

# School Development Plan

July 2018 – September 2019



**Current Self-Evaluation:**

Overall Effectiveness	Quality of Teaching, Learning and Assessment	Leadership & Management	Personal Development, Behaviour and Welfare	Outcomes for Pupils	Early Years Provision
<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

<b>2017 Results</b>	<p><b>Dame Janet has secured real change. This School Development Plan aims to sustain this growth and ensure quality provision runs deep throughout the school.</b></p> <p><b>What we will continue to do as a school:</b></p> <ul style="list-style-type: none"> <li>• Expectations, in all phases, will be to meet or exceed National Age Related Expectations</li> <li>• Teaching and learning will be expected to support all groups in all phases to make accelerated progress</li> <li>• Feedback and presentation standards will be high and consistent across all phases</li> <li>• The use of staff to support learning will be well managed and effective across all phases</li> <li>• Teacher subject knowledge will be of a high enough standard to support and challenge children’s learning</li> <li>• Behaviour standards will remain high and consistent across all phases</li> <li>• Monitoring will be carried out effectively by leaders at all levels across all phases on a regular basis</li> <li>• All staff will continue their commitment to CPD to impact on teaching and learning across all phases.</li> </ul> <p><b>Where these expectations are not met, management action will be implemented to ensure good practice is evident in all areas of school development.</b></p>	<b>2018 Predictions</b>
GLD – 67%		GLD - 63% (Target 71%)
Year 1 Phonics – 76%		Year 1 Phonics – 82%
Year 2 Phonics – 95%		Year 2 Phonics – 95%
<b>KS1 TA Results</b>		<b>KS1 Predictions</b>
Reading - 67%		Reading – 71%
Writing – 62%		Writing – 66%
Maths – 67%		Maths – 73%
<b>KS2 Test results</b>		<b>KS2 Predictions</b>
Reading – 73%		Reading – 79%
Writing – 73%		Writing – 73%
Maths – 75%		Maths – 75%
EGPS – 69%		EGPS – 73%
Combined – 63%		Combined – 66% (Target 73%)

<b>Monitoring and Evaluation</b>	<b>Weekly</b>	<b>Fortnightly</b>	<b>Termly</b>	<b>Seasonally</b>	<b>Annually</b>
<b>Quality of teaching judgements formed from:</b>					
lesson drop-ins	X		x		
observations	X		x		
planning monitoring	X		x		
book scrutiny	X		x		
assessment moderation	X		x		
data analysis			X		
pupil interviews			X		
pupil progress meetings			X		
<b>Data capture and evaluation</b>			x		
<b>Phase meetings</b>		x			
<b>Performance Management</b>			x	x	x
<b>Governor Monitoring Visits</b>			x		
<b>Leader Impact Reports To Governors</b>			x		
<b>Pupil Voice/Conferencing</b>			x	x	
<b>Parent Survey</b>				x	
<b>Staff Survey</b>				x	
<b>Attendance Monitoring &amp; Reports to Governors</b>	x		x		
<b>TKAT peer reviews</b>			x		
<b>TKAT QA</b>				x	
<b>Regional Executive Director</b>			x		

## Academic Development

What we want to achieve	How we will achieve it	Lead (supported by)	Monitoring and Evaluation				
			Who?	What?	Success Criteria /Milestones		
Diminish the SEN gap by accelerating progress in all year groups, in all subjects.	Differentiation and learning styles is key focus in planning delivering effective quality first teaching. Pupil progress meetings and SENCO monitoring drive feedback and focus. Pooling of support staff	BP (supported by Headship and SLT)	Head of School Executive Headteacher Governors	Termly QA of the data with HoS and SENCO. Govs scrutiny at meetings SEN Triangulation	Children with SEN show good or better progress and attainment is more in line with national measures		
					<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
					On average, children to make above expected progress in reading, writing and maths (2.10 points) Report to SA and SM in preparation for governors 6.12.18	On average, children to make above expected progress in reading, writing and maths (4.20 points) Report to SA and SM/. Progress report to Govs	On average, children to make above expected progress in reading, writing and maths (6.30 points) Evaluation and impact report to Govs
<b>Actions/Impact:</b> <ul style="list-style-type: none"> <li>- SEN/SIP expectation told to teachers during staff meeting on 31/10/2018</li> </ul>							

Promote and Embed 'read, lead, succeed' reading initiative to raise the school's reading and writing progress and attainment measures; to come in line with the national average in Key Stage 1 and significantly above in Key Stage 2	Planning includes clear links to use and promotion of initiative. School environment reflects use and children and staff use and are familiar with language and ideas of 'read, lead, succeed'.	GS (supported by Headship and SLT)	Head of School Executive Headteacher Governors	Triangulation as part of Headship monitoring. Exec HT QA	Initiative is visible and clearly understood fabric of reading and writing at DJPA. Children's progress and attainment are impacted positively and in line with targeted predictions		
					<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
					KS1 Reading attainment at 57% KS1 Writing attainment at 52% KS2 Reading Attainment at 56% KS2 Writing Attainment at 40%	KS1 Reading attainment at 67% KS1 Writing attainment at 60% KS2 Reading Attainment at 68% KS2 Writing Attainment at 60%	KS1 Reading attainment at 77% KS1 Writing attainment at 68% KS2 Reading Attainment at 79% KS2 Writing Attainment at 79%

**Actions/Impact:**

- Booked training with a story teller to promote reading and writing. Training day for staff on the 19<sup>th</sup> November followed by two full day sessions in school with the children

Embed reasoning throughout the maths lesson, to raise the school's progress and attainment measures significantly above the national average in Key Stage 2 and in line in Key Stage 1.	Planning monitored and compared to outcomes in books demonstrating reasoning through a range of differentiated, varied question types and learning opportunities.	KD (supported by Headship and SLT)	Head of School Executive Headteacher Governors	Triangulation as part of Headship monitoring. Exec HT QA	Assessment area of reasoning demonstrates good or better progress across all phases and attainment meets or exceeds national averages in both Key Stages.		
					<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
					KS1 Maths attainment at 59% KS2 Maths Attainment at 55%	KS1 Maths attainment at 67% KS2 Maths Attainment at 68%	KS1 Maths attainment at 75% KS2 Maths Attainment at 80%
<b>Actions/Impact:</b> - Booked a training day in June 2019 with Andrew Jeffery. Andrew will focus on reasoning, challenge and metacognition							
Provide more opportunities to develop pupils' deep learning, especially in the foundation subjects	Project books compared to English books have the same standard/expectation  More evidence of challenge/reasoning questions  Enable all teachers to have the very highest expectations for what pupils can achieve, including in the	GS (supported by Headship and SLT)	Head of School Executive Headteacher Governors	Governor learning walks and pupil conferencing. QA of work scrutiny and monitoring by Exec HT.	Work scrutiny and pupil conferencing shows an increase of challenge and reasoning in the foundation subjects Pupil conferencing demonstrates that children feel challenge in foundation subjects		
					<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
					Report to Headship on progress  Formal observations and weekly learning walks – all project teaching to be	Report to governors  Formal observations and weekly learning walks	Evaluation and impact report to Govs.  Formal observations and weekly

	presentation of their work.				<p>graded good or better</p> <p>Pupil baseline survey completed – reasoning/challenge question included</p>	<p>– all project teaching to be graded good or better</p> <p>Pupil survey completed with an increase percentage of positive responses</p>	<p>learning walks – all project teaching to be graded good or better</p> <p>Pupil survey completed with an increase percentage of positive responses</p>
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**Actions/Impact:**

- Staff meeting on 31/10/18 – looked at foundation lessons in project books and recorded the differentiation within them. Enabled teachers to reflect and review best practice in project

## Cultural Development

What we want to achieve	How we will achieve it	Lead (supported by)	Monitoring and Evaluation				
			Who?	What?	Success Criteria/ Milestones		
Further develop a culturally enriching curriculum that engages low advantaged pupils	A holistic curriculum where key skills are developed and taught across a range of subjects and extra-curricular opportunities. The curriculum will be flexible according to the changing needs of our pupils and wider community.	GS (supported by Headship and SLT)	Head of School Executive Headteacher Governors	Governor learning walks and pupil conferencing. QA of work scrutiny and monitoring by Exec HT.	Work scrutiny and pupil conferencing shows culturally enriching curriculum is engaging pupils. Pupil conferencing demonstrates that most pupils are enthused by their learning.		
					<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
					Report to Headship on progress	Report to governors	Evaluation and impact report to Govs.
					Formal observations and weekly learning walks – all project teaching to be graded good or better	Formal observations and weekly learning walks – all project teaching to be graded good or better	Formal observations and weekly learning walks – all project teaching to be graded good or better
					Pupil baseline survey completed – curriculum question included	Pupil survey completed with an increase percentage of positive responses	Pupil survey completed with an increase percentage of positive responses
<b>Actions/Impact:</b>							



<p>Embed the 5 pillars of Dame Janet:</p> <ul style="list-style-type: none"> <li>-Continuous learning</li> <li>-Professional connections</li> <li>-Engagement</li> <li>-Leading from within</li> <li>- Inspire and motivate</li> </ul>	<p>Staff training opportunities will develop aspects of the 5 pillars in a staggered delivery. The development of the 5 pillars will be achieved through support from Senior Leaders, the MAT and external leadership support; the 5 pillars will be evident in all areas of school life.</p>	<p>GS (supported by Headship and SLT)</p>	<p>DM (Blue Edge) Headship</p>	<p>Staff survey/ 360 report analysis and impact report</p>	<p>Anonymous survey and 360 data gives feedback that demonstrates the successful embedding of 5 pillars in staff mindsets</p>		
					<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
					<p>Staff survey impact evaluation completed</p> <p>Blue Edge training for Headship</p> <p>Staff meeting introducing the 5 pillars</p> <p>Design a 360 evaluation with Dominic at Blue Edge for all staff</p> <p>New Appraisal Self Review for all staff completed</p>	<p>360 impact evaluation report</p> <p>Review period for appraisals</p>	<p>End of year staff survey and 360 impact evaluation report to Govs.</p>
<p><b>Actions/Impact:</b></p>							

## Emotional Development

What we want to achieve	How we will achieve it	Lead (supported by)	Monitoring and Evaluation				
			Who?	What?	Success Criteria/ Milestones		
Further develop leadership layers at all levels of the organisation to drive school improvement	Utilise/ development and training pathways appropriate to the individual from the MAT or other providers. Review and evaluate leadership structures to ensure impact at all levels. Career progression profiles for all TKAT staff	SM	RED/DRED	'ofsted style' interview and review of leadership at all levels	Outstanding leadership at all levels. Strong leadership pipeline for key senior roles for teachers and non-teachers.		
					<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
					New structure known to all staff/Governors  Ella Roberts to 'interview' SLT team so they become Ofsted ready.	Impact evaluation report  CPD for the new SLT team – linked to blue edge  Leadership time in place for SLT to become leaders as well as managers  Review and report to Govs	Review and impact evaluation to Govs.
<b>Actions/Impact:</b>							

Attendance strategies secure school attendance levels in line with national levels for another year	Embed and develop current effective strategies and use research to identify and implement further effective strategies.	JC (JH, SM, SA)	Exec HT Govs	Weekly reporting and termly report to Governors	Overall Attendance at end of year is at or above 96%. Persistent absence is reduced to below the national average.		
					<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
					Overall attendance is in line with or above 96% Persistent Absence becomes broadly in line with national 9%	Overall attendance is in line with or above 96% Persistent Absence becomes broadly in line with national 9%	Overall attendance is in line with or above 96% Persistent Absence becomes broadly in line with national 9%
<b>Actions/Impact:</b>							

## Social Development

What we want to achieve	How we will achieve it	Lead (supported by)	Monitoring and Evaluation				
			Who?	What?	Success Criteria/ Milestones		
Implement an effective evidence-based nurture intervention, which impacts positively on emotional well-being and other outcomes such as engagement, mental health and academic outcomes	Utilise training and development from Nurture UK and VSK to establish appropriate group/individual interventions based on results from Boxall profiles. All Staff to be aware through staff meetings & 1:1s	JH (TD, BP)	Headship Exec HT	Governor learning walks and pupil conferencing. QA and monitoring by Exec HT.	Initiative is visible and clearly understood by staff at DJPA. Children's emotional wellbeing, communication, resilience, progress and attainment are impacted positively and in line with targeted predictions		
					<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
					Boxall profiles on 8 identified pupils Review and report to Headship	Follow up Boxhall profiles to show a '2 step' improvement (on average) In developmental strands and diagnostic profile Review and report to Govs	Pupils to show improvement in wellbeing, engagement with peers and adults, and academic achievement Review and impact evaluation to Govs.
<b>Actions/Impact:</b>							