

Spittal C.I.W. V.C. School

School Development Plan 2018-2021

Date Approved	November 2018	Date of Next Review	July 2019
Samantha Vaughan	Headteacher	Samantha Bradbury	Chair of Governing Body

Mission Statement

Spittal School is a Christian community where we recognise the dignity and values of the individual. All members of this community are encouraged to develop their potential in terms of knowledge and understanding, which includes spiritual, moral and physical awareness.

Aims

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and Christian values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

Our Immediate Priorities

By the end of July 2019, we aim to ensure that we:

1	Improve progress of all pupils in English and Maths, especially at the higher levels
2	Improve teaching so all pupils make good or better progress and develop as ambitious, capable learners
3	Improve leadership, including that of the governing body, to ensure that monitoring and evaluation is robust and improvement planning is successful in addressing priority areas

- The school has Lead Creative School funding from Sept 2017. The bid was based on developing new foci for learning under the Successful Futures document and learning resilience within this. Some aspects of this document identified as school budget funding may change to become part of this project where it is appropriate.

Priority area 1: <i>Improve progress of all pupils in English and Maths, especially at the higher levels</i>	Staff Lead: <i>Rachel Long</i>	Link Governor:
Source of priority evidence : <ul style="list-style-type: none"> • Data - Welsh National Tests & Diagnostic analysis, through key stage tracking data, end of key stage data • Monitoring - Work scrutiny, Listening to learners, lesson observations • School self-evaluation 		
Target (describe what we want) <ul style="list-style-type: none"> • To improve staff and pupil attitudes to mathematical and reasoning skills • To improve pupil attainment and progress in mathematical and reasoning skills • To improve staff knowledge, understanding and skills. • Increase the frequency of extended writing skills, including writing across the curriculum • To improve pupil attainment and progress in reading and extended writing skills 	Success Criteria / intended outcomes and impact <ul style="list-style-type: none"> • Teachers confidently use mathematics and numerical reasoning to deliver high quality lessons in Maths lessons and across the curriculum • Teachers are equipped to support extended writing skills in English lessons and across the curriculum • All staff are equipped to support learners to develop and use their mathematical and numerical reasoning skills for learning • Pupils are able to apply their mathematical and numerical reasoning skills across the curriculum <ul style="list-style-type: none"> ➤ Lesson observations demonstrate that standards of teaching and learning in numeracy and numerical reasoning across the curriculum are at least good. ➤ That cohort averages in Welsh National Tests demonstrate improvement. ➤ Work scrutiny demonstrates an increased variety of application of numeracy and numerical reasoning and extended writing skills across the curriculum in all cohorts ➤ Incerts demonstrates value-added progress in maths, reading and writing skills 	

Actions/ Strategically planned tasks to deliver target success criteria	Responsibility / Lead	Timescale	Resources inc. costs	Monitoring	
1.1 Baseline of standards of teaching and learning to feed					

<p>into SDP</p> <p>a. Lesson observations - Areas for CPD to be identified.</p> <p>b. Work scrutiny</p> <p>c. Monitoring feedback to staff to highlight areas of need of improvement for teaching and learning</p> <p>d. Use of EEF 'Improving Mathematics in KS2 and 3' self-assessment</p>	<p>RL & SR KA, SV & RL</p> <p>RL</p> <p>RL</p>	<p>Sept&Oct 18 Oct 18</p> <p>Nov 18</p> <p>Fe19</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Work scrutiny from Dec 18 • Listening to learners from Dec 18 • Lesson obs Spring & Summer 19 • Report to HT & GB – Feb monthly meeting 	
<p>1.2 Use school performance data rigorously to raise standards.</p> <p>a. Analysis of all school data</p> <p>b. data analysis is shared with all stakeholders</p>	<p>RL</p>	<p>Oct 18 Oct 18</p>	<p>N/A Gov Meeting</p>	<p>GB sub-committee Data review & Core visit</p>	
<p>1.3 Use data rigorously to raise standards - Complete diagnostic analysis of national tests to inform planning, teaching and assessment</p>	<p>JR</p>	<p>Oct 18</p>	<p>LSA covertime x 3 days</p>	<ul style="list-style-type: none"> • Work scrutiny from Jan 19 • Listening to learners – from Jan 19 	
<p>1.4 Improve standards of teaching</p> <p>a. Maths, numeracy and numerical reasoning teaching and learning training – Provided by numeracy advisor (Kate Andrews) To include: Increasing the level of challenge, move on from calculations to problem solving swiftly, teaching from a problem solving stance</p> <p>b. Pupils able to use the vocabulary of the 7 types of numerical reasoning</p> <p>c. Use of national test examples to match weekly topic work</p> <p>d. Use of interactive numeracy working walls</p> <p>e. School-to-school - Professional learning visit to Gelliswick (NNEM)</p>	<p>RL</p>	<p>Jan 19</p> <p>March 19</p> <p>Jan 19</p> <p>Jan 19</p> <p>Spring 18</p>	<p>Staff meeting</p> <p>Staff meeting</p> <p>Staff meeting</p> <p>Staff meeting</p> <p>4x½ day release - £320</p>	<ul style="list-style-type: none"> • Work scrutiny from Jan 19 • Listening to learners from Jan 19 • Work scrutiny from March 19 • Work scrutiny from Jan 19 • Lesson obs spring & summer term • SE, SK, LF, AM to visit and share information at staff meeting • Listening to learners from Spring 19 	
<p>1.5 Improve pupil standards of times tables – all tables to be known by end of year 4</p> <p>a. Baseline of timestables knowledge in KS2</p> <p>b. Daily timestables provision</p>	<p>RL</p>	<p>Jan 19</p>	<p>Staff meeting</p>	<ul style="list-style-type: none"> • Data scrutiny in half termly pupil progress meetings 	
<p>1.6 Improve the quality and quantity of numeracy across the curriculum</p> <p>a. Further develop opportunities for pupils to apply numeracy skills across the curriculum</p>	<p>RL</p>	<p>Jan 19</p>	<p>Staff meeting</p>	<ul style="list-style-type: none"> • Listen to learners & planning review from Jan 19 	

<p>b. 'Where is the Maths / numeracy in that?' topic starters</p> <p>c. Review Building Blocks units as basis for rich learning tasks</p> <p>d. Enrichment week (financial literacy)</p>		June 19		<ul style="list-style-type: none"> • Work scrutiny from March 19 ↓ • Listening to learners following week 	
<p>1.7 Further improve effective skills development (Pupil Leadership – Numeracy Leaders)</p> <p>a. Audit and improve the school environment as a numeracy environment</p> <p>b. What does numeracy mean? Pupils able to say what it is and where they use it. Develop strategies for knowing this and share with parents as prompts for home discussion.</p>	RL	Feb 19	Leadership time (no cost)	<ul style="list-style-type: none"> • Audit before and after with photographic evidence • Listening to learners from Spring 19 	
<p>1.8 Improve the quality and quantity of extended writing, including writing across the curriculum</p> <p>a. Training provided by AT for literacy on key teaching and learning improvement areas for individual cohorts e.g. Talk for Writing, Pie Corbett Strategies, Sue Palmer skeletons etc</p> <p>b. Further develop rich tasks to enrich the curriculum and provide 'real' opportunities for extended writing, including reviewing Building Blocks units as basis for rich learning tasks</p> <p>c. Working walls to support the writing process</p>	SV Class teachers Class teachers	Jan 19 Jan 19 Feb 19	8x ½ day release £640 Incl in above Staff meeting time	<ul style="list-style-type: none"> • Work scrutiny from March 19 • Work scrutiny from March 19 • Learning Walks from March 19 	
<p>1.9 Improve standards and progress in reading skills</p> <p>a. Analysis of WNT data for strengths and weaknesses in comprehension skills</p> <p>b. Targeted teaching in weaker comprehension skills</p> <p>c. Targeted teaching of comprehension skills in carousel activities</p> <p>d. Targeted phonics intervention to support accelerated progress</p> <p>e. Pupils given regular opportunities to read widely and across all subjects</p> <p>f. Recruit and train volunteers to act as Reading Buddies for targeted groups of learners</p>	SLT Class teachers ↓ ↓ ↓ SLT	Feb 19 Mar 19 Mar 19 Mar 19 Apr 19 Mar 19	SLT time Staff meeting Staff meeting 3x CT Release time Staff meeting SLT time	<ul style="list-style-type: none"> • GB sub-committee March 19 • Work scrutiny & listening to learners from April 19 • Data analysis of assessment mid year • Listening to learners from April 19 • Report to GB sub-committee April 19 	

Priority area 2: <i>Improve teaching so all pupils make good or better progress and develop as ambitious, capable learners</i>	Staff Lead: Samantha Vaughan	Link Governor:
Source of priority and evidence: <ul style="list-style-type: none"> Monitoring - Work scrutiny, Listening to learners, School Visit reports Data – pupil and cohort tracking data and targets Lesson observations Listening to learners National agenda 		
Targets (describe what we want)	Success Criteria / intended outcomes and impact	
<ul style="list-style-type: none"> To improve the standard of proportion of good or better teaching To improve the progress pupils make in lessons and over time. To prepare teaching staff and pupils for the new curriculum To improve the independence of learners 	<ul style="list-style-type: none"> Pupils attain at least at targeted outcomes / levels for end of year / key stage Learning Walks, Lesson Observations and Work Scrutiny provide evidence of high expectations, high standards, challenge, Feedback impacts positively on the progress pupils make in lessons and over time Feedback is formative in nature and meaningful, motivating and manageable Pupils use peer and self assessment to inform their next steps in learning Pupils demonstrate ownership of learning and drive to make progress 	

Actions/ Strategically planned tasks to deliver target success criteria	Responsibility / Lead	Timescale	Resources inc. costs	Monitoring	RAG		
					A	Sp	Su
1.1 Improving teaching skills for individual staff a. Identify key areas of teaching development for individual staff and next steps to underpin pupil progress – see individual action plans b. Identify next steps in use of feedback to support learning and pupil progress	SV SV	From Jan 19 From Jan 19	Staff release time Staff release time	<ul style="list-style-type: none"> Lesson observations – Spring and summer term Work scrutiny and L2L from Feb 19 			
1.2 Effective Questioning							

a. Reviewing use of questioning to support and enhance learning support (LSAs)	SV	Feb 19	2 hr release	Lesson observations – Spring and summer term	
b. Reviewing use of questioning to support and enhance learning and support pupil progress (teachers)	SV	Feb 19	Staff meeting	“	
1.3 Identify the attributes of Ambitious, Capable Learners and develop in all pupils					
a. NLOL team teach sessions to explore what it means to be an ACL with each class	RL	25 & 27.9.18	Release time x 2 days	• Listening to learners Oct 18	
b. Review approaches to praise and recognition with pupils to establish practices that promote ACL behaviours, such as resilience	SV	Dec 18	Assembly	• Listening to learners from Jan 19	
1.4 Develop the range and impact of learning opportunities to develop ACL					
a. Develop planning which supports increased pupil independence	SV	March 19	Staff meeting	• Planning review from April 19	
b. Develop classroom management which supports increased pupil independence	SV	Feb 19	↓	• Listening to learners from March 19	
1.5 Provide pupils with sufficient written and oral feedback to help them improve their learning					
a. Use best practice to support development in all classes – supported by NLOL - Continue to develop Effective Feedback	RL	9 & 11.10.18	Staff Meeting NLOL	• Work scrutiny Autumn 2 - 18	
b. Further improve the formative nature of written feedback and Embed systems of written and oral feedback to ensure all pupils act on the next steps	SV	Dec 18	Staff meeting with NLOL	• Learning walk & Listening to learners from Jan 19	
c. Review new Feedback and Marking policy to ensure it reflects changes to practice made in previous academic year	SV	June 19	Staff meeting	• SI GB committee June 19	
1.6 Further develop progression and continuity in AfL across the school					
a. Mentoring support from NLOL to develop AfL strategies with each teacher	RL	16 and 19.10.18	NLOL	• Teachers present best practice examples to governors Dec 2018	
b. Audit current peer and self assessment strategies across the school and key stages to develop a progression of strategies across the school	SV	March 19	Staff meeting	• Lesson observations Spring & Summer term 19	
1.7 What makes effective feedback (Pupil leadership – Learning Squad)					
a. Review across the school of what helps us learn and	SV	May 19	Leadership	• Learners presenting to SI GB	

<p>what stops us learning. Use to create learning posters for display around the school.</p> <p>b. Review how independence in learning is promoted and hindered through classroom practice (pace, perseverance, pride, presentation). How can this be improved through the use of classroom routines and activities? (checklists, success criteria, reading logs, continuous and enhanced provision)</p>	SV	June 19	time (no cover) ↓	<p>committee May 19</p> <ul style="list-style-type: none"> Lesson observations, work scrutiny & Listening to learners June 19 	
<p>1.8 Lead Creative School programme - Developing learning independence and resilience - How we use space to learn</p>	SV	Jan 19	LCS funding	Presentation to GB May 19	

Priority area 3: <i>Improve leadership, including that of the governing body, to ensure that monitoring and evaluation is robust and improvement planning is successful in addressing priority areas</i>	Staff Lead: Samantha Vaughan	Link Governor:
Source of priority and evidence: <ul style="list-style-type: none"> School self evaluation School categorisation 		
Aims (describe what we want)	Success Criteria / intended outcomes and impact	
<ul style="list-style-type: none"> Plan opportunities to systematically evaluate progress towards next steps in school improvement and progress from previous monitoring Increase leadership capacity of class teachers to target learning for groups of learners and individuals by using feedback from monitoring to raise attainment Effective use of data tracking to track pupil progress and target learning and teaching 	<ul style="list-style-type: none"> Meet pupil end of key stage targets Regular monitoring of standards of teaching and learning (pupil attainment and progress) and impact of school improvement activities and the impact of previous monitoring School and parents work in partnership to impact on learner progress 	

Actions/ Strategically planned tasks to deliver target success criteria	Responsibility / Lead	Timescale	Resources inc. costs	Monitoring	RAG		
					A	Sp	Su
3.1 Staff to engage in professional learning							
a. All teachers to engage in professional learning – engage in cluster PLCs to collaborate in action research	SV	Sept 18	HTLA	<ul style="list-style-type: none"> Presentations to GB Summer term 19 Feedback to head April 19 & presentation to GB Summer term 19 Presentations to GB Summer term 19 			
b. Staff to develop use of Hwb networks to support teaching and learning	SV	Feb 19	Staff meeting				
c. Staff from Spittal to visit Holy Name to see ICT in action	SV	April 19	7 x ½ days				
3.2 Develop use of pupil progress meetings							
a. Half termly meetings focussed on pupil progress and planning to overcome barriers to learning	SV	Jan 19	9 days release	<ul style="list-style-type: none"> Presentations to GB at monthly SDP meeting 			
b. Professional learning visit to school in furthering use of meetings	SV	Feb 19	½ day supply release				

<p>3.3 Improve use of monitoring, school self-evaluation and the link to improvement planning</p> <p>a. All monitoring to record impact on pupil outcome standards and targets for improvement with quantifiable targets</p> <p>b. Professional learning visit to good practice school</p> <p>c. All monitoring to identify progress since previous monitoring to measure impact of provision / intervention / support and speed of improvement and close monitoring cycle (supporting identification areas of continuing need for improvement for SDP)</p> <p>d. All school community to contribute to self-evaluation and feed into SDP</p> <p>e. Review Monitoring Policy in line with current practice</p>	<p>Curriculum leaders</p> <p>SLT</p> <p>↓</p> <p>SLT</p> <p>↓</p>	<p>Jan 19</p> <p>Feb 19</p> <p>Jan 19</p> <p>From June 19</p> <p>April 19</p>	<p>Leadership release time</p> <p>2x ½ day release</p> <p>Leadership time</p> <p>Leadership time</p> <p>Leadership time</p>	<ul style="list-style-type: none"> • Reports to GB monthly SDP committee from Jan 19 • Report to GB monthly SDP committee from March 19 <p>↓</p> <p>↓</p> <p>↓</p>	
<p>3.4 Developing staff collaboration using ICT – School to School support with Holy Name</p> <p>a. All staff to use OneNote to share and collaborate</p> <p>b. Training in using OneNote as a strategic system for leadership</p>	<p>SV</p> <p>SV & RI</p>	<p>March 19</p> <p>“</p>	<p>Leadership time</p> <p>“</p>	<ul style="list-style-type: none"> • Staff feedback to GB Summer term 19 • SLT feedback to GB summer term 19 	
<p>3.5 Further develop pupil leadership through</p> <p>a. A focus on how they improve learning and measure their impact</p> <p>b. A focus on improving pupil independence and resilience</p> <p>c. A focus on the learning environment and how it supports learning, independence and resilience.</p>	<p>SV</p> <p>SV</p> <p>SV</p>	<p>Jan 19</p> <p>Feb 19</p> <p>March 19</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> • Pupil presentation to GB March 19 & June 19 <p>↓</p> <p>↓</p>	
<p>3.6 Develop links with parents focussed on supporting learning</p> <p>a. Parent information / training sessions (Numeracy, ACL, Attendance)</p> <p>b. Creating home-school learning focus to create a continuum of learning conversation between school and home</p> <p>c. Parental learning group – use of parental representatives for half termly meeting</p>	<p>RL</p> <p>SV</p> <p>RL & SV</p>	<p>Nov 18</p> <p>March 19</p> <p>March 19</p>	<p>N/A</p> <p>Sponsorship required</p> <p>Coffee & tea</p>	<ul style="list-style-type: none"> • Parental comments to GB March 19 • Parental feedback to GB May 19 • Discussion with GB – June 19 	
<p>3.7 Governing Body self review in readiness for new curriculum</p>	<p>Chair of GB</p>	<p>Dec 18</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Discussed in full GB meeting Autumn term 18 & feed into 	

				SDP	
3.8 Develop Governing Body role and skills in monitoring impact of school improvement activities					
a. Develop calendar of monitoring activities to monitor impact and progress	Vice Chair of GB	Jan 19	N/A	<ul style="list-style-type: none"> • Calendar linked to monthly SDP meetings • Agenda & minutes • Monitoring reports from Jan 19 	
b. Use of monthly SDP progress meetings to review impact and progress	Chair / Vice Chair	Dec 18	N/A		
c. Understanding and use of ERW monitoring writing guide	SV	Jan 19	N/A		