the SDP and share this at least termly with Governing Body.</p> <p>Progress against teaching quality targets will be shared with SIP and ratified in Spring Term through joint observations – creating an evidence base from which to further raise the standards of teaching and learning.</p> <p>Regular visits from class and subject link governors will monitor the impact of the above.</p> <p>Reports from Headteacher to Curriculum Committee and FGB</p> <ul style="list-style-type: none"> <li>• Discussion with staff and children</li> <li>• Curriculum planning</li> <li>• Children's work/EVIDENCE</li> <li>• Lesson observations</li> <li>• Focus group feedback</li> <li>• Pupil /Staff/stakeholder consultation documents</li> <li>• Subject leader plans and reviews</li> <li>• Pupil progress tracking records</li> <li>• C.P.D development plan</li> </ul>	<p>MONITORING THROUGH SLT MECHANISM WILL OCCURR EACH HALF TERM THROUGH SLT MEETING.</p> <p>SDP LINK GOVS WILL MEET EACH TERM WITH SLT TO MONITOR PROGRESS AGAINST TARGETS.</p> <p>SPRING TERM AND AUTUMN TERM THROUGH PM REVIEW PROCESS</p> <p>See MONEV plan in SDIP</p> <p>To be undertaken throughout year 2012/2013</p> <p>To be fed back to all staff, governors and parents</p> <p>Mid Term Priority Review in Feb</p> <p>To be presented to LSIP each term</p>		



	<ul style="list-style-type: none"><li>• <b>Agendas/ minutes of meetings</b></li><li>• <b>Learning Environment Reviews</b></li><li>• <b>Learning Walks</b></li><li>• <b>SLT Meetings to review and consider initiatives and actions necessary</b></li></ul>			
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**Review**

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