

**Shawlands Primary School
2019/20
School Development Plan**



KEY PERFORMANCE INDICATORS (KPIs) By July 2020

1. The % of pupils reaching GLD by the end of EYFS will remain in line with or exceed the national average (71.8%).
2. The % of pupils meeting the required standard in the Y1 phonics screening check will exceed the national average. (81.9%).
3. Attainment in Reading at the end of KS1 will meet or exceed the national averages for expected level (74.9%) and significantly close the gap with national at Greater Depth (25%).
4. Attainment in writing and maths in KS1 will continue to be in line with or above national averages at both expected level (69.2% and 75.6%) and Greater Depth (14.8% and 21.7%).
5. Progress in all areas will continue to be above 0.0 (national average), so that attainment at the end of KS2 will meet or exceed the national averages in reading (73.2%), writing (78.5%), maths (78.7%) and GPS (78%). A greater proportion of pupils will reach Greater Depth in Reading with Maths, Writing and GPS continuing to be at or above national.
6. The proportion of pupils achieving the expected standards and greater depth in Reading, Writing and Maths combined will be in line with the national average (64.8% and 10.5%)
7. A larger proportion of pupils in receipt of the pupil premium will achieve the expected standard in RWM combined in KS1 and KS2 (33% and 50%), and Reading (33% and 50%).
8. 100% of teaching and learning is good or better, with increasing evidence of outstanding practice observed.
9. Leaders at all levels have a clear picture of the school's strengths and areas for development. They can evidence their impact of school improvement.

MAIN PRIORITIES FOR 2019-2020:

- **TEACHING, LEARNING and OUTCOMES** - Continue to ensure that teaching and learning across the school is consistently good and all pupils have access to creative, cross-curricular lessons, resulting in outcomes at least in line with national averages.
- **ASSESSMENT AND DATA SYSTEMS** - Ensure that the school's assessment and data systems and processes provide clear, accurate and timely information on the attainment and progress of learners including the use of QLAs. Develop the assessment of curriculum areas.
- **ACHIEVEMENT for all PUPILS** - Ensure that all pupils make good progress from their relative starting points, regardless of any barriers to learning including SEND and Pupil Premium eligibility.
- **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE** - Ensure that all stakeholders uphold high standards for personal development, behaviour and welfare of all pupils.
- **LEADERSHIP AND MANAGEMENT** - Leaders at all levels are effective in meeting the needs of the pupils, securing good progress for all groups of pupils, ensuring safeguarding is robust. Develop the roles and effectiveness of middle leadership including subject leaders.
- **WELLBEING** - Ensure that the wellbeing of all staff is promoted and protected through clear two-way communication, appropriate development and management and a focus on ensuring workload is manageable and productive.
- **PARENTAL ENGAGEMENT** - Ensure that parental engagement is promoted and developed through a range of opportunities and initiatives.

Most recent Ofsted areas for improvement:

- Provide greater opportunities for pupils to apply mathematical knowledge, skills and understanding to problem-solving and reasoning activities.
- Match reading books to pupils' abilities and allow KS1 pupils to use their phonics knowledge.
- Teach handwriting skills to a consistently high standard.
- Ensure the website meets government requirements in respect of the information it provides.

% of cohort reaching Expected Attainment (above expected)

	Reading				Writing				Maths				PSED				GLD			
	16-17	17-18	18-19	Nat	16-17	17-18	18-19	Nat	16-17	17-18	18-19	Nat	16-17	17-18	18-19	Nat	16-17	17-18	18-19	Nat
FS2	73	67.5	71.8	76.9	68	67.5	71.8	73.7	68	67.5	71.8	78.5	78	90	76.9	84.8	67.5	67.5	71.8	71.8

	Phonics			
	16-17	17-18	18-19	Nat
Y1	80	78	85	82
Y2	100	57	82	56

		Reading				Writing				Maths				Combined				SPAG			
		16-17	17-18	18-19	Nat	16-17	17-18	18-19	Nat	16-17	17-18	18-19	Nat	16-17	17-18	18-19	Nat	16-17	17-18	18-19	Nat
Y2	EXS	68.4	75.4	70	74.9	63.2	72.5	70	69.2	63.2	65.0	82.5	75.6	60.5	60	69	N/A	60	N/A	72	N/A
	GD	13.2	25.6	17.5	25	13.2	7.5	15	14.8	13.2	10.0	25	21.7	13.2	5	13	N/A	15	N/A	18	N/A

Y6	EXS	76.7	73.3	74.2	73.2	73.3	73.3	77.4	78.5	66.7	70	90.3	78.7	60	56.7	74.2	64.8	73.3	80	77.4	78
	GD	30	23.3	19.4	26.9	13.3	16.7	25.8	20.2	20	33.3	38.7	26.6	10	16.7	12.9	10.5	23.3	37	35.5	35.7

		Re	Wr	Ma
Y6	Average progress from KS1	1.1	1.7	5.2
	% of pupils achieving > 0.0 progress	60%	74.2%	90%

PRIORITY 1: TEACHING, LEARNING and OUTCOMES.

Continue to ensure that teaching and learning across the school is consistently good and all pupils have access to creative, cross-curricular lessons, resulting in outcomes in line with, or above, national averages.

Objectives.	Actions	Timescale / Leader	Monitoring & Evaluation	Milestones and Timelines.
Ensure more areas of teaching practice throughout school are highly effective.	<p>A Teachers complete a 360° review to identify areas of strength and for development.</p> <p>B Performance Management objective to be linked to an areas identified on self-review.</p> <p>C Informal and formal monitoring to include feedback against PM objective.</p> <p>D CPD / coaching to be provided where necessary to support teachers with areas for improvement.</p>	<p>Sept 19. DT</p> <p>Sep 19 DT.</p> <p>From Oct 19. SLT.</p> <p>From Oct 19. SLT</p>	SLT monitoring through formal and informal processes.	<p>SEPT 2019:</p> <ul style="list-style-type: none"> Teachers to complete 360° review Performance Management Meetings held to agree objectives for 2018-2019 and identify any CPD requirements. Phonics-linked reading books distributed through KS1. KR to evaluate the effectiveness of the teaching of Reading in KS1.
For standards in Reading to continue to rise through school, so all cohorts are in line with national for EXS and a greater proportion are working at GD.	<p>A Continue to develop a love of reading through school with attractive reading corners, effective use of the library, Book Week and sharing of books and stories in class and assemblies.</p> <p>B Ensure KS1 reading books are linked with phonics through distribution of new books.</p> <p>C Evaluate current teaching of reading in KS1.</p> <p>D Deliver CPD and coaching as required to ensure Guided, group and individual reading in KS1 is effective in meeting the needs of all pupils.</p>	<p>From Sept 19. DT</p> <p>Sept 19. DT</p> <p>Oct 19. KR</p> <p>From Oct 19. KR</p>	SLT monitoring including pupil voice.	<ul style="list-style-type: none"> Spelling CPD for all staff. Teachers to trial methods of teaching / testing spelling. Maths CPD on Concrete, Pictorial, Abstract maths and Reasoning / Problem-Solving for Teachers. <p>OCT 2019:</p> <ul style="list-style-type: none"> Informal monitoring starts. Reading-linked coaching / CPD starts where required. TA Performance Management meetings.
For the teaching of Spelling to be more effective in improving standards of spelling in children's work.	<p>A CPD on best practice in spelling for all staff.</p> <p>B Teachers to try different strategies to improve the effectiveness of the teaching of spelling.</p> <p>C CPD discussing the effectiveness of strategies trialled and methods of learning and testing spellings agreed through school.</p>	<p>Sept 19. KR</p> <p>From Sept 19. KR</p> <p>Nov 19. KR</p>	<p>SLT monitoring practice through school.</p> <p>KR analysing spelling test data for impact.</p>	<ul style="list-style-type: none"> First TA CPD sessions / meetings. ICT CDP SRE working party established. <p>NOV 2019:</p> <ul style="list-style-type: none"> Teachers report back on spelling strategies trialled. Whole-school methods agreed.
For standards in maths to continue to rise, so the proportion of pupils reaching GD exceeds national in all cohorts.	<p>A CPD on effective progression through Concrete, Pictorial and Abstract strategies. Appropriate resources required.</p> <p>B Reasoning and Problem Solving CPD.</p> <p>C Informal monitoring on CPA / R and PS to identify areas for whole-school and individual CPD, support and/or coaching.</p> <p>D Ensure that new-to-age-group teachers are pitching lessons correctly</p>	<p>Sept 19. CP</p> <p>From Oct19. CP</p> <p>From Oct 19. CP/SLT</p> <p>From Sept 19.</p>	<p>SLT and CP monitoring practice through school.</p> <p>CP analysis of R/PS data from tests.</p>	<ul style="list-style-type: none"> Curriculum book-looks. Maths Skills Trackers monitored to ensure regular updating is happening. Purchase new ICT equipment. <p>DEC 2019:</p> <p>SRE policy and scheme published.</p>

		through CPD, coaching, lesson studies etc.	CP/SLT		JAN 2020: <ul style="list-style-type: none"> • SLT to check teachers have completed curriculum assessments. • Roll out new SRE scheme of work. 		
	E	Increase parental confidence and involvement in maths through online resourcing, Mathletic sessions for parents, workshops.	From Sept 19. CP/SLT				
	F	Y4 pupils are prepared for the Y4 Times Tables Tests through Times Table Rockstars, practice sessions, online resourcing.	From Sept 19. CP/SLT				
	G	Ensure coverage and appropriate pitch of maths teaching through regular use of the Skills Tracker. CP and SLT to monitor use half-termly.	From Nov 19. CP/SLT				
Ensure all TAs are effective in meeting the needs of pupils.	A	TAs to have Performance Management meetings and set objectives for the year.	Oct19. CA	SLT monitoring.			
	B	Regular TA meetings and CPD sessions throughout the year.	From Oct 19. CA and subject leaders.				
Ensure the Shawlands Curriculum meets the needs of the pupils.	A	Curriculum teams to conduct book-looks to ensure coverage, continuity and progression through school.	Nov19. SLT	SLT to monitor curriculum team findings. SLT to check curriculum assessments are completed.			
	B	Teachers to complete curriculum area assessments at the end of a unit / twice per year for all subject areas.	Jan 20. SLT				
Enhance the provision of ICT teaching throughout school.	A	Audit and purchase of new ICT resources to ensure all pupils have access to quality resources.	Nov19. BH / SLT	SLT monitoring.			
	B	CPD for staff to upskill them in order to make best use of new and existing resources.	OCT19. BH / SLT				
Ensure the SRE policy and provision meets new expectations.	A	Establish working party to produce new policy and scheme.	Oct 19. CA/DT	SLT Governors Governors			
	B	Make copies of the policy and scheme widely accessible for parents.	Dec 19. CA/DT				
	C	Roll out scheme across school.	Jan 20. CA/DT				
Expected Outcomes: <ul style="list-style-type: none"> • See KPIs. • SRE policy meets statutory requirements in time for 2020 launch. 							
Resource and Budget implications: <ul style="list-style-type: none"> • CPD costs if sourced from outside school. • Cover costs for releasing staff for CPD / coaching. 							

PRIORITY 2: ASSESSMENT AND DATA SYSTEMS

- Ensure that the school's assessment and data systems and processes provide clear, accurate and timely information on the attainment and progress of learners including the use of QLAs. Develop the assessment of curriculum areas.

Objectives.	Actions	Timescale / Leader	Monitoring & Evaluation	Milestones and Timelines.
Ensure that the calendar for Assessment Weeks, PPMs and Standards Meetings is effective.	A	SLT to set academic calendar for the year with Assessment Weeks and PPMs planned in.	Sept 19. CA	<p>SEPT 2019:</p> <ul style="list-style-type: none"> Academic calendar set. Standards Meeting dates set. <p>OCT 2019:</p> <ul style="list-style-type: none"> <p>NOV 2019:</p> <ul style="list-style-type: none"> Writing moderation meetings. Book-looks. <p>JAN 2020:</p> <ul style="list-style-type: none"> SLT with curriculum leaders to monitor that curriculum areas are being assessed. <p>MAR 2020:</p> <ul style="list-style-type: none"> Writing moderation meetings. Book-looks. <p>JUNE 2020:</p> <ul style="list-style-type: none"> Writing moderation meetings. Book-looks. <p>JUL 2020:</p> <ul style="list-style-type: none"> End of year summaries for each cohort in each subject to be produced.
	B	DT to meet with AS to set Standards Meeting dates for the year.	Sept 19. DT	
Ensure assessment data entered on SIMS is accurate.	A	Termly moderation meetings to moderate writing before Assessment Week to ensure consistency or judgements through school.	Nov 19, Mar, June 20. KR	
	B	Book-looks to identify specific children to ensure their work matches the grades on SIMS.	Nov 19, Mar, June 20. KR	
Ensure that all curriculum areas are regularly assessed.	A	Ensure all teachers have access to the curriculum statements and assessment grids for all subjects.	Sept 2019. SLT	
	B	Monitor that curriculum areas are being assessed at least twice per year. End of year summaries for each subject produced to show % working at EXS and GD in each cohort.	Jan, June 20. SLT	
Expected Outcomes:				
<ul style="list-style-type: none"> Standards committees have the relevant and accurate information for meetings. Evidence in books shows SIMS assessments accurately reflect the children's abilities. All curriculum areas can report on ARE% at the end of the year. 				
Resource and Budget implications:				
<ul style="list-style-type: none"> 				

PRIORITY 3: ACHIEVEMENT for all PUPILS

-Ensure that all pupils make good progress from their relative starting points, regardless of any barriers to learning including SEND, EAL and Pupil Premium eligibility.

Objectives.	Actions	Timescale / Leader	Monitoring & Evaluation	Milestones and Timelines.
Ensure the needs of SEND pupils are appropriately identified and supported.	A SEND weeks to continue with a focus on working collaboratively to support the individual needs of SEND pupils.	Oct 19, Mar, Jun 20. SG	CA	<p>SEPT 2019:</p> <ul style="list-style-type: none"> Pupils on Connecting Steps to be agreed. TA timetable including SEND groups produced. TA intervention logs introduced. EAL TA timetabled to support groups and individuals. PP meetings. <p>OCT 2019:</p> <ul style="list-style-type: none"> SEND week. PP review reviewed and new one written. <p>DEC 2019:</p> <ul style="list-style-type: none"> PP meetings. <p>MAR 2020:</p> <ul style="list-style-type: none"> SEND week. PP meetings. <p>JUN 2020:</p> <ul style="list-style-type: none"> SEND week. <p>JULY 2019:</p> <ul style="list-style-type: none"> PP meetings.
	B Use of Connecting Steps to be refined to measure progress in those pupils working too far below ARE to be measured on SIMS.	From Sep 19. DT/SG	DT	
	C TA afternoon timetables to be split between directed by the class teacher and working with small groups / individuals directed by SENCO against MSP targets.	From Sep 19. DT/SG	SLT	
	D Afternoon intervention logs to be reintroduced to monitor consistency.	From Sep 19. DT/SG	CA	
	E Regular CPD for TAs and teachers as required.	From Sep 19. DT/SG	SLT	
Make best use of Pupil Premium funding to further close the gap with other pupils.	A Pupil Premium Review identifies where funding has had a positive impact and where future funding should be directed.	Oct 19. CA	SLT	<ul style="list-style-type: none"> PP meetings. <p>MAR 2020:</p> <ul style="list-style-type: none"> SEND week. PP meetings. <p>JUN 2020:</p> <ul style="list-style-type: none"> SEND week. <p>JULY 2019:</p> <ul style="list-style-type: none"> PP meetings.
	B PPMs to include focus on progress of PP pupils with teachers identifying further strategies to be used where progress is slower.	Sep, Dec 19, Mar, July 20. DT/CA	SLT	
Support language acquisition and other educational needs of EAL pupils.	A Employ EAL to work with EAL pupils on language and basic skills acquisition.	Sep 19. CA	SLT	<ul style="list-style-type: none"> SEND week. PP meetings.
	B Interventions in place to support EAL pupils with individual needs.	From Sept 19, CA	SLT	
<p>Expected Outcomes:</p> <ul style="list-style-type: none"> PP pupils make accelerated progress to diminish any gaps with 'other' pupils. The progress of SEND pupils is accurately measured and is in line with expected progress and outcomes. 				
<p>Resource and Budget implications:</p> <ul style="list-style-type: none"> Ongoing costs of Connecting Steps (£250 per year). EAL Teaching Assistant one day per week for EAL support (£2 900 per year) 				

PRIORITY 4: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE.

Ensure that all stakeholders uphold high standards for personal development, behaviour and welfare of all pupils.

Objectives.	Actions	Timescale / Leader	Monitoring & Evaluation	Milestones and Timelines.
Ensure clear communication and collaboration between SLT members and Welfare leaders.	A Establish regular Welfare SLT meetings (at least twice per half term).	DT/CA From Sept 19.	SLT	<p>SEPT 2019:</p> <ul style="list-style-type: none"> • First Welfare Meeting • SIMS notifications set up for TH/SG • Safeguarding CPD/Staff meetings slot. • Dojos streamlined. • Dojo token introduced. • Whole-class rewards system launched. • Ladder reintroduced. • SIMS training on behaviour logs. <p>OCT 2019:</p> <ul style="list-style-type: none"> • Dojo / Medal Vision evening.
Make sure Welfare team are kept aware of any issues regarding key children.	A DT to look into SIMS behaviour incidents being flagged up to Welfare team members.	DT From Sept 19.	SLT	
Keep staff up to date with key information on safeguarding and welfare issues.	A Safeguarding and welfare to be agenda items on staff meetings regularly.	TH From Sept 19.		
	B Staff meeting sessions available for safeguarding CPD.	TH From Sept 19.		
Ensure clear and consistent use of Dojos and behaviour sanctions.	A Dojos streamlined into the 6Rs.	DT Sept 19.		
	B Dojo / Medals Vision evening for all stakeholders.	CA/DT Oct 19.		
	C Dojo tokens distributed for MDSA / office staff to give out.	DT Sept 19.		
	D New whole-class reward system introduced for assembly conduct/attendance etc.	DT Sept 19.		
	E Ladder re-introduced through school.	DT Sept 19.		
	F SIMs training for staff for behaviour recording.	DT Sept 19.		
<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Better consistency with Dojos and medals through school. 				
<p>Resource and Budget implications:</p> <ul style="list-style-type: none"> • Cost of class rewards (£200) • Cost of medals for awards evening (£400) 				

PRIORITY 5: LEADERSHIP AND MANAGEMENT.

Leaders at all levels are effective in meeting the needs of the pupils, securing good progress for all groups of pupils, ensuring safeguarding is robust. Develop the roles and effectiveness of middle leadership including subject leaders.

Objectives.	Actions	Timescale / Leader	Monitoring & Evaluation	Milestones and Timelines.
Clarify membership, roles and responsibilities of the SLT and ELT (Extended Leadership Team).	A Review Staffing and Leadership structure.	Sep 19. SLT	Governors	<p>SEPT 2019:</p> <ul style="list-style-type: none"> Staffing and leadership structure reviewed. Roles and responsibilities of ELT/SLT reviewed and revised. KS1 maths and literacy leads and phonics co-leads established. <p>OCT 2019:</p> <ul style="list-style-type: none"> Consideration of T&L role. Curriculum teams start monitoring activities. <p>Potential candidates for middle leadership courses identified.</p> <p>NOV 2019:</p> <ul style="list-style-type: none"> Recruit T&L leader if agreed.
	B Review responsibilities of all members of the SLT and ELT.	Sep 19. SLT	Governors	
Consider creation and responsibilities of Teaching and Learning Leader role.	A After review of leadership, consider need for and possible role of T&L leader, including budgetary considerations.	Oct 19. SLT	DT	
	B At governor level discuss the role and responsibilities and budgetary impact of T&L leader role.	Oct/Nov 19. SLT	Governors	
	C If T&L role to be created, create job description and recruit internally.	Nov 19. DT/CA	Governors	
Strengthen and develop strength of middle leadership through school.	A Establish role of KS1 Maths and Literacy assistant leads, working alongside the main leads to build leadership skills and experience.	Sep 19. DT	SLT	
	B Establish joint leadership of phonics with both leads taking full part in monitoring, planning and data analysis.	Sep 19. CA	SLT	
	C Through development of curriculum teams, ensure all staff have the opportunity to participate in book looks, drop-ins, pupil interviews etc.	From Oct 19. SLT	SLT	
	D Identify any potential candidates for middle leadership course. If appropriate enrol on courses.	Oct 19. DT	Governors.	
Expected Outcomes:				
<ul style="list-style-type: none"> Middle leaders become more confident in their roles. Potential candidates for middle leader course successful in completing the course. 				
Resource and Budget implications:				
<ul style="list-style-type: none"> Cost of NPQML courses. Cost of T&L leader TLR. 				

PRIORITY 6: WELLBEING.

Ensure that the wellbeing of all staff is promoted and protected.

Objectives.	Actions	Timescale / Leader	Monitoring & Evaluation	Milestones and Timelines.
Reduce unnecessary workload.	A Set and share academic calendar early to make sure deadlines are well space-out and plenty of notice given.	Sep 19, CA	DT	SEPT 2019: <ul style="list-style-type: none"> Academic calendar shared. Management time planned in for leaders. Time given for staff to complete additional paperwork (sg SEND) PM meetings for teachers. OPT 2019: <ul style="list-style-type: none"> PM meetings for TAs.
	B Make sure staff meetings and INSET days are efficient and include time for working parties to meet.	From Sep 19. SLT.	DT	
	C Keep paperwork to a minimum with staff only completing essential paperwork.	From Sep 19. SLT	DT	
Ensure time given for additional workload.	A Management time planned in for leaders.	From Sep 19. DT	SLT	
	B Time given for staff to meet additional deadlines eg SEND paperwork.	From Sep 19. CA	SLT	
Allow all members of staff to develop professionally.	A Professional development opportunities identified in PM meetings for teaching staff.	Sep 19. DT	SLT	
	B TA performance management established including CPD opportunities.	Oct 19 CA	SLT	
Have effective communication at all levels.	A Use calendar, briefings, staff meetings and noticeboard to ensure staff are kept well informed on all school matters.	From Sep 19. CA	SLT	
Expected Outcomes: <ul style="list-style-type: none"> Staff morale improves on wellbeing surveys. Staff sickness reduces. 				
Resource and Budget implications: <ul style="list-style-type: none"> CPD costs (tbc) 				

PRIORITY 7: PARENTAL ENGAGEMENT .

Ensure that parental engagement is promoted and developed through a range of opportunities and initiatives.

Objectives.	Actions	Timescale / Leader	Monitoring & Evaluation	Milestones and Timelines.
Further improve communication through School Comms.	Set up School Comms and aim for 100% parental sign-up for all newsletters, messages etc.	Sep 19. CA	SLT	SEPT 2019: <ul style="list-style-type: none"> Pupils on Connecting Steps to be agreed. OCT 2019: <ul style="list-style-type: none"> Vision Evening held. NOV 2019: <ul style="list-style-type: none"> New style Forums relaunched. Inspire / Living Museums start. 1st parents' evening.
Rebrand the Forums to encourage more parents to attend.	Relaunch the Forums under a new title to attract a wider group of parents to attend.	Nov 19. CA	SLT	
Vision Evening on Dojos and Medals Awards.	Hold Vision Evening to focus on Dojo awards and the criteria for the medals evening.	Oct 19. DT	SLT	
Continue to hold Inspire and Living Museum sessions.	Each phase to hold one Inspire and one Living Museum during the year.	From Oct 19. Class Teachers	SLT	
Alter timing of Autumn Parent/Teacher consultation meetings to be more academic-focused.	Meetings to be held in November to allow teachers to comment on academic progress.	Nov 19. DT	SLT	
Expected Outcomes: <ul style="list-style-type: none"> Greater parental attendance at Vision Evening, Forums etc. Improved approval ratings on Parental surveys. 				
Resource and Budget implications: <ul style="list-style-type: none"> 				