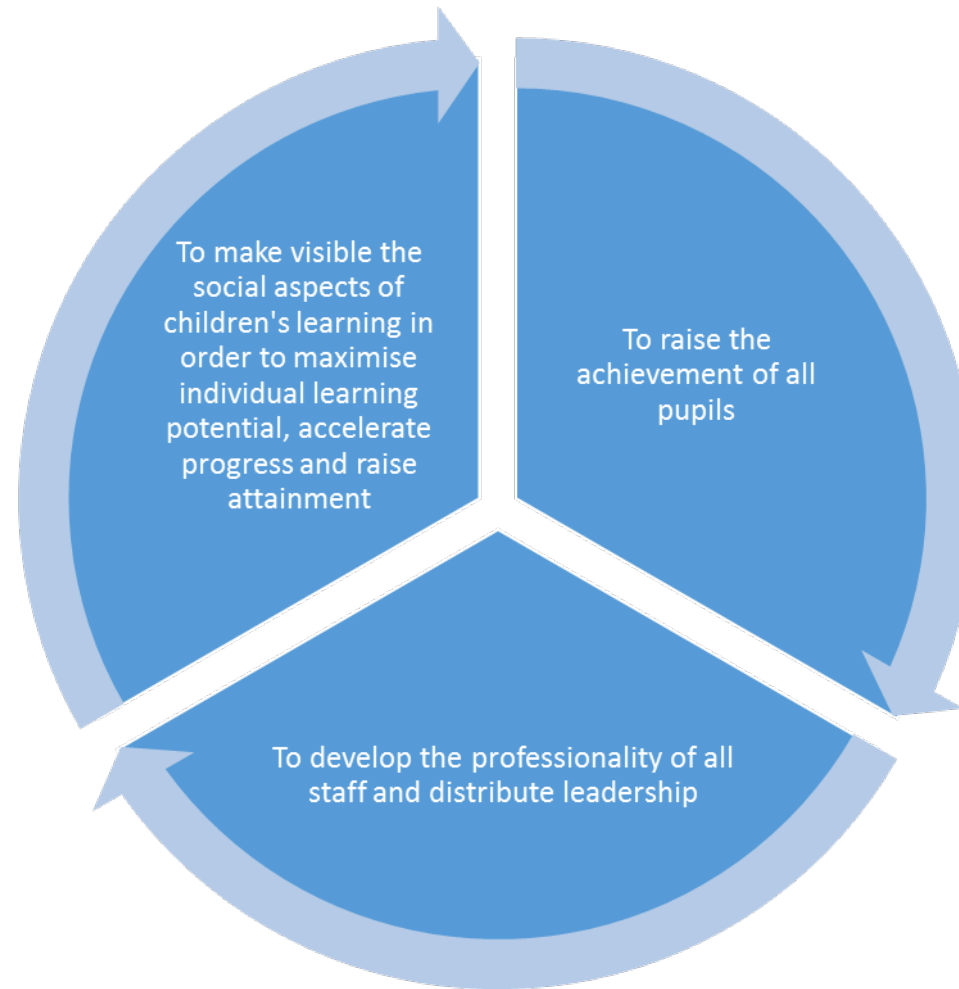# Wormley C of E Primary School Development Plan 2017 2018

Have Faith, Show Respect, Take Responsibility and Achieve
Building a Learning Community

To make visible the social aspects of children's learning in order to maximise individual learning potential, accelerate progress and raise attainment

To raise the achievement of all pupils

To develop the professionality of all staff and distribute leadership

School Development Plan 2017 - 18

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 to achieve this.

Vision

Visitors to Wormley Church of England Primary School comment on the warm, well disciplined, friendly atmosphere within the school. We believe that children feel happy and secure in this environment. This in turn creates the best possible attitude to 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, values, knowledge, dispositions and talents 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 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 short, medium and long term aims 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. The current SDP is bound and available for stakeholders to see.

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 and the developing partnership between staff, parents, governors and the community, we aim to provide quality educational experiences for all our pupils.

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.

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

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 2017 – 18

Priority 1: To raise the achievement of all children					
Ref	Objectives	Actions	Resources	Monitoring	Success Criteria
1.1	Pupils attain in line with national average, and many pupils exceed	• 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 (%) • Phonic Screening at the end of Y1 broadly in line with NA (%) • Attainment at the end of KS1 broadly in line with NA (Reading %; Writing %; Maths %; GAPS) • Attainment at the end of KS2 broadly in line with/above NA (Reading % ; Writing % ; Maths %; GAPS %; R, W, M combined %) • 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 average	• Robust AfL informs planning so that learning tasks and challenge is pitched appropriately for all children • Timely intervention • Peer collaborative feedback and verbal feedback in the moment supports pupils to make immediate progress/improvement • Quality feedback and opportunities to respond are planned for and effective in helping children to make progress • Targeted provision for children with specific needs and for those not making sufficient 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 sufficient 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 to Maths based on the principles of fluency, talk, CPA approach, using misconceptions, and application to improve children's ability to reason mathematically	• CPD for staff to understand what is meant by *reasoning mathematically* - following a line of enquiry, conjecturing relationships/ generalisations, and developing an argument, justification or proof using mathematical language • Regular reasoning activities planned from NRich/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 • Regular opportunities to explore possibilities/patterns in Maths through open ended activities and problems • Regular 'chatty maths' to encourage mathematical thinking and reasoning • Promote positive attitudes to Maths through process praise/growth mindset • Regular Pit Stops to assess learning • Reinforce written calculations according to the calculation policy	CPD linked to mastery maths CPD to develop the use of Mathematical manipulatives (Numicon, Cuisiniere, Diennes) CPD Bitesize for TAs/LSAs Links with schools using this approach	Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice Robust tracking using Insight Tracker Termly Maths surgeries Mid-term PPM/Phase Reviews Termly reports to GB	• All staff use a mastery approach to teach maths • Staff are confident in developing children's reasoning skills • Assessment informs teachers' planning • Children make good progress and attain in line with expectations and above • Children deepen their understanding of maths • Children are confident and resilient to attempt maths problems • Children appreciate that often there can be more than one answer and they should keep looking • Progression in mental maths strategies • The calculation policy ensures consistency in teaching • Children use written calculations with more confidence
1.4	To develop children's reading through effective word reading and comprehension – through guided reading/whole class texts	• CPD for staff to continue to understand how to teach the skills of reading and comprehension • CPD to develop high quality phonic teaching • Plan opportunities for pupils to read widely, in school and at home, across both fiction and non-fiction, to develop their knowledge of themselves and the world they live in – spine of high quality books/daily 20 minute reading sessions/whole class texts/Reading Challenges/author visits • Use approaches from the EEF recommendation summaries to improve literacy • Plan for high-quality pupil discussion of texts with the teacher and their peers • Use of Bloom's Taxonomy question stems to develop higher order thinking when engaging with a text • Increase pupils' vocabulary through high quality texts so they encounter words they	Pie Corbett recommended reading spine, including sets of whole class texts Blooms Taxonomy question stems Additional independent reading scheme books/library books	Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice Robust tracking using Insight Tracker Termly English surgeries Mid-term PPM/Phase Review Termly reports to GB	• 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 • 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

		rarely hear/use in everyday speech – building a vocabulary wall			
1.5	To further develop children's writing through effective transcription and composition - supporting children's technical accuracy	• CPD focused on planning for specific learning objectives linked to technical accuracy (possible project with Pie Corbett) • Planning demonstrates a clear sequence in learning • Develop teacher confidence in teaching GAPS through class texts – a Pie Corbett strategy from previous action research project • Make links between speaking and listening, reading and writing activities to support children's learning • Use approaches from the EEF recommendation summaries to improve literacy • Trial strategies for improving spelling accuracy • Plan for high quality opportunities for the children to apply their writing skills across the curriculum	CPD for teachers – grammar, punctuation, phonic and spelling CPD linked to the T4W approach (Pie Corbett) Writing across the curriculum overview EGPS Policy	Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice Robust tracking using Insight Tracker Termly English surgeries Mid-term PPM/Phase Review Termly reports to GB	• Consistent approach to teaching writing • Grammar, punctuation, and spelling is consistently planned, taught and understood through texts • 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 • Children's attitudes to writing are positive
1.6	To develop teacher confidence in using the functions of the new assessment/ tracking system – Insight Tracker - to ensure we are rigorously monitoring attainment and progress	• CPD focused on the functions of Insight Tracker • Use the Formative Assessment Tracker (FAT) as a means for judging individual pupil progress and attainment • Use the Termly Achievement/Progress Summaries (TAPS) as a means for tracking cohort achievement • Termly Phase Reviews to focus on specific groups - examine achievement in greater depth and follow lines of enquiry	CPD linked Insight Tracker	HT/DHT/AHT/ Subject Leader monitoring - planning/book scrutiny, lesson observation, learning walks, pupil voice	• An effective system supporting the assessment of pupil achievement • Assessment is recorded and current • Tracking system is robust in identifying strengths and areas for development • Pupil achievement is accurate and improving

Outcomes and next steps

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 • DHT to trial a new role as Pupil Premium Ambassador – responsibility to support and track children/families in receipt of PPF • Y1 teacher to study for a MEd in leading Teaching and Learning • An additional 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 (4 teachers) • Teaching Assistant Led Development Work (TALDW) for teams of TAs to support professional development and self-evaluation • Lead TLDW group for primary schools in the local area • YR-Y1 transition project in conjunction with Hertfordshire schools • Five School Direct teachers training this year • 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	£5000 for Pie Corbett project £3000 for MEd £2000 for coaching £1600 for TLDW project £350 for transition project SCITT mentors 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 consider staff well- being and self- efficacy	• Well-being project • Introduce new planning formats – sequences of learning over time – reduce weekly planning • Review the Marking and Feedback Policy to ensure that it is effective for children and teachers • Consider ways of supporting teacher collaboration to reduce teacher workload • Review weekly meetings to ensure effective use of time	CPD to introduce planning Working parties to review annual achievement reports/Marking and Feedback Policy		• Staff self-efficacy is high and staff have a positive sense of well-being • Effective use of time
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 • A term of CPD to focus on Hertfordshire's new SoL for RE and the Understanding Christianity tool (ref. RE and CW SDP for more detail) • Complete the review and development for the Artsmark • Planned time for subject teams • Purchase of additional resources – bid for the development of an Iron Age Roundhouse/ climbing frame • 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 – Living History, P4C etc.	Subject budgets (ref to budget) £12000 for a Roundhouse £500 to supplement History 'Wow experience' £1000 for National Science Week £200 for Geography Fieldwork Week £1000 to supplement enrichment activities	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 achieved • A curriculum that meets the interests and needs of all children • Development of the whole child • Children gain skills, knowledge and dispositions that develop them as life-long learners

2.3	To increase high quality learning spaces	• Development of the KS1 playground to create an outdoor learning environment to support transition from YR-Y1 • Establish a Y1 curriculum provision that shadows the EYFS • Development of the new Pre-school in the land next to Nursery – to create a comprehensive EY environment and to offer extended provision (30 hours/breakfast and after school club) • Development of a new classroom base and outdoor learning environment for Puffin Class • Development of an outdoor environment for the Art Bus to encourage large works of art • Development of a library/learning resources room to encourage independent study • Further development of Forest grounds and resources - nature trail, roundhouse	Awaiting planning 1000 for KS1playground/ Y1 environment	Y1 teachers to evaluate the impact of the developments Pre-school Leader to evaluate the impact of developments SENCos to evaluate the impact of Puffin base Forest School Leader to evaluate impact of FS curriculum	• Enabling environments • Invested and motivated learners • Speaking and listening supports learning • Improved opportunities for physical development • Development of skills and learning attributes – curiosity, team work, resilience, imagination, creativity, problem solving etc.
2.4	To develop pupils as leaders	• Re-elect a Pupil Parliament • Facilitate pupils to run their own clubs • Appoint Y4 Play Leaders • Appoint Y6 Buddies and introduce a peer mentor scheme • Develop Worship leaders • Introduce pupil-led research		HT/DHT 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					

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 the Centre of Excellence for Social Learning and established network • CPD (2 days) for all staff/governors focussed on the concept of social learning and reviewing how it is developing in our school • Further development of SL attributes through strategies, tools and learning opportunities • Focus on 3 key learning words – reflection, collaboration and justifying – to further develop effective/reflective learners • Plan opportunities for children to lead and apply their learning eg Living History Day	£2500 for a package of support from the CoEfSL	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 of a social learning agenda 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	• Continue to promote a values based education through teaching and learning and worship (using values linking to Understanding Christianity) • Explore values in depth with all stakeholders to build shared language and understanding	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 are a positive focus which is both the foundation and boundary of all activity • Improved social relationships, greater self-respect and respect for others - a coherent school community
3.3	To foster self-regulation and positive behaviour for learning built upon the concepts of rights and responsibilities and restorative justice	• STEPS training for all staff • Link social learning to a behaviour for learning approach, as brought together in the policy • 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 achieve STEPS accreditation • Children understand and apply their rights and responsibilities • Improved behavior for learning and behavior around the school
Outcomes and next steps					

Outline three year plan – subject priorities (Maths, English and Science are ongoing)

Review-action

2017/2018	Autumn 2017		Spring 2018		Summer 2018	
Monitor and Develop	RE	RE	Art	Art	Music	Music

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

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