

School Development Plan 2016-2018

Our Priorities for 2016-2018

At this exciting time of change and development in our pyramid, at Hazelbury Bryan we will stay focussed on providing the best learning opportunities possible for our children.

Therefore our priorities reflect areas that we must improve on to achieve this.

- *To ensure that the school has an accurate and robust system of assessment that drive up standards and improves the quality of learning and teaching throughout the school .*
- *To drive maths improvement so that achievement is in line with attainment and progress in literacy*
- *To improve outcomes for the more able and those with the potential to exceed expectations in maths, reading and writing.*

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Review of SDP's priorities so far looking at results from 2016-17

Aims	Intended impact	Outcome
<p><i>To ensure that the school has an accurate and robust system of assessment that drive up standards and improves the quality of learning and teaching throughout the school.</i></p>	<p>Accurate assessment, leading to better learning, therefore children will be achieving their aspirational targets, at or above national. For those children with significant learning difficulties, evidence to show progress and narrowing of the attainment gaps. There should also be no significant differences between groups.</p>	<p>Termly moderation of maths and literacy, showed greater consistency in assessments and led to an improvement in teaching and learning – evidence EYFS, KS1 in Reading and Maths and KS2 SATs results all above national Moderation with pyramid colleagues again showed agreement with our assessments External monitoring of assessment at KS1 and 2, allowed for teachers to target areas needed to ensure children reached either expected or greater depth with robust evidence</p>
<p>To drive maths improvement so that achievement is in line with attainment and progress in literacy</p>	<p>By 2018, children will be achieving, at or above national in maths and in line with literacy</p>	<p>Results 2016-17 EYFS 100% at expected standard in maths reading was 91% and writing at 82%. At greater depth maths was equal to reading at 36% with writing at 27% At KS1 Maths was equal to writing at 70% at expected level but behind reading which was 80%. At greater depth reading , writing and maths were all 20% At KS2, maths was equal with reading and writing at expected level 100%. At greater depth maths and writing were equal at 33%, reading ahead at 45%.</p>

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		<p>Other than in KS1 maths, we were above national. In KS1 we were just below national, with a small cohort.</p>
<p>To improve outcomes for the more able and those with the potential to exceed expectations in maths, reading and writing.</p>	<p>Children who are more able or have the potential to exceed national expectation, will achieve better than ARE in maths, reading and writing</p>	<p>In EYFS, we were above Dorset % at greater depth in all areas At KS1, we were above national at % achieving greater depth in writing, 1% below in maths, but 5% below in reading At KS2, we were above national at % achieving greater depth in maths, reading, writing and GPS All those who achieved greater depth in EYFS, converted to greater depth at KS1. In KS2 in reading 3 out of the 4 who had reached level 3 at the end of KS1 converted this to greater depth, 1 "B child and 1 2A child made greater depth. In writing all 3 children who were at level 3 converted this to GDS and one other at 2A also made GDS. In maths, 2 level 3 children did not make GDS, but one who had achieved 2A in year 2, did make GDS</p>

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By looking at the outcomes above, and considering other results and assessments of learning and teaching from last year, we feel that it is necessary to amend our priorities. This is due to

- Less than national phonics results show that we need to address achievement in this area and look at how we teach phonics.
- Achievement at KS1 being below national and last year in year 1, not enough children made expected levels of attainment or at least expected progress from EYFS
- Children at the end of KS2 are not making expected achievements in maths – 40% (2 children did not convert a level 3 to a GDS)
- Attendance for the year was 95.5% , which is less than it has been for the past 3 years. For PP children it is 94.1% with 1 being 76.1%

Amended Priorities for 2017-18

- 1. To improve the teaching of phonics in EYFS and KS1, so that we are at least in line with national at the end of 2018 and this upward trend continues.**
- 2. To improve the quality of teaching and learning at KS1, so that more children reach at least expected level than national by the end of year 2.**
- 3. To continue to improve outcomes for the more able and those with the potential to exceed expectations in maths, through enrichment, extension and acceleration.**
- 4. To improve whole school attendance, especially of our more vulnerable pupils.**

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Our areas for development from our Ofsted in October 2017 were:-

1. Pupils of middle and high ability make the best possible progress from pre-school class onwards so that more pupils, including those who are disadvantaged:
 - are provided with challenge to deepen their thinking in reading
 - apply numeracy skills effectively so that they reason more proficiently in Mathematics
2. Teachers improve pupils' writing so that more achieve greater depth by:
 - checking pupils' spelling, grammar and punctuation skills, knowledge and understanding more precisely
 - ensuring that activities planned develop pupils' ability to write accurately across a range of subjects and genres
 - expecting pupils to use the grammatical and technical aspects of writing learned when writing for different purposes.

Number 1 is included in our SDP already in priority 3.

I have added number 2 to priority 3

Actions for achieving

Priority 1: To improve the teaching of phonics in EYFS and KS1, so that we are at least in line with national at the end of 2018 and this upward trend continues.

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Planned actions	Lead personnel	Achieved by	Resources	Monitoring
Introduce some ideas from 'Read Write Inc' to support the teaching of phonics, handwriting and reading in Reception <ul style="list-style-type: none"> Reception teachers using resources from RWI, begin introducing the sounds and letter. At parents phonics meetings introduce the new way of teaching beginning reading and how the parents/carers can support their children Visiting a local school that has RWI in practice in Reception and has found positive impact. 	Hannah Gillibrand – Early Years Lead	By end of September daily, phonics sessions in place using resources	materials - £ cover for training, school visits	JS on literacy learning walk
Development of phonics planning for KS1 that allow for embedding and application of skills <ul style="list-style-type: none"> Working with the Wimborne teaching school and having school to school support to invigorate our teaching of phonics (see School To School Action Plan with targets attached) 	JS and LSE from Wimborne teaching school	End of June 2018 and also on-going to show upward trend in phonics results	£1500	LL – Literacy governor and JS
To know exactly where the children are phonetically and be able to plan accordingly <ul style="list-style-type: none"> Year 1 and Year 2s who did not attain standard, given phonics assessment by end of first half Autumn term Through analysing the results, planning tweaked and groups changed to allow for targeted teaching 	JS – Literacy Co-ordinator	Phonics screening tests and reading assessments – end of Summer Term	N/A	SEP. LL Literacy Governor
Impact The % of year 1 children meeting the phonics threshold in 2018, is above National and the year 2 children who take the phonics assessment this year , all meet the threshold				

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Actions for achieving Priority 2: To improve the quality of teaching and learning at KS1, so that more children reach at least expected level than national by the end of year 2.				
Planned actions	Lead personnel	Achieved by	Resources	Monitoring
Move Assistant Headteacher into KS1 to provide high quality teaching <ul style="list-style-type: none"> • Fulltime TA support from TAs who are experienced in KS1 • Assistant head to work with head and EYFS lead to make sure that there are the right activities to improve the transition from R to year 1 and challenge for year 2s 	LDB, JS and HG	December 2017	N/A	SEP, Governors through learning walks
To appoint an experienced fulltime year 1 and 2 teacher to take over Kestrels when Assistant Head goes on Maternity <ul style="list-style-type: none"> • Put advert out early • Appoint someone initially to job share with Assistant head , with joint planning time to aid transition • Make sure all training is provided to enable new teacher to administer phonics and KS1 assessments 	JS, LDB and DM	Oct 2017	£300	SEP, Ofsted? JS and Governors through learning walks
Ensure opportunities to develop higher level thinking/problem solving skills though: <ul style="list-style-type: none"> • Develop concrete approaches using Numicon, Dienes and other physical apparatus. • Moving to pictorial methods e.g bar method, part part whole, diagrams etc • Staff meeting to go through pictorial representation – Wed 22nd Nov using White Rose Resources 	LDB, HG	To introduce 22/11 and revisit Spring staff meeting during maths book scrutiny	£200	
Improve the % of year 1 children who pass the phonics test and year 2 s who pass the resit	See priority 1			
Impact More children reach expected level in KS1 tests and those who secured GD at the end of EYFS, convert to GSD in KS1 assessments				

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Better phonics results				
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Actions for achieving Priority 3 To continue to improve outcomes for the more able and those with the potential to exceed expectations in maths and writing through enrichment, extension and acceleration.				
Planned actions	Lead personnel	Achieved by	Resources	Monitoring
Staff meetings to focus on vulnerable groups, including the more able <ul style="list-style-type: none"> Looking at progress of more able- are the pupils on their projectiles Planning – clear differentiated activities for More able, not just by support or quantity Evidence in books – look at progress throughout school 	JS	On-going, by SLT but impact looked at by July 2018	Staff Meeting times	Termly pupil progress meetings, SEP visits, SI and Curriculum meeting
Focus of lesson Observation, learning walk in Autumn term in and maths, to look at challenge and outcomes for more able children.	LDB	By Dec 2017	N/A	By SEP, Governors at SI and C Committee. In year 6 children at the end of year who were level 3 at end of KS1 in maths to reach GDS
Pyramid maths afternoon for the more able With other primaries, children to visit and have an afternoon looking at reasoning and problem solving in maths	JS	Spring term 2018	Cover for teacher - £75 for half a day	Child conferencing. More able children to meet more than age related expectations at the end of the year
Training in Mastery <ul style="list-style-type: none"> HG to inquire about the mastery approach at Yetminster 	HG	Spring term 2018	Cover for half a day- £75	Feedback at staff meeting
Ensure opportunities to develop higher level thinking/problem solving skills though: <ul style="list-style-type: none"> Develop concrete approaches using numicon, dienes and other physical apparatus. Moving to pictorial methods e.g bar method, part part whole, diagrams etc Moving to abstract methods 	JS, LDB and HG	Start November 2017	£200 – purchase resources	By SEP, Governors at SI and C Committee. In year 6 children at the end of year who were level 3 at end of KS1 in maths to reach

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				GDS
Provide opportunities for collaborative work with KS3 teachers and pupils	JS and high school staff	To begin Sept 2017	Teacher/ co-ordinator cover	Governors, child conferencing More able children to meet more than age related expectations at the end of the year
For those very few gifted children, accelerated learning may include them working with older children	JS and parents involved	On-going	N/A	Child continues to make progress at an accelerated level, at mastery level.
Impact Children who are more able or have the potential to exceed national expectation, will achieve better than ARE in maths , reading and writing				

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Actions for achieving Priority 4 To improve whole school attendance, especially of our more vulnerable pupils				
Planned actions	Lead personnel	Achieved by	Resources	Monitoring
Make 'Attendance Matters' high profile in school by <ul style="list-style-type: none"> • Newsletters to show class attendances and whole school attendances • Monthly class attendance awards with a trophy and class reward • Termly 100% attendance certificates and names put into a hat and one drawn out to receive a prize • At end of the year all who have made 100% attendance to get a special prize 	JS with JG	July 2018	£100 approx depending how many achieve attendance of 100%	Governors, SEP
Continue to emphasis with parents the importance of regular attendance by <ul style="list-style-type: none"> • Letters to go out at the beginning of year with attendance policy and procedures for those who do not have attendance at 95% + • Reminders at the beginning of the term in newsletters about how 'Attendance Matters' • Add to website and Facebook School's Attendance Statement • Add to website class attendance levels . 	JS and JG	Ongoing	N/A	JS and Governors
Follow the school attendance policy <ul style="list-style-type: none"> • Termly letters sent out to all families with attendance less than 95% • Follow up meetings with parents, involvement of attendance officer, attendance panels and fines if needed. • No holidays granted in term time except in exceptional circumstances as per pyramid policy 	JS	ongoing	N/A	JS, Governors , attendance officer, attendance panels

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<p>Use of pupil premium funding to improve attendance of vulnerable pupils by</p> <ul style="list-style-type: none"> • Funding breakfast and after school clubs to allow parents / carers to work or train • Funding for children to attend activity clubs to encourage children to come to school. 	<p>JS and Pupil Premium Governor</p>	<p>To start September 2017</p>	<p>£3000</p>	<p>PP governor</p>
<p>Impact Whole school attendance is at 97% or better, including the attendance of vulnerable groups.</p>				

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