

# Hendredenny Park Primary

SDP May 2015

03/02/2016

Named person(s) responsible: Clare Walsh , Carrie Smith, Alison Walton, Lynne Newman (COG) Steve Gatenby (Literacy Link Governor), Rachel Murrow (Numeracy Link Governor)

Priority	Action	Success criteria	Priority	Status
1	KQ1 Raise standards in Literacy in FP Improve oracy skills N & R pupils Raise standards in oracy, reading & writing Y1 boys with SEN & FSM Increase % Y2 pupils achieving 06 in literacy Improve standard of HWriting in FP (SER 1.1.1, 1.1.4)	96% of N pupils meet at least 95% of the N LNF statement re oracy by July 2016 and 50% of N pupils meet the R oracy LNF expectations. 97% of R pupils meet at least 95% of the R LNF statement re oracy by July 2016 and 50% of R pupils meet the Y1 oracy LNF expectations. 80% of Y1 FSM and SEN boys to achieve C4 in oracy, writing and reading by July 2016 40% of Y2 achieve 06 in reading by Jan 2016. 33% boys (achieved: 45% of pupils and 45% of boys achieved 06 in Jan 2016) 70% of Y2 achieve 06 in reading by July 2016. 63% boys 40% of Y2 achieve 06 in writing by Jan 2016. 30% boys 57.5% of Y2 achieve 06 in writing by July 2016. 50% boys At least 50% of reception pupils form all lower case letters correctly by January 2016. (Achieved: 54% can form letters correctly by Jan 2016). All reception pupils to form all lower case letters correctly by June 2016 50% Y1 pupils to form all lower and upper case letters correctly by Jan 2016 (58% of pupils can form letters correctly in Jan 2016) 90% Y1 pupils to form all lower and upper case letters correctly by June 2016 90% Y2 pupils to form all lower and upper case letters correctly and form them sized appropriately by Dec 2015 (94% can form letters correctly. Two are targeted for this) 70% of Y2 pupils joining writing accurately by July 2016 (These to be performance management targets for N,R , Y1 and Y2 teachers) Carrie Smith, FP leader together with Lynne Newman, COG, to monitor this priority by tracking RVM data each term, observations of pupils' writing, looking at books	High	Red
2	KQ1 To raise standards in reading comprehension in KS2. To raise standards in reading for Y4 pupils 2016 To raise standards in reading for SEN Y5 pupils 2016 To raise standards in reading for SEN Y6 pupils 2016 (SER 1.1.1, 1.1.2, 1.1.3, 1.1.4)	95% pupils (Y3-Y6) achieve at least a standardised score of at least 90 in the National Reading tests in May 2016 80% of Y3 pupils achieve L3+ in reading by Jan 2016 (achieved: 82% at L3+ in Jan 2016) 96% of Y3 pupils achieve L3+ in reading by June 2016 40% of Y4 pupils achieve L4 in reading by Jan 2016 (achieved) 65% of Y4 pupils achieve L4 in reading by July 2016 50% of Y5 pupils achieve L4 in reading by Jan 2016 (achieved: 51% of Y5 pupils achieved L4 in Jan 2016) 75% of Y5 pupils achieve L4 in reading by July 2016. 20% reading at L5 100% of Y6 pupils achieve L4 in reading by July 2016 65% of Y6 pupils achieve L5 in reading by July 2016 This is Performance Management target of each KS2 teacher Monitored by COG (LNF Governor), Carrie Smith, HT each term by New Salford reading tests, listening to readers and discussions with readers, scrutinising teachers' guided group reading records	High	Red
3	KQ1 To continue to raise standards of writing throughout the school, (including spelling) To close the gap between attainment in reading and writing throughout KS2 Embed Pie Corbett/ GiW approach to teaching writing in every class (SER 1.1.1, 1.1.4)	80% of Y6 girls, 75% of Y6 boys achieve at least L4 in writing Jan 2016. (achieved for girls 87% attained L4 Jan 2016. Boys 57% achieved L4) 100% of Y6 girls, 93% of Y6 boys achieve at least L4 in writing June 2016. At least 40% of girls and 35% of Y6 boys achieve L5 in writing in Jan 2016 (31% of girls achieved L5, 14% of boys) At least 70% of girls, 50% of Y6 boys achieve L5 in writing in June 2016 42% of Y5 girls and 40% of Y5 boys achieve at least L4 in writing in Jan 2016. (38% of girls achieved L4. 15% of boys 3 achieved 3a+) 64% of Y5 girls, 60% of Y5 boys achieve at least L4 in writing June 2016. 38% of Y4 girls, 30% of Y4 boys achieve at least L4 in writing in Jan 2016. (23% 7/30 were assessed at L4, 25% of girls, 21% of boys) 62% of Y4 girls and 46% of Y4 boys achieve at least L4 in writing June 2016. 72% of Y3 girls, 77% of Y3 boys achieve at least L3 in writing in June 2016. Spelling targets: Y2 97% achieve SA of at least 6, 80% achieve SA of at least 7. 50% achieve SA of at least 8 (July 2016) In Jan 2016, 90% of pupils have a SA of 60% have a SA of 7, 33% have a SA of 8 Y3 100% have SA of at least 6, 90% have a SA of at least 7, 75% at least 8, 30% at least 9 by July 2016. (In Jan 2016, 94% have at SA of at least 6, 82% have a SA of 7, 60% SA of 8 and 20% have a SA of at least 9) Y4 By July 2016 100% have a SA of at least 7, 85% SA at least 8, 70% at least 9, 33% SA at least 10 (Jan 2016 97% have a SA of at least 7, 70% have a SA of at least 8, 53% have a SA of at least 9, 23% have a SA of at least 10) Y5 By July 2016, 85% SA 8+, 70% 9+, 40% 10+ (Jan 2016 75% have a SA of at least 8, 55% have a SA of at least 9, 26% have a SA of at least 10) COG (Literacy Governor), HT, Carrie Smith (Literacy coordinator) to monitor this priority at the end of each term through levelling of writing in English books and across the curriculum. The levelling will involve the collaboration of all teachers within KS2 and FP.	High	Amber
4	KQ1 To improve standards of numeracy in FP and in KS2 To improve standards in the development of procedural skills and the application of mathematical skills To improve reasoning skills of pupils in Y2 and Y3 (SER 1.1.1, 1.1.4)	65% of Y6 girls and 60% of Y6 boys achieve at least L4 in Maths in Jan 2016 (achieved: 88% of girls and 86% of boys are assessed at L4 in Jan 2016 100% of Y6 girls and 93% of Y6 boys achieve at least L4 in Maths in June 2016. At least 70% of girls and 55% of Y6 boys achieve L5 in Mathematics in June 2016 We are placed at least in quartile 2 for maths KS2 in AWCDS 2016. (We are currently in quartile 3) 60% of boy and girls in Y2 achieve at least 05 in Jan 2016 100% of boy and girls in Y2 achieve at least 05 in June 2016 60% of pupils in Y2 achieve 06 At least 95% of pupils in Y2-Y6 achieve at least a standardised score of 85 in NNT in May 2016 At least 92% of pupils in Y2-Y6 achieve at least a standardised score of 85 in NREAST in May 2016 Y2 pupils' data in reasoning tests puts us in BM2 in May 2016 (up from BM3 in May 2015) 80% of Y2-Y6 pupils achieve at least a standardised score of 95 in NNT May 2016 At least 40% of pupils Y2-Y6 achieve a standardised score of 110+ in NNT May 2016 At least 35% of pupils Y2-Y6 achieve a standardised score of 110+ in NREAST May 2016 Phase 1 leading teacher of numeracy (AW) is successful in achieving a place as a Phase 2 teacher. Mathematics Coordinator, Alison Walton, together with Rachel Murrow, governor numeracy link governor and Lynne Newman, LNF governor to monitor this priority by observing lessons each term, viewing books, scrutinising ALFIE, PIM and National testing data as well as AWCDS Performance management target for Mathematics coordinator	High	Amber
5	KQ1 To continue to improve standards in Welsh throughout the school (SER 1.1.5, 2.1.3)	Update Welsh Portfolio by end of Autumn term 2015 At least 55% of Y6 Pupils achieve at least L4 in Jan 2016 At least 85% of Y6 Pupils achieve at least L4 in June 2016 At least 30% of pupils achieve L5 in June 2016 All teachers complete Welsh baselines at the beginning of academic year and track progress each term. Welsh trackers to be added to assessment trackers Y3 teacher confident with new Y3 Welsh SOW and teaches it effectively Monitored by Welsh coordinator and HT and EAS advisory teacher	High	Amber
6	KQ2 Improve quality of	The use of ICT and outdoors as well as agreed best practice from Sutton Trust research is embedded into the practice of every class teacher and TA. Aims of 'Successful Futures' used to review our curriculum All teaching in	High	Amber

	<p>teaching by improved pedagogy, review provision (Donaldson), use of ICT</p> <p>Reduce variation in quality of teaching between classes Embed assessment procedures</p> <p>Improve welling</p> <p>-RRS (SER 2.1.1, 2.2.1, 2.2.2, 2.3.1, 2.4.2)</p>	<p>our school, as measured by lesson observations, book scrutinies and pupils' voice, is judged at least good by Jan 2016 50% of teaching is on many occasions, judged as have elements of excellent by April 2016 We have a clear, unambivalent marking policy to which all staff have contributed by Dec 2015. All book scrutinies show that peer and self assessments is embedded in the practice of each classroom. (Nov 2015, Feb 2016, May 2016)</p> <p>Each class teacher ensures that all pupils have individual targets set for them each half term as a minimum (All teachers will have a performance management target linked to Quality of teaching and of the Use of ICT across the curriculum. They will be requires as part of the target to produce a joint portfolio showing use of ICT across the curriculum linked to new EAS ICT SOW) Curriculum reorganised re Donaldson principles and design As a school we register as a 'Rights respecting School' and complete Level 1 Audit and Action Plan. All pupils from Y2 upwards are aware of their rights of UNICEF. Improved results as measured by pupil questionnaire in May 2016 cf with Sept 2015 (especially Qs 1, 11,12) More than 90% of pupils in each class to respond positively to these questions. All Y5/6 receive Safe Cycling Training</p>		
7	<p>KQ3 Develop leadership skills of SLT and all teacher Staff familiar with WG's New Deal' and 'Professional Learning Passports' School maintain 'Green Status'</p> <p>Continue to develop 'critical friend' role of GB (SER 3.1.1,3.1.2, 3.2.1, 3.2.2)</p>	<p>HT encourages/identifies any teachers who indicate that they would wish to work towards applying for DHT posts . This will be done during the pm reviews in by October 2015. If appropriate and with agreement, leadership targets set for teachers within the PM process by end of Oct 2015 All teachers familiar with leadership standards by Oct 31st 2015 All teachers familiar with the WG's 'Successful Futures', 'New Deal' and 50% use the 'Professional Learning Passports' to support their professional development. All teachers take part in a review of curriculum with a view of offering their expertise to lead on one of the new 'Areas for Learning and Experience' Dec 2015 All teachers understand and play a full part in Self evaluation process and how it leads to School Improvement when implemented effectively by all stakeholders. Self evaluation report updated by all each term autumn 2015-Summer 2016 Three member of SLT, including the DHT complete the leadership standard self assessment by end of Oct 2015 Each member of SLT use this assessment to agree up to three PM targets by Nov 2015 SLT members met the leadership targets by September 2016 School maintains its Green Status. All staff understand and take part in 'Green Peer review programme' November 2015 All members of GB attend mandatory training-induction, data analysis- as well as other relevant training by March 2016 GB adopts and implements EAS policy on roles of the GB and visits to school policy June 2015 GB achieves WG's 'Bronze Award' by November 2015</p>	High	Red
8	<p>Second Year (2016-2017) KQ1 To continue to raise standards in literacy and numeracy in FP (SER 1.1.1, 1.1.4)</p>	<p>73% of pupils in Y2 (2016-17) achieve O6 in Reading 65% of pupils in Y2 (2016-17) achieve O6 in Writing 70% of pupils in Y2 (2016-17) achieve O6 in MD 65% of Y2 pupils (2016-17) joining their writing accurately</p>	Medium	Red
9	<p>Second Year (2016-2017) KQ1 To continue to raise standards in reading and writing in KS2 To continue to increase the % of pupils achieving L5 in reading, writing and oracy (SER 1.1.1, 1.1.4)</p>	<p>95% of Y6 (2016-17) SEN and eFSM pupils achieve at least L4 in English 66% of Y6 (2016-17) SEN and eFSM pupils achieve at L5</p>	Medium	Red
10	<p>Second Year (2016-2017) KQ1 To continue to raise standards procedural and reasoning maths skills in KS2 To continue to embed the numeracy/ reasoning skills across the curriculum</p>	<p>95% of Y6 (2016-17) SEN and eFSM pupils achieve at least L4 in Mathematics 66% of Y6 (2016-17) SEN and eFSM pupils achieve at L5 for mathematics</p>	Medium	Red
11	<p>Second Year (2016-2017) KQ2 Review curriculum. Use Donaldson's 'Successful Futures' six Areas for Learning and Experience, four purposes of curriculum and cross - curriculum responsibilities: literacy, numeracy, digital competence (SER 2.1.1, 2.1.2)</p>	<p>Teachers, support staff and governors have a good understanding with 'Successful Futures' School applies to be a 'Pioneer school' Foundation phase staff and KS2 staff work in teams together to map out a draft overview curriculum</p>	Medium	Red
12	<p>Second Year (2016-2017) Continue to improve the</p>	<p>100% of teaching is always good. Nearly all teaching has elements of excellent. All teachers are confidence and competent in teaching the cross-curriculum responsibilities of literacy and numeracy and Digital competence ICT SOW is taught effectively by all teachers. Hwb is used to raise standards by both staff and pupils</p>	Medium	Amber

	<p>quality of teaching . Embed literacy, numeracy, digital competence across the curriculum. Ensure that at least one of these responsibilities is part of most lessons (SER 2.1.1, 2.2.1, 2.2.2, 2.4.2)</p>			
13	<p>Third Year (2017-2018) KQ1 To continue to raise standards in literacy and numeracy in FP (SER 1.1.1, 1.1.4)</p>	80% of pupils in Y2 (2017-18) achieve O6 in oracy reading, writing and numeracy	Low	Red
14	<p>Third Year (2017-2018) KQ1 To continue to raise standards in Mathematics, reading and writing in KS2 To continue to increase the % of pupils achieving L5 in reading, writing, oracy and mathematics</p>	All Y6 pupils achieve at least L4 in English and Mathematics 80% of pupils in Y6 (2017-18) achieve L5 in oracy reading, writing and numeracy	Low	Red
15	<p>Third Year (2017-2018) KQ2 To review the curriculum based on Donaldson's 'Successful Futures' six Areas for Learning and Experience, the four purposes of the curriculum and the cross-curriculum responsibilities: literacy, numeracy, digital competence</p>	Teachers, support staff and governors have a good understanding with 'Successful Futures' and this has been shared with parents Foundation phase staff and KS2 staff work in teams together to map out a curriculum that has literacy, numeracy and digital competence embedded throughout Teachers short team planning show that their teaching reflects the reviewed curriculum for Wales.	Low	Red
16	<p>Third Year (2017-2018) KQ3 Succession planning . Developing leadership skills for STL</p>	Two members of the teaching staff prepared for applying for DHT post DHT ready to apply for NPQH	Low	Red