

**The Best We Can Be**

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| School Development Plan | 2017 - 2018 | |
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**School Development Plan 2017 – 2018**

The ‘School Development Plan’ (SDP) forms the first year of a three year programme, updating consistently in line with school evaluation. It is to be used as a working document. It will set out the key priorities for this year and will feed into a three year SDP.

The strategic objectives in the SDP are to:

1. Continue to improve the quality of the personal development of all pupils, ensuring positive mental health and well-being.
2. Raise the standards achieved by all pupils in all curriculum areas – with particular focus on Greater Depth attainment in English and Maths.
3. To work with our learning community to move towards developing Kemeneth MAT

**Mylor Bridge School Structure and Responsibilities**

Governors

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| **Area / Responsibility** | **Name** |
| Safeguarding, Attendance, SEND | Miss Tamsin Gittens (TG) |
| Student Voice | Mrs Vanessa Kitts (VK) |
| Whistleblowing + H+S | Mr Paul Dale (PD) |
| Maths | Mrs Clare Easson-Bassett (CEB) |
| ICT, (Inc on-line safety) H+S, B+S | Mr James Prentice (JP) |
| Pupil Premium | Mr Dan Hadley (DH) |
| Attendance | Mrs Ali McGee-Harrison (AMcG) |
| EYFS + RE | Mrs Christine Roberts (CR) |

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| **Committees** | |
| H&S | CEB/JP/PD |
| Standards and Attainment: | CR, DH, TG, VK, AMCG |
| Finance | PD, Rev. J, CEB, JP |
| Pay | Rev J, CR, PD |
| Personnel | VK, Rev J, AcMcG |

STAFF

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| Headteacher | Mrs Vicky Sanderson |
| Assistant Headteacher / Class 6 Teacher | Mr Andrew Martin |
| Class 1 Teacher | Mrs Kerrie Mogridge |
| Class 2 Teacher | Mrs Tania Lang |
| Class 2 Teacher | Mrs Kate French |
| Class 3 Teacher | Mrs Jacque Thomas |
| SENCO / Class 4 Teacher | Mrs Tracy Wilkes |
| Class 5 Teacher | Mr Matthew Collinge |
| PE and Music Teacher (PPA cover and fixtures) | Mrs Vyv Curnow |
| Administrative Officer | Mrs Jackie Cottle |
| Teaching Assistant + LTS – Class 1 | Mrs Anna Tresidder |
| Teaching Assistant + LTS - Class 1 | Mrs Julie Hatton |
| Teaching Assistant + LTS - Class 2 | Mrs Denise Mitchell |
| Teaching Assistant + LTS - Class 2 | Miss Amy Revel |
| Teaching Assistant + LTS - Class 3 | Mrs Vicki Armstrong |
| HLTA - Class 4 | Mrs Liz Lane |
| Teaching Assistant - Class 5 | Mrs Anna Evans |
| HLTA – Class 6 | Mrs Jane Fenton |
| LTS | Mrs Rachel Garland |

## Curriculum Leads

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| Numeracy | Mr Martin and Mr Collinge |
| Literacy | Mrs Lang and Mrs Thomas |
| SENCO / PSHE / RSE | Mrs Wilkes |
| EYFS / RE | Mrs Mogridge |
| Science | Mrs French and Mr Collinge |
| PE and Music | Mrs Curnow |
| Educational Visits | Mrs Sanderson |
| Art | Mrs Fenton + All teaching staff |
| ICT | Mrs Lane + Mrs Sanderson |
| Humanities | All teaching staff |

**Key Priority 1: Attainment**

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| **To continue to raise standards and progress in Mathematics with focus on greater depth attainment and accelerated progress** | | | **Link Governors:** | | |
| **Outcomes: What success will look like for children**   * **Solid understanding of the 4 operations with strategies to solve calculations in place** * **Planned opportunities for children to use these skills to develop reasoning and problem solving skills** * **Problem solving and manipulation of number skills is planned for and children are encouraged to ‘think harder’.** | | | | | |
| **Target** | **Actions** | **Target date** | | **Monitoring & Evaluation** | **Funding** |
| * All children to show consistent, sustainable progress and achievement | 1. Use assessments to pinpoint the areas of misconception (SATs breakdown sheets) – teachers to uses these findings to inform planning. (AM and MC to investigate better assessment options) 2. All staff to use agreed calculation policy 3. All staff use models and images from agreed policy 4. Pacey, well planned and assessed lessons ensure that all children have high expectations of their own learning. 5. Pupil conferencing to assess difficulties in maths - planning is adapted to ensure these difficulties are removed. 6. Parent classes offered to develop their understanding of how maths is taught and how they can support their children at home 7. Wow and Now marking exemplifies CLEARLY what is incorrect. Purple polishing gives the children opportunities to self-correct these errors and set personal challenges 8. 99 Club to be introduced to develop fluency within timetables 9. AM/ MC to review current maths curriculum/planning to ensure that NC coverage is in place. 10. AM/MC to work with staff to agree a maths development plan, ensuring consistent practise and opportunities to develop fluency, reasoning and problem solving. 11. Staff share best practise and complete informal lesson observations to magpie ideas | On-going throughout the year  From Sept 17  Nov 17  Nov 17  From Sept 17  From Sept 17 | | 1. VS/AM/to monitor planning to ensure track back data is informing planning.  2&3. VS/AM/ to monitor books to ensure that policy is being used. (see half termly timetable)  4&5. VS/AM to conference pupils to ensure that calculation policy is being used and that lessons are pacey and engaging  6. AM/ MC to offer Understanding Maths afternoon for parents.  7. VS/AM/ to monitor books and planning to ensure that strategies are being used.  8 VS/AM  9+10: VS to support and monitor auctioning of MDP | Release time AM  £30.00  Release time for AM and MC |
| 1. Individuals (including those with SEND) who are not at NARE make accelerated progress towards ‘Catching up’. | 1. TAs used for Same Day intervention – to ensure that the Wave 1 teaching is understood before the next lesson. 2. Termly pupil progress meetings to inform interventions. 3. SENCo to further investigate interventions for Maths – to ‘fill gaps’. | Sept 17 – on going  Before Jan 18 | | HT and CTs to monitor data (half termly) of same day interventions, to ensure effective intervention taking place.  HT to monitor through lesson obs and planning scrutinies | Release time for pupil progress meetings.    HT to release SENCo |
| * All children are confident and have a fluent and effective strategy for the 4 operations | * Calculation policy in place and being used by ALL staff when modelling maths. * Visual prompts consistently used throughout the school. * Use of learning walls to exemplify 4 operations – flip chart examples to be placed on learning walls and learning walls to be kept up to date with current learning. | Sept 17 – on going | | VS/AM to monitor through ‘triangulation model’ to ensure that impact is made. | Release time for AM to complete best-practice modelling. |
| * Children continue to develop independence skills in order to provide ’self-help’ when problem solving and reasoning. | * Immediate feedback and Wow and Now marking ensures children are clear about next steps in learning. * Daily take up time is given to ensure all children respond to marking feedback using a Purple Pen for Progress. * AM/ MC to review current maths curriculum/planning to ensure that NC coverage is in place and that there are (at least) weekly opportunities for children to use their skills to develop reasoning. | Sept 17 - on going | | Ht to monitor during learning walks and Lesson observations  Student council feedback to HT  HT monitors through marking feedback monitoring and pupil conferencing. | Release time  Release time |



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| **To continue to raise standards, attainment and progress in Literacy, especially children gaining greater depth in writing through the development of SPAG.** | | | **Link Governor:** | | |
| **Outcomes: What success will look like for pupils**   * **Children’s books will show high standards of writing across the curriculum.** * **Children’s writing will show improved use of skills in: Sentence construction; grammar, punctuation and spelling.** * **Weekly spelling results will show improvements.** * **Pupils will clearly understand and be able to articulate what they need to do to improve their own work in literacy** * **A narrower gap between boys’ and girls’ points score (currently approx. 1 point in all year group)** * **Above average % of greater depth writers in all classes.** * **Better presentation in books** | | | | | |
| **Target** | **Actions** | **Target date** | | **Monitoring & Evaluation** | **Funding** |
| All children to show consistent, sustainable progress and attainment. | 1. Use assessments to pinpoint the areas of misconception (SATs breakdown sheets - SPAG) – teachers to uses these findings to inform planning 2. Spell Zoo programme taught for 10 minutes daily in KS1 and 2 cohorts 3. Daily phonics to continue to be taught in EYFS/ Y1/Y2 4. NAWKIt termly assessments to allow teachers an exact picture of where children are achieving well and where there are gaps. 5. Jason Hurr’s tracking to be used to monitor progress in cohorts through termly pupil progress meetings with VS/AM 6. Assessment informs planning 7. Best Writing Books used to demonstrate independent writing – at least 3 times termly. 8. Agreed presentation policy in place and shared with children. 9. Weekly Spellings sent home and tested. 10. JT/TL to investigate a Punctuation, and Grammar strategy to ensure NC coverage . Work with staff to produce an English Development Plan 11. Teachers to complete moderation of writing within the Penryn Partnership | 1.On going post termly assessment  2-4 Sept 17 – on going  5 November 17  On-going  Before Jan 18 | | 1. VS/ TL/JT Monitoring and pupil conferencing discussions.   2/4/6/7/8/9/ Literacy Coordinator to monitor through pupil conferencing.  3 Lesson observations  4 and 5: 6 weekly pupil progress  10 VS to support and monitor EDP | Release time for TL and JT  £500 – spell zoo. |
| Children to know how to improve their work. | * Immediate feedback and Wow and Now marking established with clear next steps marking * Purple Pen for Progress used in daily Take Up Time – to action Wow and Now marking. * Children are aware of what ‘good’ looks like and can up level this- learning walls are used to facilitate the raising of vocabulary expectations – using WAGOLLs * Standards in presentation – as agreed in Sept 17 are up held and   nothing less is accepted. | Sept 17 - on going  Jan 18 | | VS/TL/JT : Pupil conferencing and pupil progress meetings. |  |
| Improved attainment at exceeding levels | * Higher expectations in content and amount are set. Children are expected to up level their own work using thesauri and learning walls inc SPaG terminology and effective usage. * Staff to use reciprocal visits to share best practice and ideas. * Staff to visit other schools to understand how they promote greater depth writing in all year groups. | Sept 17 | | VS/TL/JT to monitor planning to ensure that higher ability children are appropriately challenged. | Release time for TL/JT and staff to visit other schools |
| Individuals - mostly boys (including those with SEND) who have made less than expected progress to make accelerated progress | * TAs to run PA with children who have been identified through termly pupil progress reviews. * Work scrutiny of individuals to ensure progress is being made. * Writers’ workshops – older boys modelling best practise to younger children. * Explicit use of good examples and why they are good – including how they could be improved. * ‘Boy-friendly’ text focus * Well planned practical opportunities for boys to investigate and write. | Sept 17 | | VS/ TW/ and CTs to monitor data to ensure effective intervention taking place.  VS: Pupil progress meetings to monitor progress with CT s. | Release time for CTs. |

###### Key Priority 2 Teaching and Learning.



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| **To ensure to ensure that 100% of teaching is at least Good in all curriculum areas.** | | | | **Link Governor:**  **Pay Committee** | |
| **Outcomes: What success will look like for pupils**  **100% Teaching is consistently good, every lesson, every day**  **Lesson planning and content develops creativity, independence and engagement and children demonstrate independent learning skills**  **Pupil premium funding supports the learning of those children with the most need**  **Teaching is engaging and the children have high expectations of their learning.** | | | | | |
| **Target** | **Actions** | **Target date** | **Monitoring & Evaluation** | | **Funding** |
| Rigorous performance management system is in place and teachers have ownership of their targets and know the expectations placed upon them. | Performance management dates agreed. Teachers requested to bring 1x objectives for themselves for next year  Lesson observations take place  Feedback and target setting set – including any support plan if necessary put into place quickly  Pay Committee meet to agree pay increments based on last year’s performance management cycle.  Mid-year review to re-focus teachers on performance management targets.  Support Staff appraisal to review targets and set new objectives in line with the new Contribution related pay agreement. | 31st Oct 2017 Reviewed –March 2018  Dec 17  On-going | VS to monitor and ensure teachers are clear with new systems.  VS/AM to complete appraisal cycles | | Release time for HT |
| Lesson Observation and Pupil Progress Meeting targets are actioned | Actions from appraisals and observations are followed up in in order to improve teaching.  Termly pupil progress meetings allow VS and CTs to discuss children and achievement and adjust the intervention timetable as necessary. | All year | VS to report to Governors details on pupil progress and achievement. | | Release time for teachers |
| All vulnerable children make at least average progress | TAs are allocated on a needs basis, wherein the most vulnerable children are supported and make at least average progress (1 pt per half term) | Sept 17 – on going | VS / Am to monitor data and behavior logs to ensure that all vulnerable children are supported well. | |  |
| Children want to learn more and are inspired to learn. | Lessons are engaging, with topic-based learning in place. Visits are used to support learning and inspire learners.  Learners are an integral part of the learning process and are encouraged to develop skills in thinking and enquiring about learning. | Sept 17 on going | VS/AM, through monitoring cycle and pupil conferencing. | |  |

Key priority 3 Personal Development, Behaviour and Welfare

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| **Responsibility Area: To sustain good behavior, safety across the school and pupil well-being** | | | | **Link Governor:** | |
| **Outcomes: What success will look like for pupils**   * Children will be happy and confident in and around school * Children will talk with confidence and positivity about their learning and their school * Selected groups of children will receive specialist focus to develop their self-esteem and manage unwanted behaviours * Children with high anxiety levels will see these reduced. | | | | | |
| **Target** | **Actions** | **Target date** | **Monitoring & Evaluation** | | **Funding** |
| All children to feedback that they are happy and confident in school. | * Student council monitors behaviour and takes feedback from children about what they would like to improve. * Open-door policy continues to take feedback from parents and develop practise. | On-going | KM to take feedback through student council. | | NA |
| Children – particularly those with low self-esteem or anxiety to show improvements in these areas. | * Children identified through pupil progress meetings to have access to learning mentor - in a termly review process. | Nov 17  On-going | VS to monitor through conferencing children. | | PP funding to be allocated to Learning mentor time |
| Staff to have an improved knowledge of how to develop resilience and grit | * INSET training :ReSET * PSHCE curriculum to focus on the ReSET programme in the Autumn term. * Children feel confident about talking about their anxieties and understand that everyone has anxieties at some points in their lives. | Oct 17 | TW to monitor PSHE impact, through peer discussions and staff meetings. | | Twilight training |
| Incidents of unwanted behaviour will reduce. | * Children who periodically struggle with unwanted behaviour will be supported through coaching and intervention. * Specific behaviour agreements will be in place for these children. * Timetable variations will be used where appropriate | Sept 17 on going | VS to monitor alongside TG – safeguarding governor. | | Unknown |
| Safeguarding/ PREVENT policy and procedures follow current legislation | * Staff will receive updated safeguarding training * S175 action plan to be shared with the staff and governors | Sept 17 – on going | TG to monitor training  Tamsin Gittens to monitor S175 action plan | | none |
| On-line safety integral to the taught ICT curriculum | * All staff to teach on-line safety units in the first term Sept- Dec – using Common Sense Media | Sept – Dec 17 | LL and VS to monitor implementation of planning, | | None |
| Pupil well-being is integral to the everyday curriculum | * All children continue to be given the opportunity to experience a wide range of extra-curricular activities. Children support one anotherand celebrate their own and other’s successes. | Sept 17 – on going | VC/ AM /VS to monitor | | PP funding to be used to support OAA |

**Key Priority 5 - MAT**

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| To move towards becoming a member of the Kemeneth MAT | | | | |
| Outcomes  Consultation with all stakeholders has taken place  Due diligence has taken place for our school and all other MAT schools  Joint education plan is written in consultation with all HT.  EFA funding has been gained | | | | |
| Target | Actions | Date | Monitoring and evaluated by | Cost |
| To successfully consult with all stakeholders | Joint date for communications to parents and staff agreed  Joint information and letters written to ensure that all stakeholders are given the same information at the same time.  FAQ to be published on al sch websites  Information ‘roadshows’ be be held with stakeholders and CEO / HT | TBC | LGB to monitor stakeholder consultation | None  £6500.00 |
| Due diligence and associated paperwork completed | DC to complete due diligence in all schools  Due diligence outcomes to be shared with all LGB to ensure that Mat is financially viable and able to give best value to the children of the MAT  Browne Jacobson employed to complete legal aspects of MAT conversion | TBC | As above |
| Education plan to be evaluated and re-written in with the input from the new HTs in 3x schools | HTs to meet to ensure that values and vision of the MAT is current and up to date. HTs must buy-in to current vision and share this with staff in our schools | TBC | As above |
| EFA funding has been successfully gained | DC to complete associated paperwork and funding has been successfully gained |  |  |  |