



Wheatcroft Primary School Development Plan 2018-2019

Mission statement: **Wheatcroft** Here to: **Educate, Inspire, Build confidence** **And value achievement for all.**

Introduction

The school development plan is an important document. It focuses the direction of the school and outlines areas of development. The plan is built from a range of resources including Governors, SLT vision and subject leader action plans as well as regular staff discussion and feedback. The plan is annually compiled and sets detailed short and outline medium and long-term aims for the school. At present the Head teacher, SLT and subject leaders conduct a review of the year each Spring term and through staff and governor discussions the Headteacher and Deputy Head prepare a draft plan for the next financial 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 and implementation in the autumn term.

Purpose

The central focus of the Wheatcroft Primary School Development Plan is to ensure that all pupils fulfil 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. The plan is set out under the following headings – Leadership & Management, Quality of Teaching & Learning, Pupil Progress & Outcomes, Personal Development, Behaviour & Welfare and Learning Environment

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 development
- enable an agreed analysis of need and 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.

Leadership & Management				
Target for Development	Action & Timescale	Lead Person & Monitoring	Resources (including costs)	Proposed Impact
To develop the skills of subject leaders to increase the effectiveness of monitoring & developing pupil progress & outcomes	<p>Subject leader action plans to focus on teaching and learning and pupil progress</p> <p>Curriculum map reviewed by subject leaders and SLT to ensure coverage is appropriate (October 2018)</p> <p>Assessment grids to be created and trialled Autumn term – PE, History & Geography Spring Term – Creative curriculum Summer Term – all</p> <p>Subject leadership clusters to share good practice in assessment systems and processes</p>	<p>Subject Leaders</p> <p>SLT to monitor the impact through phase team meetings</p> <p>Subject leaders to monitor grids termly</p> <p>SLT to carry out learning walks to monitor impact of assessment procedures</p>	<p>Staff meetings one each term</p> <p>Subject leader cluster with other schools</p> <p>Subject leader action plans</p> <p>Updated curriculum map</p> <p>Evidence of assessment grids and how they work</p>	Assessment systems developed, implemented and reviewed in foundation subjects.
To increase the ability of phase leaders to monitor teaching & learning within their phase area to ensure more rapid pupil progress	<p>Phase leaders new to post to attend leadership training courses</p> <p>SEF yearly overview created and followed</p> <p>Phase leaders to monitor the teaching & learning through shared learning walks, book looks, planning scrutiny and data analysis</p> <p>Create a professional library for leaders</p>	Headteacher	<p>Training courses £3,000</p> <p>SLT management time to monitor their phases (1/2 each half term)</p>	Phase leaders will address key areas for development effectively ensuring pupils make more rapid progress
To raise the school profile to ensure pupil numbers rise	<p>Create leaflets to advertise the school</p> <p>Create & order banners to display outside the front entrance</p> <p>Liaise with local children's centres, play groups, doctors surgeries etc... to leaflet drop</p> <p>Rebrand website</p>	Headteacher Governors	<p>Leaflets</p> <p>Banners</p> <p>Advertising in local sports clubs</p> <p>£2500</p> <p>Website rebranding support</p>	The local community will identify us as a school More parents will apply for their children to attend the school

Quality of Teaching & Learning

Target for Development	Action & Timescale	Lead Person & Monitoring	Resources (including costs)	Proposed Impact
<p>Maths</p> <p>To increase the proportion of good & outstanding teaching in Maths</p>	<p>Use of Essential Maths Planning across the school and develop the mixed age planning (Autumn 2018)</p> <p>monitor the planning every half term</p> <p>Lesson observations & Learning walks each half term focused on Maths – strengths & next steps for development identified & followed up half termly</p> <p>Regular updates to support teachers in the teaching of maths – focus on the key areas of the curriculum & encourage use of concrete resources across the school & extension activities</p> <p>Assessment grids to be used across years 1-6. These are to be used consistently to support planning & assessment across year groups. Termly snap shots to Maths subject leader to identify trends.</p> <p>Maths week to enhance the support of the teaching & learning of Maths at home</p>	<p>Maths Subject leader</p> <p>Maths TLA HFL</p>	<p>Maths TLA (£1,320)</p> <p>Maths Essentials Planning</p> <p>HFL Portal subscription</p>	<p>Planning & assessment will be consistent across the school & the teaching sequence for Maths will be followed effectively across all year groups</p>
<p>English</p> <p>To increase the proportion of good & outstanding teaching in writing</p>	<p>Example plans from HFL to be available to all staff</p> <p>Staff INSET on the teaching of writing</p> <p>Monitoring of planning for writing across the school through planning scrutiny, book looks & learning walks - strengths & next steps for development identified & followed up half termly</p> <p>Use of HFL steps assessment and TAFs to ensure consistency of outcomes</p> <p>Review target setting procedures to ensure the children know their expectations by the end of the year</p> <p>SPAG focus across the school & support for parents</p>	<p>English leader</p> <p>TLA English</p>	<p>TLA £1,320</p> <p>Resources £1,000</p> <p>PPG funding £500</p>	<p>Planning & assessment will be consistent across the school & the teaching sequence for writing will be followed effectively across all year groups</p> <p>Pupil progress will improve to ensure a higher % of pupils reach ARE+ by the end of KS1 & KS2</p>

<p>To enhance & develop the current spelling programme across the school to ensure consistency & progression across year groups</p>	<p>Evaluate provision at LKS2 of phonics transition Identify children at risk of not meeting phonics expectations Use HFL 'track back' spelling documents across school to plan appropriate intervention Monitor the planning of phonics & spellings ensuring GPS objectives are being clearly planned for and delivered in English teaching Non-negotiable spellings identified & communicated to parents & children in each year group Arrange support sheets/ideas for parents to work on at home</p>	<p>English Leader Lesson observations & learning walks Book looks half termly</p>	<p>English (TLA) (£1,000) HFL portal subscription</p>	<p>Consistent phonics & spelling programme in place across the school Termly assessments will show increased progress in phonics & spellings Chn will show increased independence & resilience in self-editing & correction</p>
<p>To ensure the children in the current foundation stage have appropriate opportunities to develop their communication & language skills</p>	<p>Identify children at risk of not meeting ARE in CL (from Nursery outcomes & Rec baseline) Create action plan for these children with clear support identified All staff to be trained in Makaton and the profile of Makaton to be raised across the school Support groups to be identified and timetabled Groups & teaching monitored through learning walks and book looks</p>	<p>Foundation stage leader Reception teachers English lead</p>	<p>Makaton training for all early years staff £1500 Resources to support CL £500</p>	<p>Teaching opportunities for CL will be enhanced Higher % of children will achieve ARE+ in CL by the end of Reception</p>

Pupil Progress & Outcomes

Target for Development	Action & Timescale	Lead Person & Monitoring	Resources (including costs)	Proposed Impact
<p>Develop opportunities to enhance the learning of the more able pupils including the disadvantaged</p>	<p>SLT to track children at risk of not meeting GDS by the end of the year/key stage More opportunities available for GDS to use skills across the curriculum Differentiation to be monitored through planning scrutiny & book monitoring. Marking to be used to enhance the children's ability to stretch their learning further giving them opportunities to explain and develop their thinking</p>	<p>Deputy Head teacher SLT G&T leader G&T link Governor</p>	<p>DHT time SLT management time G&T leader time</p>	<p>A higher % of GDS children will make appropriate progress to ensure they achieve GDS at the end of each key stage</p>

<p>To increase the proportion of children achieving ARE+ at the end of KS2</p>	<p>Identify children at risk of not making expected progress Action plan to be created for intervention & boosters Use of TA provision to be effective Baseline to be created for children at the beginning of the year TAFs and HFL steps to be used to monitor pupil progress with half term analysis created by year 6 teachers Learning walks, book looks and planning scrutiny to monitor and identify areas for development</p>	<p>SLT UKS2 lead Year 6 teachers</p>	<p>Resources to support the needs of the PPG children identified & bought £500 PPG funding Extra support groups for children identified to need accelerated progress</p>	<p>% of children achieving ARE+ in RWM will be more in line with expectations</p>
<p>To diminish the difference in attainment between vulnerable pupils & other pupils</p>	<p>PPG children identified All teachers aware of who the PPG pupils are in each class/cohort Planning identified to show how PPG pupils are being monitored Action plans created for PPG pupils at risk of not meeting ARE Phase leaders to monitor the progress of PPG pupils through half termly pupil progress meetings ensuring they hold teachers to account Vulnerable pupils attainment to be discussed and evaluated half termly through SLT meetings SLT & Governors to monitor effective use of PPG funding</p>	<p>DHT SLT</p>	<p>Pupil premium funding action plan</p>	<p>Higher % of PPG pupils will make better progress in RWM</p>
<p>To ensure assessment protocols and expectations are consistent across the school</p>	<p>Embed AM7 in the use of assessment monitoring Ensure all pupils are identified & are showing on AM7 All historical data to be imported onto the system SLT to monitor the system to ensure children in their phase are being monitored effectively for progress & attainment Half termly & termly reports to be used to feedback to pupil progress & SLT meetings Areas of strengths & development to be identified more efficiently Reports used to feedback to HIP & Governors</p>	<p>SLT</p>	<p>SLT time to monitor & evaluate reports (1/2 day each half term)</p>	

Personal Development, behaviour & welfare

Target for Development	Action & Timescale	Lead Person & Monitoring	Resources (including costs)	Proposed Impact
Embed the use of pupil voice across the school to ensure all children have the opportunity to take ownership of their learning	Pupil voice encouraged through displays around the school and in classrooms – monitored by SLT Pupil response expected in all areas through purple precision pen Pupil questionnaires/interviews carried out in all subjects on a regular basis Gov pupil questionnaire and exit questionnaire School council to be actively involved in the life of the school and ensure they follow up ideas	DHT SLT School council lead	Resources to enhance resources for pupil voice £1,000	Pupils will have a clear understanding of how they can have a positive impact on their own learning thus improving their outcomes at the end of each year
To create a bank of assemblies which support the work of the jigsaw curriculum	PSHE leader to identify and purchase resources for whole school assemblies Assembly timetable to be created that links with the areas covered termly by the Jigsaw curriculum	PSHE leader	Resources for assemblies £500	Whole school approach to expectations around pupil emotional well-being & expectations of behaviour
Create a reward system to use across key stage 2 to enhance the whole school approach to expectations of behaviour	Reward system identified Resources ordered Whole school display created Assembly to present the system and make clear to all Awards assembly reviewed to take into account the behaviour system	Headteacher DHT KS2 leader	Resources for system including tokens & jars £1000	Behaviour expectations will be clear across key stage 2 Children will be more ready to learn within the ks2 classes Pupils will feel positively rewarded for behaviour
To train key staff in protective behaviours to ensure the vulnerable children have the opportunity to feel safe and emotionally supported	Identify key members of staff for training Identify children who require protective behaviours work Create a timetable and action plan of support Book training for identified members of staff	DHT	Training for protective behaviours – DSPL3 funded & PPG funding	Pupils will be supported to ensure they have the tools to support their emotional well-being, therefore ensuring they make better progress

<p>To develop protocols around 'lock down' for the whole school</p>	<p>Identify different scenarios where lock down would be required Ensure staff awareness of different scenarios and consider how to ensure safety of all Contact local police support officer to work with Govs to create a lock down plan based on the school lay out Create visitors handbook to ensure they know how to react in case of a lock down</p>	<p>Governors Headteacher</p>	<p>Visit from local police officers Governors to research contacts</p>	<p>Staff, visitors and pupils will understand what to do in the event of an emergency</p>
<p>To ensure there is a health & safety policy with clear procedures that all staff understand and follow</p>	<p>Headteacher & Site manager to attend health and safety training Health & safety policy to be reviewed and updated Health & safety governor to review training and attend if required Protocols & policy shared with all staff & Governors Training records updated accordingly and reviewed annually by business manager Site manager to review folders & current paperwork to ensure it is in line with health and safety regulations</p>	<p>Headteacher Health & Safety Governor Site Manager Business Manager</p>	<p>Health & safety training courses for headteacher & site manager £150</p>	<p>Health & safety policy will be updated in line with protocols Site manager will have a clear understanding of protocols & will monitor effectively All staff and governors will have a clear understanding of protocols</p>
<p>To ensure the school site is safeguarded against intruders & unknown vehicles particularly at the beginning & end of the school day</p>	<p>Review the current entrance & exit gates Monitor the 'traffic' at peak times Review CCTV footage Remind parents & outside visitors of the protocols around not using the car park as a cut through Ensure current gates are closed & locked at vulnerable times Travel plan committee to monitor the safety of children, staff, governors & other visitors to the school Obtain quotes for electronic gates</p>	<p>Governors Travel plan Governor Headteacher Site Manager</p>	<p>Quotes to be obtained from gate companies Approximated £20,000-£40,000</p>	<p>The school site will be safe from risks Children will be kept safe at the beginning & the end of the school day when they are vulnerable due to car park being used as a cut through</p>

Learning Environment

Target for Development	Action & Timescale	Lead Person & Monitoring	Resources (including costs)	Proposed Impact
To enhance the playground environment ensuring it is updated & refreshed to help develop physical activity for all children during the day	<p>Broken and unsafe resources to be cleared (sleepers, tree trunks, etc...)</p> <p>Unsafe areas to be relevelled in preparation for new outdoor learning areas</p> <p>Trim trail – replace and enhance each part to ensure all children have the opportunity to access</p> <p>Slide steps to be replaced to ensure children can access out door physical activity</p> <p>Quote from grounds company</p> <p>Existing unsafe steps to be cleared</p> <p>Area cordoned off for safety</p> <p>New steps to be installed</p> <p>Training for MSAs and TAs to enhance their ability to ensure children are utilising outdoor play appropriately</p> <p>Display areas for lists of rules so that children can access the games</p>	<p>Headteacher</p> <p>DHT</p> <p>Site manager</p> <p>PE Lead</p>	<p>£2,000</p> <p>£8,000</p> <p>Sports Premium funding</p> <p>PTFA funding</p> <p>£3,000</p> <p>Sports Premium Funding</p> <p>£500</p>	<p>Children will have more opportunity to develop their playground skills</p> <p>They will have more opportunity to participate in daily physical activity</p>
To replace the existing forest school steps to ensure the children can access the forest school in a safe way	<p>Forest school steps to be removed</p> <p>Area to be measured</p> <p>Hand rail and new steps to be fitted</p>	<p>Headteacher</p> <p>Forest school leader</p>	<p>£8,900</p>	<p>All year groups will be able to access the forest school in a safe way.</p>
To create a kitchen garden to promote healthy eating in line with Change for Life & the D&T curriculum	<p>Kitchen garden area to be reviewed & redesigned</p> <p>Quotes obtained for works</p> <p>Design created</p> <p>Food to be grown considered</p> <p>Pond area to be re-fenced for safety reasons</p>	<p>Headteacher</p> <p>D&T lead</p>	<p>PTFA funded</p>	
To create a safe outside area in preparation for KS1 learning outside the classroom	<p>Grounds company to quote works</p> <p>Existing plant areas to be cleared</p> <p>Existing uneven paving to be lifted</p> <p>New paving to be replaced</p>	<p>Headteacher</p> <p>Site Manager</p>	<p>£2500</p>	

To develop the quality and effective use of IT across the school including server update	Update the current server to ensure it is secure & backed up appropriately Staff training to develop ability to utilise the equipment we have and feel confident using it Audit of software to ensure this is up to date Ensure the equipment staff have is up to date and working. Develop opportunities for children to excel in computing – secondary school links	Computing lead IntermIT	£10,000	
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Outline three-year plan forecast

	2017/18	2018/19	2019/20
Development priorities	<ul style="list-style-type: none"> • Leadership Development SLT team • Governors – confirming & consolidating roles & responsibilities • Maths – increasing the percentage of children achieving age related expectations for maths across the school • MFL – to achieve the silver award • Pupil tracking systems to be rigorous & effective to ensure SLT impact on progress of all pupils • D&T kitchen to be completed for children’s use to develop curriculum for healthy eating • Slide area to be cleared and accessible 	<ul style="list-style-type: none"> • School Self Evaluation – clear annual systems in place to rigorously monitor teaching & learning across the school • Subject leaders developing a clear understanding of their role. Using this to effectively monitor the teaching & learning and impact of their subject across the school • More able children – increasing the percentage of children achieving GDS across the school • English – enhance the school spelling programme ensuring consistency & progression across year groups • Foundation stage toilets & lobby area toilets to be redesigned and replaced • Kitchen garden to be created to enhance the work of the D&T & PE curriculum • Sports will be highly effective & all children will have a range of opportunities to participate in healthy & active life styles • Raise school profile 	<ul style="list-style-type: none"> • Leadership & Management of the school to be effective & have created a culture that enables pupils & staff to excel • Science – to achieve PSQM silver award • Playground area to be completed • Outcomes for all pupils improve due to the impact of the quality of teaching & learning across the school • School Self Evaluation will be embedded across all leaders & used effectively to enhance the teaching & learning opportunities for all pupils • Foundation Stage outdoor learning environment resources to be enhanced • Children’s toilets to be redesigned ready for new installation Key Stage 1 • Outside grass slope areas to be redesigned