

School Development Plan:

The following 4 objectives are all designed to impact upon the achievement of pupils in the school. We will measure our success against the achievement of targets as listed on the front page and the following success criteria as well as further measures of success identified specifically for each objective:

- Attainment is high and above national in reading, writing and maths.
- Progress of disadvantaged pupils and those with special educational needs is above average.
- Progress of boys and white British pupils is above average.
- The proportions of pupils making and exceeding expected progress in English and in mathematics are above national figures.
- The progress of the vast majority of disadvantaged pupils is similar to other pupils nationally.

Please note that this is the head line plan for the school. It is supplemented by plans for each phase EY/Y1. 2/3 and 4/5/6 (literacy and assessment), mathematics, ICT and Finance Audit.

Objective 1	Success Criteria			
Improve outcomes for pupils	<i>As above and Teachers make good progress towards achieving their Performance Management targets for outcomes.</i>			
Actions	Lead	Timescale	Resources/CPD	Evaluation to date
1.1 Improve formative and summative tracking by implementing O track across the whole school	Rebecca Abrahams	From December 2016	£1500	
1.2 Develop use of St. Luke's Baseline Assessment system	Jess Tough	Autumn term	No additional costs	
1.3 Improve transition from Reception to year 1, particularly for summer born children and children who did not achieve the Early learning Goals for PSED.	Jess Tough	Autumn term	£5000 Early years and Y1 allocation	
1.4 Take steps to accelerate the progress of the lowest achieving children in Key Stage 1. This will include: <ul style="list-style-type: none"> • Improving the tracking of progress in learning for children who are working significantly below age related expectations by developing use of B Squared guidance. • All actions relating to Daily Supported Reading and Intervention. 	Charlotte Barrington Rachel Harvey	Ongoing and throughout the year with B Squared being a focus in the Spring term	No additional costs	
1.5 Develop pupils' use of self-assessment so that children are empowered and increasingly independent learners.	Synthia Ahmed Adriana Tallevi Keller	Ongoing and throughout the year	No additional costs	
1.6 Establish a culture of 'all children can do it' starting with 'Growth Mind set' INSET and then ongoing development work reflecting on: Use of praise Effectiveness of success criteria – do they limit outcomes?	All leaders	Ongoing and throughout the year	£4000 for INSET day: 1 November 2016	
1.7 Design and implement a Raising Attainment Plan for Year 6 that includes: <ul style="list-style-type: none"> • Additional capacity for maths teaching and Mathematics • Close partnership work with Julia Weston for Literacy • Regular Booster sessions after school • Review of all children on the SEN register • Destination Reader and Accelerated Reader • Solution focused mentoring for pupils through partnership with Kick London 	Cristina King	Ongoing and throughout the year	LA SLA Staff costs planned in budget £2500 for DR training	
1.8 Through the implementation of Destination Reader, Objective 2.3, strengthen EAL learners' broad knowledge of vocabulary thereby increasing their confidence and ability to interrogate text	Rachel Harvey	Ongoing and throughout the year	£2500 for DR training	
1.9 Engage in moderation activity, internal and external, to ensure that our judgements regarding the standard of work produced and the progress being made are honest and pitched.	Cristina King and Synthia Ahmed	Termly	No additional costs	

Objective 2	Success Criteria			
Develop teaching and learning	<ul style="list-style-type: none"> Pupils read widely and often, with fluency and comprehension appropriate to their age. Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. 			
Actions	Lead	Timescale	Resources/CPD	Evaluation to data
2.1 Sharing of effective and generic strategies for teaching and learning that increase engagement and enjoyment	Nimesha Nagahawatte Cristina King	Spring term	Staff meeting time	
2.2 Increase impact of teaching assistants: <ul style="list-style-type: none"> Engage in the MITA project Develop CPD strategy to up level TA qualifications and consider creating lead TA roles Consider OTAP – with Teaching School Alliance 	Rachel Harvey Rebecca Abrahams Charlotte Barrington	Ongoing throughout the year	£1200 MITA £2500 for Level 5 and 3 training and GCSE costs	
2.3 Improve provision for Reading: <ul style="list-style-type: none"> Refine literacy planning, take one book approach and implement 3 weekly planning cycle so that reading is a focus in literacy every three weeks Read to all children every day Train staff in use of Benchmarking for assessment and tracking Refine implementation of Daily Supported Reading: Years Reception and 1 Implement Jolly Phonics in Nursery and Reception Implement and develop Destination Reader: Years 2 – 6 Review role of teacher with 1:1 reading Increase use of Tower Hamlets Library Service Develop role of parents supporting reading and increase effectiveness of reading journals as a communication tool to improve pupils' progress in reading Undertake planning to enable Accelerated Reader across KS2 	Rachel Harvey	Ongoing throughout the year	£10,000 for Resources £2500 for Destination Reader training costs	
2.4 Improve provision for writing: <ul style="list-style-type: none"> Ensure the wider curriculum provides interesting opportunities for writing that motivate children. Implement 3 weekly planning cycle so that children have opportunities to write at length in literacy every three weeks. INSET for teachers in years 1 – 6: Julia Weston to increase expectations regarding the complexity of sentence structure in children's writing Trial different approaches to target setting Engage with Grammar for Writing research led by xxx university Handwriting 3 times per week is non-negotiable: letter join website Presentation of children's work remains a high priority in every class 	Rachel Harvey with the phase leaders Adriana Tallevi Keller and Synthia Ahmed	Ongoing throughout the year	No additional costs	
2.5 Maths: <ul style="list-style-type: none"> Continue implementation of PA Maths 1 – 6 See section in Objective 4 re intervention Ensure that pupils are regularly applying knowledge and understanding to reasoning and problem solving and that they are engaging in higher order tasks and thinking. 	Cristina King	Ongoing throughout the year	No additional costs	
2.6 Improve provision for R.E. <ul style="list-style-type: none"> Improve teachers' knowledge and confidence in R.E. Enrich the curriculum with planned visits to other places of worship Ensure balance of 2/3 Christianity is established and that coverage of other faiths enables pupils to leave the school knowing key facts about each. 	Leader of learning for R.E.	Ongoing throughout the year	Supply costs to release post holder from class for monitoring and support	
2.7 Wider curriculum: <ul style="list-style-type: none"> Introduce French to all children in KS2 Consider evidence of progress and outcomes for all subjects Prioritise subjects for audit and review of outcomes and next steps; Make good use of Tower Hamlets Library Service to resource subjects Seek to ensure that pupils experience further enrichment through educational visits and visitors 	Alison Synthia Ahmed Adriana Tallevi Keller	Ongoing throughout the year	£500 for resources	
2.8 Refine use of Peer Review to sharpen practice of all teachers to ensure all learners are challenged appropriately in all lessons: this will include sharing how to open up a classroom culture, more mixed ability work, use of questioning	Rachel Harvey Nimesha Nagahawatte Cristina King	Spring and Summer terms	No additional costs	
2.9 Develop the provision of ICT through: <ul style="list-style-type: none"> Devising a scheme of work and providing support to teachers for its implementation Increasing the resourcing to enable curriculum delivery. 	Nimesha Nagahawatte	Ongoing throughout the year	£4,000 Consultant re T&L	
2.10 Develop teacher training arm of the school so that we grow our own teachers	Nimesha Nagahawatte	Ongoing	£10,000 for School Direct	

Objective 3	Success Criteria			
Develop distinctive ethos and pupils' well being	<ul style="list-style-type: none"> Safeguarding is judged to be effective Attendance is at least 96.0% SIAMS judgement at least good with outstanding elements as measured by external review end 2016 			
Actions	Who	By when	Resources/CPD	Evaluation to data
3.1 Refine provision for safeguarding: <ul style="list-style-type: none"> Split Designated Leader for Safeguarding post Refine spreadsheet and use to show chronology for children with hard copy files Increasing regularity and effectiveness of pastoral meetings Securing annual audit of provision and review against LDBS check list Develop role of link governor Establish procedures for responding to allegations of child on child abuse Establish policy and procedures for the retention of records (pupils and staff) Provide training for staff in the use of asthma inhalers and epi pens Keep under review the careful recording of incidences of illness and injury 	Rebecca Abrahams Rachel Harvey	Ongoing throughout the year	£250 NSPCC training for leads Grow SLA for audit costs	
3.2 On Line safety: Provide ongoing training and support to ensure that all staff and pupils are equipped with up to date knowledge and understanding of how to keep themselves and others safe on line.	Nimesha Nagahawatte	Ongoing throughout the year	No additional costs	
3.3 Further establish distinctive Christian character and principle values for the school through: in class expectations, collective worship, partnership with parents, creation of a prayer room etc. This will include developing a shared interpretation of spirituality that is understood by the school community so that pupils know what it is to have a spiritual personality.	Rebecca Abrahams	Ongoing throughout the year	No additional costs	
3.4 Review collective worship to ensure that it has a positive impact on the school community. In doing so develop alignment between Mass and then further 'assemblies' each week. Make sure it is always distinctly Christian and that any celebration of other faith festivals stands alone. Ensure Mass is engaging inspiring and transformational.	Rebecca Abrahams Tom Pyke	Ongoing throughout the year	No additional costs	
3.5 Secure external moderation of provision through securing a SIAMs review.	Rebecca Abrahams	June 2017	Within Grow SLA	
3.6 Develop the use of the newly purchased PSHE Scheme of work. Ensure coverage and particularly the provision for SRE. Establish an SRE policy. Ensure the curriculum places a strong emphasis on children being able to deal with peer pressure when it threatens their personal safety or well-being. Also seek to ensure that staff take every opportunity to promote British Values.	Leader for PSHE and RE	Ongoing throughout the year	Supply to release teachers to work together to draft policy	
3.7 Develop Pupil Voice and Responsibility so that pupils feel listened to and that their views are acted upon: Roles will include: School Council, Digital Leaders, peer readers...	Synthia Ahmed	Ongoing throughout the year	No additional costs	
3.8 Take action to improve Attendance and Punctuality – see separate plan. To include: <ul style="list-style-type: none"> Meetings for parents and news item in weekly newsletter Develop role of governors to convey strong message re need for improvement Governor incentive Headteacher to attend Persistent Absence meetings Close partnership with Education and Welfare Advisor Careful implementation of LA policy regarding leavers 	Christine Collins	Ongoing throughout the year	Costs unknown for incentive	
3.9 Develop the lunch time provision as we head for Healthy Schools Gold Award	Christine Colins Sarah Daley Rebecca Abrahams	Planning in the Spring, implementation in the summer term and ns	t.b.c. costs for 17.18 budget	

Objective 4	Success Criteria			
<p>Ensure all leaders take decisive action to improve the quality of provision</p>	<ul style="list-style-type: none"> Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly. The proportion of 'highly effective teaching' is increasing in response to the support and ethos created by leaders. Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. 			
Actions	Lead	Timescale	Resources/CPD	Evaluation to data
<p>4.1 Develop training and coaching strategy for middle and senior leadership development to include:</p> <ul style="list-style-type: none"> NPQSL and NPQML with Teaching School Alliance 	Rebecca Abrahams	Design strategy during Spring term for implementation in 17.18 financial year	t.b.c. for 17.18 financial year	
<p>4.2 Develop a teaching profile that triangulates all pieces of evidence regarding the quality of teaching and learning and then informs CPD and impacts upon pupil outcomes.</p>	Rebecca Abrahams	Spring term	No additional costs	
<p>4.3 Secure external moderation of judgements regarding the quality of teaching, learning and assessment - LA and LDDBS Reviews of teaching and learning</p>	Rebecca Abrahams	Ongoing and throughout the year	Included in SLAs with LA and Grow	
<p>4.4 Formulate and implement a strategy for narrowing the gaps for boys, White British and disadvantaged children.</p>	Senior Leadership team	Spring term	t.b.c.	
<p>4.5 Develop provision for intervention in the core subjects in all year groups to accelerate progress and close gaps between current and expected outcomes for reading, writing and maths as well as to ensure that children progress to achieve in line with prior achievement at all levels of ability across the school.</p>	Rachel Harvey Charlotte Barrington	Ongoing and throughout the year	No additional costs	
<p>4.6 Increase profile of school with parents and community through improved use of:</p> <ul style="list-style-type: none"> Social media, website, anomaly screen, filming key events Parent curriculum related workshops Termly surveys of views to inform developments The Press to communicate 'Good News' School Fairs and open days More extra-curricular clubs before and after school 	Nimesha Nagahawatte	Ongoing and throughout the year	No additional costs	
<p>4.7 Provide governors with a wide range of accurate information to inform their evaluation of the school's strengths and areas for development and to enable them to take appropriate action to hold leaders to account and to enable the school to progress and achieve its ambition.</p>	Rebecca Abrahams Mike Gleeson	Ongoing and throughout the year	No additional costs	

Objectives for future years: develop assessment for the broader curriculum