**Wormley C of E Primary School Development Plan**

**2018 2019**

**Have Faith, Show Respect, Take Responsibility and Achieve**

**Building a Learning Community**

**School Development Plan 2018 - 19**

**The development plan context**

**Wormley Church of England Primary School**

Our school community comprises: all children, parents, staff, governors and others associated with the school, including the Diocese and the church, community groups, local charities, business and support services and all external educational agencies.

**Ethos**

Wormley Church of England Primary School is a caring church school which sets high store on the value of all participants. Expectations of care and concern for the well-being of all children, staff and families are a central core of our Christian ethos. Wherever possible, this informs our relationships and the nature of our interactions.

**Mission statement**

Our mission statement is: Have Faith, Take Responsibility, Show Respect and Achieve. Our mission is to provide a planned, exciting and relevant learning environment in which all participants are welcomed and valued.

**Vision**

Visitors to Wormley Church of England Primary School comment on the warm, calm, friendly atmosphere within the school. We believe that children feel happy and secure in this environment. This in turn creates the best possible climate for learning.

Our vision is that, from arrival at Wormley, each pupil should move forward in their learning journey and achieve their full potential. As a result we will provide opportunities that help children to develop as individuals with the knowledge, skills, behaviours and attitudes necessary for growth and development in our rapidly changing society, where high technology must be balanced with respect for humanity and the natural world.

**Inspiring lifelong learning**

**Wormley Church of England Primary School aims.**

Within a distinctive Christian ethos, we intend to provide a welcoming, safe and stimulating learning environment that offers a rich, motivating curriculum to develop individuals and inspire life-long learning.

To facilitate our vision we aim:-

* To continue to ensure that every child enjoys learning and achieves their full potential regardless of gender, age, race, physical or intellectual ability or class in a happy and secure learning environment.
* To raise standards by ensuring that the skills, knowledge, dispositions and values of individuals are fully developed
* To promote the health, confidence and well-being of all learners within the school enabling them to see themselves as valued and valuable members of a wider society
* To provide a strong framework for promoting good behaviour and positive attitudes in order to cultivate a safe and secure community in which everyone may flourish
* To give our pupils a sense of success and pride in all their activities and prepare children for future economic well being
* To provide opportunities for our pupils to become successful independent learners and leaders through a wide variety of physical, intellectual and aesthetic experiences.
* To develop the school's role in the local and wider community and each child’s understanding of citizenship by continuing our strong links with the church and local primary schools, liaising with nearby larger secondary schools and encouraging links with local industry, residents and organisations.

We encourage all children to develop as super learners since learning is life’s most important skill. We want them:

* To have faith in God, themselves and others
* To show respect for themselves and others, and the world in which we live
* To take responsibility for themselves and in their learning
* To achieve their potential by developing as resilient, resourceful and reflective beings

**Become life-long learners**

**Introduction**

The school development plan is an important document. It focuses the direction of the school and outlines areas of development that will improve the school. All stakeholders should be aware of its priorities and hold the leadership of the school to account in considering its impact. A number of strands and improvements, both national and from within the school, are brought together in the plan. These have been the subject of discussions with staff and governors and reflect extensive innovation and improvement, and subsequent consolidation over many years.

The plan is annually compiled and sets aims and objectives for the school. The Headteacher, Deputy Headteacher, Assistant Headteacher, Subject Leaders and staff conduct a review of the SDP each term. At the start of the Summer Term, through staff and governor discussions, the Headteacher prepares a draft plan for the next academic year. Following the allocation of financial resources by the governing body this is finalised at the end of the Summer term. The plan is submitted to the governors for approval at the beginning of the Autumn term.

**Purpose**

The central focus of Wormley Primary School Development Plan is to inform all stakeholders of how the school intends to ensure all pupils fulfill their potential. Through the use of well managed resources, careful planning. We aim to serve all partners in the school community responsibly and effectively. We will promote quality educational experiences and help each partner to achieve his / her full potential through equality of access, entitlement and opportunity.

**Development plan aims**

The development plan aims to provide a realistic and practical framework to:

* secure and extend existing good practice and promote whole school improvement
* remedy deficiencies
* enable an agreed analysis of need so as to prioritise programmes of activity
* construct a timetable for addressing priorities within available resources
* co-ordinate budget preparation
* communicate the school's aims and intentions to all partners.

**Development plan objectives**

* to assist the school in enhancing the quality of learning experiences
* to provide a realistic framework for review and evaluation
* to encourage collaboration, partnership and ownership
* to provide a framework for accountability of resource allocation.

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| **Ofsted points for action:**  **Ofsted inspection in October 2016 – grade: Good**  **What the school should do to improve further:**   |  | | --- | | Leaders, and those responsible for governance, should ensure that: | | * They sharpen some of their monitoring around the quality of teaching so that they can fully evaluate the difference their work makes more effectively * They plan more opportunities for pupils to use their writing skills across the curriculum.   OFSTED 2016 | |

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| **SIAMS points for action**  **SIAMS inspection in October 2016 – grade: Outstanding**  **What the school should do to improve further:**   |  | | --- | | * Ensure that pupils have a deeper knowledge and understanding of Biblical stories through the on-going professional development for staff leading school and class collective worship. * Develop the school website to ensure that it fully reflects the outstanding Christian character of Wormley Church of England Primary School.   SIAMS 2016 | |

**School priorities for 2018 – 19**

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| Priority 1: To raise the achievement of all children | | | | | |
| Ref | Objectives | Actions | Resources | Monitoring | Success Criteria |
| 1.1 | Pupils attain in line and above with national averages | * Planning demonstrates a clear sequence in learning * Learning objectives clearly identify intended learning and success criteria are a means to judge success * Learning tasks are matched appropriately to the age and needs of all children * All pupils are appropriately challenged and learning is scaffolded and supported by teachers, EYFS practitioners, TAs/LSAs and Learning Partners * Targeted provision for children with specific needs and for those not working at ARE * Teaching is motivating, engaging and inspiring | CPD focused on subject knowledge  CDP focused on pedagogy (good/ outstanding T&L) | Scrutiny of planning and children’s learning.  Lesson observations/  learning walks and pupil voice  Mid-term pupil progress meetings (PPM)/Phase Reviews  Termly reports to GB on attainment of all pupils including vulnerable groups | * Good Level of Development at end of EYFS broadly in line with NA (71%) * Phonic Screening at the end of Y1 broadly in line with NA (83%) * Attainment at the end of KS1 broadly in line with NA (Reading 76% (25%); Writing 68% (16%); Maths 75% (21%); R,W M combined 64% (11%)) * Attainment at the end of KS2 broadly in line with/above NA (Reading 75%; Writing 78%; Maths 76%; GAPS 78%; R,W M combined 64%) * Children understand what they are learning and why, enjoy the learning activities and know how to judge their success * Children take responsibility for their learning and monitor their own learning journey |
| 1.2 | Pupils make progress that is in line and above national averages | * Robust AfL informs planning so that learning tasks and challenge is pitched appropriately for all children * Effective feedback helps children to make progress/improve * Peer collaborative feedback and verbal feedback in the moment supports pupils to make immediate progress/improvement * Targeted provision for children with specific needs and for those not making sustained progress * Robust tracking of attainment and progress by teachers, using Insight Tracker, to inform teaching/intervention | CPD focused on AfL  CPD linked to new assessment/ tracking system – Insight Tracker  CPD linked to understanding barriers to learning | Scrutiny of children’s learning  Lesson observations/  learning walks and pupil voice  Mid-term pupil progress meetings (PPM)/Phase Reviews  Termly reports to GB on progress of all pupils including vulnerable groups | * All children make sustained progress and some make substantial progress * Learning is matched to the age/needs of all children * Feedback (oral/written) identifies misunderstandings/misconceptions/ achievements and provide children an opportunity to improve and develop their learning * Teachers know the next steps for their children * Planned opportunities for pupils to reflect on their progress and know their next steps and what to do to improve (summaries for parents) * Pupils give peer feedback/support |
| 1.3 | To develop a mastery approach in Maths based on the principles of fluency, talk, CPA approach, using misconceptions, and application to improve children’s ability to reason mathematically | * CPD to embed the HfL *Essential Maths* *Planning* * Monitoring to judge the impact of HfL *Essential Maths Planning* * Fluency focus, particularly in KS1, to secure number sense * Regular reasoning/problem solving activities planned from Rich/ NCETM/   Inspire Maths/Kangaroo Maths and other sources to encourage discussion/ explanation/application of knowledge and understanding   * Regular opportunities to develop mental maths progression across the school, and assess it using Rising Stars * Regular ‘chatty maths’ to encourage reasoning, mathematical thinking and vocabulary * Continue to promote positive attitudes to Maths through process praise/growth mindset * Reinforce written calculations according to the calculation policy * Moderation internal and with nearby schools | CPD linked to mastery maths, including the use of mathematical manipulatives (Numicon, Cuisiniere, Diennes, dominoes)  Purchase of additional resources  £1000  CPD Bitesize for TAs/LSAs  Links with schools using the *Essential Maths Planning* approach | Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice, maths surgeries,  in house/external moderation  Mid-term PPM/Phase Reviews  Robust tracking using Insight Tracker  Termly assessment reports  Termly reports to GB | * All staff use the HfL *Essential Maths Planning* mastery approach to teach maths * Children deepen their understanding of maths * Assessment informs teachers’ planning: Staff use the Destination Questions, Pit Stops and HFL diagnostic tests to identify misunderstandings/misconceptions and adjust plans * Staff are confident in developing children’s reasoning skills * Children are confident and resilient to attempt maths problems * Children make sustained and substantial progress and attain in line with expectations and above * Progression in mental maths strategies is evident * The calculation policy ensures consistency in teaching * Children use written calculations with more confidence |
| 1.4 | To develop children’s love of reading and understanding through access to a wide range of literature | * CPD for staff to audit and evaluate our teaching of reading – identifying strengths and areas to develop * Purchase of additional whole class texts, age appropriate free readers and class books from Pie Corbett’s Reading Spine * Plan opportunities for pupils to read widely, in school and at home, across both fiction and non-fiction, to develop knowledge of themselves and the world they live in – spine of high quality books/daily 20 minute reading sessions (ERIC)/guided reading/whole class texts/Reading Challenges/author visits/DEAR * Use of Bloom’s Taxonomy question stems to develop higher order thinking when engaging with a text * Robust tracking of pupils’ reading to ensure challenge and breadth * In-depth analysis of children who are not fluent, skillful readers and additional provision to accelerate progress * Use approaches from the EEF recommendation summaries to improve literacy (ie. meta-cognition, reading comprehension strategies, phonics etc) | Purchase recommended books from the reading spine, sets of whole class texts and age appropriate free readers  £1000  Blooms Taxonomy question stems  EEF summaries | Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice, English surgeries,  in house/external moderation  Robust tracking using Insight Tracker  Termly assessment reports  Mid-term PPM/Phase Review  Termly reports to GB | * Consistent and more rigorous approach to teaching and learning in phonics * Standards improve – a greater number of children meet screening expectation and are able to access the screening * Consistent approach to the teaching of reading/comprehension skills across the school * Children have strategies to help them to read confidently and develop their understanding of texts * Children are fluent, skillful readers * Standards in reading improve – more children meet the expected standard in reading * Children have an appreciation of books and a love of reading * Children’s vocabulary is extended * Children develop greater reading stamina and read widely |
| 1.5 | To build all pupils vocabulary and narrow the language gaps of disadvantaged pupils | * Select high quality texts so pupils encounter words they rarely hear/use in everyday speech * Explore vocabulary at every opportunity – record and build vocabulary walls which children can use to practise new words verbally and in their writing * Plan for teaching new vocabulary – identifying words on the planning sequences * Pre-teaching of vocabulary for children who need additional support * CPD on Word Aware – a scheme with strategies for building word awareness | Training in Word Aware  £150  Word Aware resources  £150 | Monitoring activities by subject leader – learning walk,. planning/book scrutiny, pupil interviews | * Children are exposed to a wide range of words and phrases * Children have a greater understanding of texts because they understand the vocabulary * Vocabulary walls become a useful resouirce for children * Teachers refer often to new vocabulary and encourage children to use it |
| 1.6 | To further develop children’s writing through the Primary Writing Project (PWP) | * CPD for all staff across 5 schools, linked to the Primary Writing Project (PWP) * Make links between speaking and listening, reading and writing activities to support children’s learning * CPD for staff (x4 termly) in the principles of PWP: the 3 Is – imitation, innovation and independent, story mapping, word games, vocabulary building, short burst writing etc. * Continued focus on planning for specific learning objectives linked to technical accuracy * Introduction of writing toolkits * Develop teacher confidence in teaching GAPS through class texts * Use approaches from the EEF recommendation summaries to improve literacy (meta-cognition, feedback, cultural/arts education) * Plan for high quality opportunities for the children to apply their writing skills across the curriculum | PWP participation  £6000  PWP resources – washing lines, handwriting books, audits,  Writing across the curriculum overview  GAPS Policy  EEF summaries | Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice, English surgeries,  in house/external moderation  Robust tracking using Insight Tracker  Termly assessment reports  Mid-term PPM/Phase Review  Termly reports to GB | * Consistent approach to the teaching of writing * Children’s attitudes to writing are positive and they enjoy writing for different purposes * Standards in writing improve – spelling and technical accuracy is in line with other aspects of writing * Children apply their writing skills across the curriculum * Through learning by heart, different genres in fiction/non-fiction, children internalize the rhythms of language and use them in their own writing * Grammar, punctuation, and spelling is consistently planned, taught and understood through texts |
| 1.7 | To use strategies to ensure pupils with spelling difficulties can meet ARE | * CPD for Spelling Lead * Participation in the HfL Spelling SOS Project to help children with a particular difficulty with spelling to meet ARE * CPD for staff to introduce trialed strategies * Cascade trial strategies for improving spelling accuracy across the school | Training for Spelling Lead + class teacher  £900 | Monitoring activities by SLT and English subject lead – learning walk,. planning/book scrutiny, pupil interviews | * Children’s spelling improves * Children meet ARE in spite of spelling difficulties |
| 1.8 | To develop teacher confidence in using the functions of Insight Tracker - to ensure we are rigorously monitoring attainment and progress across the curriculum | * CPD focused on the functions of Insight Tracker * Use the Formative Assessment Tracker (FAT) as a means for judging individual pupil progress and attainment across all subjects * Use the Termly Achievement/Progress Summaries (TAPS) as a means for tracking cohort achievement * Termly Phase Reviews to focus on specific groups - and follow lines of enquiry | CPD linked Insight Tracker | HT/DHT/AHT/  Subject Leader monitoring of Insight and reports | * An effective system supporting the assessment of pupil achievement * Assessment is recorded, current and across the curriculum * Tracking system is robust in identifying strengths and areas for development * Pupil achievement is accurate and improving |
| Outcomes and next steps | | | | | |
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| **Priority 2: To develop the professionality of staff and distribute leadership** | | | | | | |
| Ref | Objective | Actions | Resources | | Monitoring | Success Criteria |
| 2.1 | To plan for high quality professional development to enable all staff to lead school development and improvement | * High quality weekly CPD led by subject leaders and external professionals * Regular CPD for EYFS practitioners, TAs/LSAs * Y1 teacher to continue to study for a MEd in leading Teaching and Learning * HT to support heads and schools as a Professional Partner and LLE * HT working with Royal Opera House Bridge as a Leader for Impact * Specialist Leaders of Education to support other school leaders (4 SLEs) * Phase Leaders to lead on their phase priorities and to monitor teaching and learning within the phase * Subject Leaders and teams to lead on their priorities and to monitor teaching and learning in their subject - Learning Walk/Scrutiny to capture examples of good practice using photos * Teacher-led Development Work (TLDW) in conjunction with HertsCam for teachers to support professional development and self-evaluation (1 NQT +1 teacher) * Teaching Assistant Led Development Work (TALDW) for TAs to support professional development and self-reflection * Lead TLDW group for primary schools in the local area * Placements for trainee teachers from local universities * Introduce Professional Partners for all teachers to encourage reflective practice - coaching and mentoring * Investigate opportunities for staff professional development identified through appraisal * CPD for governor priorities | (£6000 for PWP)  (£900 for Spelling SOS project)  £3000 for MEd  £2000 for coaching  TLDW resources  £400 for TLDW project  SCITT mentor  Links with external providers | | HT/DHT/AHT to evaluate the impact of CPD in developing staff professionality and improving teaching and learning  Termly reflective accounts of projects and their impact on teaching and learning  Termly reports to the GB | * Highly skilled and knowledgeable staff * Staff are confident, reflective and effective lead learners * Staff coach and mentor one another as critical friends and professional partners * Governors are confident, reflective and effective critical friends * Staff have *expert subject knowledge* and are able to lead colleagues and their subjects to support school improvement * Pupil achievement develops and improves consistently |
| 2.2 | To improve well-being and self-efficacy for the community | * Continue with the foci of the Well-being Project * Commit to Daily Mile (at least x3 weekly), daily 60 seconds of mindfulness and the emotional check-in/worry box * Continue Yoga for EY and KS1 – consider extending this to KS2 * Extension of nurture – breakfast, lunch and identified groups * Involve staff and parents in well-being activities * Measure the impact of the arts on pupil self-efficacy | Yoga resources  Nurture training | | Well-being Project team to monitor and evaluate  Report to SLT and governors termly | * Self-efficacy is high and the community have a positive sense of well-being * Interventions can be used to support individuals * Nurture and play therapy have a positive impact on individuals |
| 2.2 | To introduce a mastery/enquiry approach to learning across the curriculum in order to foster engagement and deep learning | * Weekly CPD to embed approaches to learning, schemes of learning, planning sequences and evaluate teaching and learning across the curriculum * Continue with Artsmark Award journey - aiming to achieve all expectations at least to Gold Level * Embed the tools to aid reflection and measure impact in art, DT and music * Plan enrichment activities/cultural experiences for KS2 – Ballet Project, Opera Project, Theatre Project, Shakespeare Project * Trips, visitors and ‘wow experiences’ to inspire and motivate the children – museum visits, workshops, drama presentation etc. * Enrichment activities to promote our social learning attributes and enable children to demonstrate their learning | Subject budgets (ref to budget)  £500 to supplement History ‘Wow experience’  £1000 for National Science Week  £1000 for arts/cultural projects  £200 for Geography Fieldwork Week | | Subject Leaders to monitor impact of the curriculum and report half termly in Leadership Meetings  LT reports to SIC and termly governor meetings | * Confident subject leaders and teams who monitor teaching and learning and evaluate and adjust curriculum plans to meet interests and needs * An inspiring and relevant curriculum that motivates and enthuses children * Non-positional, shared leadership * Artsmark (at least to Gold level) achieved and the arts are given high status in the curriculum * Development of the whole child – academically, spiritually, culturally, emotionally * Children gain skills, knowledge and dispositions that develop them as life-long learners |
| 2.4 | To develop pupils as leaders | * Re-elect a Pupil Parliament * Appoint Worship Leaders * Appoint House Captains * Appoint Arts Ambassadors * Appoint Y6 Buddies and introduce a peer mentor scheme * Facilitate pupils to run their own clubs * Introduce pupil-led research |  | | HT/DHT/AHT to monitor the impact of pupil leadership through video, photos, pupil voice | * Pupils develop leadership skills - a greater sense of responsibility, self -regulation and independence (ref to Leadership in SL File) * Pupil voice contributes to school development and improvement. |
| Outcomes and next steps | | | | | | |
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| Priority 3: To make visible the social aspects of children’s learning in order to maximize individual learning potential, accelerate progress and raise attainment | | | | | | |
| Ref | Objective | Action / Who? | Resources | | Monitoring | Success Criteria |
| 3.1 | To bring together academic research and practical innovation to build understanding and improve learning outcomes | * Continue partnership with Equipping Kids (formerly the Centre of Excellence for Social Learning) and established network * Research across the network to identify effective strategies for improving well-being and educational outcomes for children * CPD (1 day) for all staff/governors focussed on the concept of social learning and reviewing its development and planning next steps * Further development of SL attributes through strategies, tools and learning opportunities * Focus on 3 new, key learning words * Plan opportunities for children to lead and apply their learning * Collaboration with the University of Herts Upswing Circus Heights Project-  to explore collaborative approaches in the classroom that address underachievement | £1000 for a package of support from Equipping Kids | | HT/DHT/AHT complete half termly monitoring activities including lesson observations/  learning walks and pupil voice  Sam Frankel/John Fowler –record their observations/discussion in a report for the school to be shared with staff and GB | * Staff and governors have a shared definition of a social learner and why this is important for our pupils * Staff and governors are familiar with the five pillars of social learning: ethos, community, lead, speak, act which allow the social learner to grow * Staff and governors monitor and evaluate the impact in school * Children know themselves as learners – increased reflection * Learning increases as children’s participation and engagement in their families and communities increases |
| 3.2 | To further develop a values-based education to create a coherent community with a common language | * Link values to the new RE syllabus and Collective Worship * Continue to promote a values based education through teaching and learning and worship (using values linking to Understanding Christianity) | Values Education literature/  DVDs/CDs/  Posters | | HT/DHT/AHT complete half termly monitoring activities including learning walks and pupil voice  Worship governor to observe CW and report to GB | * The community have a shared language and understanding of values promoted by the school * The values have a positive impact on relationships and behavior - improved social relationships, greater self-respect and respect for others |
| 3.3 | To inform school policy and practice based on evidence through Collaborative Research Groups (CRGs) | * Identify 3 foci for collaborative research: effective feedback and marking; effective strategies to enhance home school relationships; the impact of the curriculum on pupils’ skills, attitudes and self-efficacy | 3 Collaborative Research Groups of teachers | | SL/GB to monitor progress | * Our practice and policy is informed by research, evidence and consensus |
| 3.4 | To foster self-regulation and positive behaviour for learning built upon the concepts of rights and responsibilities and restorative justice | * Embed STEPS approach * Refresh training for all staff * Monitor the impact of the policy and behaviour trends | Literature linked to rights and responsibility | | DHT completes half termly monitoring activities including lesson observations/  learning walks and pupil voice | * All staff retain STEPS accreditation * Children understand and apply their rights and responsibilities * Improved behaviour for learning and behavior around the school |
| Outcomes and next steps | | | | | | |
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**Outline three year plan – subject priorities (Maths, English and Science are ongoing)**

Review-action

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| 2018/2019 | Autumn 2018 | | Spring 2019 | | Summer 2019 | |
| Monitor and  Develop | DT | DT | PE | PE | Geography | Geography |

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| 2019/2020 | Autumn 2019 | | Spring 2020 | | Summer 2020 | |
| Monitor and  Develop | History | History | French | French | Computing | Computing |

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| 2020/2021 | Autumn 2020 | | Spring 2021 | | Summer 2021 | |
| Monitor and  Develop | RE | RE | Art | Art | Music | Music |