

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	Who	By when	Resources/CPD	Evaluation to date
1.1 Write, agree and implement a revised Assessment Policy	Headteacher	September 2015		This is in place for this year. It will evolve as we progress through the year, respond to national/local developments and agree what works for us – however roles and responsibilities are very clear.
1.2 Receive training in and implement Baseline Assessment : Nursery and Reception	Early Years/Y1 Leader	October 2015 and ongoing	£600	Staff have been trained. Baseline is complete and on the tracking system. Teachers now doing Spring assessment to measure progress between Autumn and Spring terms and from the start of the year.
1.3 Facilitate teachers in understanding the increase in expectations for the end of year through INSET	Headteacher	September 2015	INSET start of year 3 X staff meetings – Autumn term, 2 further planned for the Spring	INSET is ongoing. We are looking closely at the TH descriptors of end of term expectations. At the heart of CPD is peer support and moderation.
1.4 Plan for the transition from APP to new LBTH model for assessing pupils' knowledge, understanding and application of the National Curriculum	Headteacher	July 2016		Transition complete. Teachers no longer refer to APP and instead use the LBTH tools. Spring term assessments currently underway and we will be able to measure progress from Autumn to Spring – two sets of comparable data.
1.5 Review approaches to assessment (tests etc.) to match new curriculum	Assistant Headteachers 2/3 and 4-6	Termly	£500	We researched this with other schools and organisations. We have purchased the PUMA and PIRA tests for this year (maths and reading respectively). These are termly. We will not know until the end of the year how well these triangulate with teacher assessment and national outcomes.
1.6 Implement new tracking system – data <ul style="list-style-type: none"> • Pupils rolled over onto the new tracker and highlighted against new age related expectations • Y1 baseline established 	Headteacher	Termly	£1,500	This has been done. New tracker in place for the Early years and for the rest of the school. Up to date FSM and PP data on their as well as all interventions currently being run in the school. Progress is analysed and presented to governors using reporting templates within the SDP, with

				comparable data for: whole cohort, boys, PP and White British children.
1.7 Facilitate a better understanding of data amongst teachers and leader that in turn leads to more effective use of numerical and pupil level targets. This will include the introduction of Education Plans for each pupil from September 2015 – a joint agreement between the parent and teacher regarding ambition and support for the year.	Headteacher	Termly	Performance Management meetings for teachers to develop class trackers and targets	Initial numerical targets agreed and fed into Performance Management. The significant majority of pupils have an education Plan from the start of the year that has been written with parents. Consultation on Reporting template for the end of year, linked to the Education Plans, will happen early in the Summer term.
1.8 Increase effectiveness of Pupil Progress meetings and data tracking each term to ensure that the proportion of pupils making better than expected progress increases and that pupils with higher prior achievement also go on to achieve higher outcomes at the end of KS2.	Headteacher	Termly	£1,800 supply	Autumn term progress meetings were held at the start of January. There are clear minutes detailing how any concerns need to be addressed. Spring term progress will be reviewed in April.
1.9 Increase effectiveness of Marking and Feedback so that pupils understand what their next steps in learning are, they feel supported to take those next steps, and in doing so their progress improves.	Assistant Headteachers 2/3 and 4-6	September and then ongoing throughout the year	1 X staff meeting 1:1 support between h/t and teachers Support from Phase leaders	Learning Walk with Alison Gawthroppe from the LA in the Autumn term evidenced that more effective marking and feedback is consistent across the school – this is a strength across all classes. This was further supported by the Learning and Teaching Review in January, in partnership with Grow Education, and through the frequent audits that take place.
1.10 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 well throughout this year of transition.	Assistant Headteachers 2/3 and 4-6	Termly		Moderation activities in the Spring term: <ul style="list-style-type: none"> Internal in phases; External with Deanery Schools and LA facilitator; LA Consultant for years 2 and 6 readiness for KS1 and 2 moderation later in the year, writing.

Objective 2	Success Criteria			
Develop the school's curriculum to increase enjoyment and excellence	<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	Who	By when	Resources/CPD	Evaluation to data
2.1 Ensure external moderation of the implementation of key initiatives: <ul style="list-style-type: none"> Daily Supported Reading reviews with tutor Read write inc. INSET day and then development day PA maths implementation visit 	Headteacher	DSR: September/October Maths: 22 nd October RWI. November/December	£1,100 Read Write Inc.	DSR tutor has been in to support implementation of programme and assessment. Read write inc. INSET day held. Development day in the new year. PA maths implementation visit held: 27.11.15. Maths Mastery implementation visits in November and then March.
2.2 Improve provision for Reading: <ul style="list-style-type: none"> Literacy planning – starting with one book approach All children being read to every day Benchmarking training for EYU and KS1 staff Receive training, purchase resources and implement: Daily Supported Reading – EYU and KS1 Increase impact of Read write inc. giving particular consideration to the SEN children and children yet to achieve the check in Years 2 and 3 Make Guided Reading non negotiable and provide support to increase its effectiveness Implement Year 6 'Success for All' Investigate Power of Reading training years 3 – 5; Develop role of HLTA in Y6 to impact upon reading progress and standards Review role of teaching assistants and 1:1 reading Increase use and effectiveness of library 	2 X Assistant headteachers and EYFS/Y1 Leader Early Literacy Leader	Autumn half term and then ongoing throughout the year	£5,803 Library £12,000 DSR and Reading £1,200 CPD £1,100 SFA	Literacy planning is a work in progress however the quality of planning has advanced considerably since last term – we are using the take one book approach but we are also planning on 3 weekly cycles that include 1 week of reading based work, another on Grammar, punctuation and spelling and a final week on writing. We are working with a LA Consultant on this. Early signs are encouraging in terms of impact and staff are welcoming of the changes. Reading at the end of the day is working well. Pie Corbett Reading Spine has been ordered for every class as well as an age appropriate volume of Bible Stories.

<ul style="list-style-type: none"> Develop role of parents supporting reading and increase effectiveness of reading journals as a communication tool to improve pupils' progress in reading Investigate Accelerated Reader for whole school implementation. 				<p>Staff have received training from DSR tutor for Benchmarking. DSR is underway. SFA is underway in Year 6 as is the staffing model to include an HLTA. Feedback is this is working really effectively. We have invested heavily in the library to improve the furniture and increase the capacity for more stock. Now we are seeking to increase the stock to improve the resources for children, particularly reluctant readers in UKS2. We intend to budget for Accelerated Reader in the next financial year, aiming for full implementation from September 2016. All of the above requires further development. In regards to Read Write inc. we have retrained staff, reviewed the way that it is used, changed the timetable – the focus next term is increasing pace and expectation. We have reviewed our approach to Guided Reading so it is now far more skills led.</p>
<p>2.3 Improve provision for Writing:</p> <ul style="list-style-type: none"> Re drafting Literacy curriculum – starting with one book approach Making sure that opportunities for writing in the wider curriculum are identified Ensuring all children are writing often by implementing extended writing – every fortnight Review approaches to weekly planning to include GPS Make Handwriting non negotiable weekly Make the presentation of children's work a high priority in every class. Link to values. Book covers, monitoring, pen licence.... See moderation of standards achieved and progress being made under last objective 	2 X Assistant headteachers and EYFS/Y1 Leader	September and then ongoing throughout the year	£100 Handwriting	<p>This is going well. Children are certainly writing more, across the school. We need to keep an eye on presentation and linked to this is handwriting. We hosted a parents' meeting re handwriting in the Spring term. We have introduced a new on line driven approach. SLT need to ensure everyone is doing it consistently and revisit expectations re standard of presentation.</p>
<p>2.4 Maths:</p> <ul style="list-style-type: none"> Implement Maths Mastery in Y1 Continue implementation of PA Maths 2 – 6 See section in Objective 4 re intervention Through lesson study coaching and book review feedback seek to 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. 	Assistant Headteacher 4 - 6	September and then ongoing throughout the year	£3,100 Maths Mastery £1,000 PA Maths	<p>Maths Mastery underway. SLT teaching in Year 1 every week. Between the two implementation visits considerable progress was made. The maths meetings are in place and the lesson structure has significantly evolved. For the Primary Advantage maths, significant progress evident. Medium term plans in place whole school. Evidence of those plans is in children's work. Need to encourage more independent recording particularly in KS1 and ensure sufficient challenge. Intervention in place across KS2.</p>
<p>2.5 Wider curriculum:</p> <ul style="list-style-type: none"> Continue to review the wider curriculum to ensure progression and coverage across the school and to increase provision for Modern Foreign Languages; Prioritise subjects for audit and review of outcomes and next steps; Increase in house resourcing so that learning is enriched and enjoyable; Seek to ensure that pupils experience further enrichment through educational visits and visitors 	2 X Wider Curriculum Leaders	September and then ongoing throughout the year		<p>We have reviewed the curriculum for both leadership and writing however this has not had the attention that the core has had since the start of the year. The restructure considers MFL and was launched with staff for consultation on 17th March 2016. Enrichment is improving – it has been enhanced through agreed partnership with Anna Fiorentini Theatre and Stage School. We will also be hosting on site Holiday Scheme starting this Easter.</p>
<p>2.6 Develop provision for pupils identified as gifted or talented</p>	3 X Assistant headteachers and EYFS/Y1 Leader	December 2015		<p>Pupils in year 6 are taught by teachers from Bishop Challoner twice a week. Organisation of learning in year 6 is smarter. Chess starting for year 5 after Christmas. DSR has been in place for children who are ready, in Reception, since January. (a whole term early) Challenge within the classroom has been a focus of the Peer Observation programme that has been</p>

				in place to encourage developments in teaching and learning. Targets for learning have been set. Streaming in years 2 and year 6.
2.7 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. 	Assistant Headteacher 2/3	September and then ongoing throughout the year	£30,000 resourcing £4,000 Consultant re T&L	Considerable investment made into ICT. Termly visits by ICT Consultant. Focus on developing teacher confidence and On Line safety for staff, children and parents.
2.8 Revise Homework Policy and ensure that homework has two tiers (core and optional), is well pitched and effective.	Headteacher	Autumn half term		Work in progress: 3 tiers of homework: Core, Optional and Project. We need to ensure teacher consistency. This term all home projects are linked to designing and making books thereby linked to our whole school reading focus. Each half term the homework projects have been stunning and we have made a real fuss in collective worship – recognising achievement of our value: ‘Excellence’.

Objective 3		Success Criteria			
Personal development, behaviour, welfare		<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 Continue to improve provision for safeguarding: <ul style="list-style-type: none"> Increasing effectiveness of pastoral meetings Ensuring all staff have received training including training on the ‘prevent’ agenda Securing annual audit of provision and review against LDBS check list Develop role of link governor 	Assistant Headteacher for Inclusion and Headteacher	September 2015 and ongoing	£400 safer recruitment training £700 MAPA training £450 Safeguarding training £300 audit	4 governors including headteacher received safer recruitment training and passed. Safeguarding training all staff – September INSET MAPA training all staff – September INSET Prevent training all staff and some governors - 19 January. Prevent training offered to parents and parents to write a review for the newsletter before hosting it again to encourage more to attend New on line confidential database to record all action taken with families and to inform decisions. New ‘safeguarding’ e mail: to improve communication. SCR up to date and signed by Chris Jordan and Rebecca. Safeguarding Governor is Chris Jordan. He has made one link visit since appointment in the Spring term.	
3.2 On Line safety: Provide 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.	Assistant Headteacher 2/3	October 2015		Staff and parents trained in September. Link to advice in newsletter and on the website. Repetitive feature of curriculum units.	
3.3 Further establish distinctive Christian character and principle values for the school through: in class expectations, collective worship, partnership with parents etc.	Headteacher	September 2015 and ongoing		Key values agreed. Banners created for the hall. ‘Scheme’ for Collective Worship written for the year, incorporating a rich curriculum and teaching of the values.	
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.	Headteacher	September 2015		Values in every classroom.	

				<p>Lord's prayer every day. Blessings every day. Class prayer book and class prayers at the end of the day. Children have been taught the meaning of the LORD'S Prayer and have considered a posture for prayer although this is not consistent.</p>
<p>3.5 Purchase a new scheme of work for RE and develop its use with teachers to ensure that provision for RE is at least good with an increasing proportion 'outstanding'.</p>	Headteacher	Autumn half term and then ongoing	<p>£600 Discovery £400 Festival Matters</p>	<p>We have purchased Discovery RE and Festival Matters. A staff meeting introduced this for the 2nd half of the Autumn term. Monitoring early in the Spring term identified some inconsistencies. 1:1 meetings held between teachers and headteacher to address inconsistencies. Monitoring after Easter will assess progress of intervention.</p>
<p>3.6 Secure external moderation of provision through securing a SIAMs review.</p>	Headteacher	October 2015		<p>SIAMs CPD held with headteacher on 8 October 2015. Review scheduled for 28 June 2016.</p>
<p>3.7 Develop the use of the newly purchased PSHE Scheme of work. Ensure coverage and particularly the provision for SRE. Also seek to ensure that staff take every opportunity to promote British Values.</p>	Headteacher	Autumn half term and then ongoing		<p>This was purchased last year by the previous headteacher. It has not been a focus this year but will be considered later in the year. Restructure to identify new leader.</p>
<p>3.8 Implement the revised Behaviour policy securing whole school consistency in approach.</p>	Assistant Headteacher for Inclusion	September and then ongoing		<p>Revised Policy in place. Monitoring weekly re consistency. Some significant improvements for pupils. Meeting for parents delivered in the Spring term.</p>
<p>3.9 Develop Pupil Voice so that pupils feel listened to and that their views are acted upon: School Council, pupil surveys</p>	Assistant Headteacher for Inclusion	September and then ongoing		<p>School Council meets regularly. Need to publish minutes. Survey undertaken to inform planning and to act as a baseline to measure progress from. School Council members involved in recruitment to the school. School Council had a key role in developing the behaviour policy and are currently considering British Values.</p>
<p>3.10 Take action to improve Attendance and Punctuality – see separate plan. To include:</p> <ul style="list-style-type: none"> • Use of electronic registers • Analysis of data and swift response and intervention • Inclusion in pupil Education Plans at the start of the year • Close partnership with Education and Welfare Advisor • Careful implementation of LA policy regarding leavers 	Community Cohesion Manager	Ongoing		<p>Electronic registers now in use. Data analysis improving. Partnership with EWA strengthening: headteacher attends Attendance panels. Leavers are being followed up very carefully. Current attendance remains a serious concern. Policy reviewed, in place and on the website. Policy includes incentives that children are motivated by. Headteacher accompanies Community Cohesion leader on Home Visits.</p>

Objective 4	Success Criteria			
Ensure all leaders take decisive action to improve the quality of provision	<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	Who	By when	Resources/CPD	Evaluation to data
4.1 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.	Headteacher	October		This is a work in progress.
4.2 Secure external moderation of judgements regarding the quality of teaching, learning and assessment - LA and LDDBS Reviews of teaching and learning	Headteacher	November 2015		Alison Gawthrop – November 2015 – Books Teaching and learning Review with LDDBS – January 2016 Secured working partnership with Sarah Bailey – National Leader in Education and long serving headteacher of an outstanding school in Hackney.
4.3 Develop and implement a monitoring, evaluation and CPD schedule	Headteacher and Assistant Headteacher 4-6	September and then termly		Autumn and Spring in place. Need to consider middle leader development.
4.4 Develop, agree and implement a Teaching and Learning Policy for the school.	Headteacher	September 2015		In place for this year – requires a lot of CPD with teachers.
4.5 Introduce and develop the use of 'Lesson study' as a mechanism for creating an ethos where teachers feel able to innovate and in doing so support each other to improve their quality of teaching, learning and assessment. Together teachers will review practice in line with the new teaching and learning policy, identify shared foci for development, peer observe/model/feedback and review impact to include effective use of: <ul style="list-style-type: none"> WALT and Success Criteria Level of challenge (depth vs. breadth) 	Headteacher and SLT	October 2015 and throughout the year		Been experimented with by SLT - rolled out across all teams in Spring term. Focus: <ul style="list-style-type: none"> Ensuring challenge for all Engagement of boys Ed Dix, link Governors for SI, has observed the process in action.
4.6 Review policy and then ensure Performance Management is facilitated for all members of staff and that leaders/teachers/support staff all have challenging targets for pupils' achievement and improving provision.	Headteacher	End November 2015 and then March 2016		All teaching and non teaching staff have performance management targets and CPD plans. Targets relate to pupil outcomes and reading. Need to do mid-term reviews early in the summer term.
4.7 Establish effective mentoring for Students and NQTs	Assistant Headteacher 2/3 and Early years/Y1 Leader	September 2015 and ongoing	£800 mentoring training	Feedback for Student is very positive. She gets consistently positive feedback and the teaching alliance want to do more work with the school.
4.8 Attend training in 'Mind Sets' and then incorporate school wide training into the CPD schedule to support the implementation of the Teaching and Learning Policy and to impact upon achievement.	Assistant Headteachers	February 2016	£4,000 for next financial year	SLT have attended training. Whole staff INSET booked for November 2016.
4.9 Formulate and implement a strategy for narrowing the gaps for boys, White British and disadvantaged children.	Assistant Headteachers	Autumn half term		Data analysis complete to identify extent of problem. Pupil Premium plan complete. Strategy detailed for boys. Strategy detailed for Reading. Peer observation very much focusing on what works for boys.
4.10 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.	Assistant Headteacher for Inclusion	Autumn half term and then periodically throughout the year		Outcomes of progress meetings were detailed agreements re which pupils for which interventions, who would deliver them and when. Teaching Assistants have timetables detailing when they are delivering interventions and when they are working with the whole class.

				We have an HLTA in Y6 who is having a dramatic impact upon the provision. We want to explore a similar model in year 1 but recruitment in the first round was inconclusive.
4.11 Work with HR Partner and Governors to review staffing across the school, plan for and consult upon a reorganisation and then implement outcomes of consultation. (include in this hours for support staff, SBM, staffing for extended schools and modern foreign languages provision)	Headteacher	Consultation concluded by January 2016 Outcome implemented for the new financial year		LA have agreed redundancy. Headteacher and HR have consulted with unions. Thursday 17 March – Restructure Proposal launched with staff marking the start of the consultation period. Aiming to implement for September.
4.12 Undertake a review of the impact of Pupil Premium, publish statement on the website and then re align provision	Headteacher	October 2015		PP pupils on tracker. Intervention on tracker. Interventions costs for proportion of PP pupils to ensure sufficient targeted spend. Financial monitoring to include spend on PP pupils from now on.
4.13 Increase profile of school with parents and community through the use of: <ul style="list-style-type: none"> • Website • Anomaly screen • Parent Voice Workshop • Parent curriculum related workshops throughout the year and training on 'Prevent' and E safety • Termly surveys of views to inform developments • Publishing a prospectus • The Press to communicate 'Good News' • Banners developed by children and parents and then hung in the school hall to communicate school values • 150 years celebration events • School Fair 			£3,000 screen £1,500 website SLA £3,600 to be discussed	Website gradually being developed. Use of Anomaly screen improving. Parent Voice workshop feedback finally received and being used to inform future plans: parents particularly want more clubs/homework club/homework revision (already considered). Workshops have been delivered on: On line safety, secondary transfer, KS2 SATs, KS1 SATs, KS1 reading and phonics, Reception reading and phonics, handwriting, maths, ICT and behaviour. Plan in place to work with a consultant to develop branding of school. Banners complete and to be unveiled for end of Autumn term concert. 150 years in progress, led by Father Ed and Chris Jordan. Christmas fair: Wednesday 16 December 2015. Partnerships with SCITT and Energy Kidz have generated banners to hang on Manchester Road.
4.14 Ensure that the Financial audit action plan is implemented (include re launching requirement for parents to pay a voluntary fund each year)	Headteacher	Ongoing		On track.
4.15 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.	Headteacher	Ongoing		Ongoing. Consider use of the Governor Evaluation done last year to inform a governor action plan.