



River View Primary and Nursery School Development Plan 2016/2017

Objective	Action	Person	Date	Success Criteria/Milestones		
Teaching and Learning/Achievement and Standards				Autumn	Spring	Summer
All areas of leadership are effective and are able to hold others to account. Autumn attended Parent Thinking TLC's Sept 2016 revisit Feb. Intervention are set - Jun 17 - timetable to be shared.	- An external review of governance will be undertaken	DW/CST	11/16	External review for governance has been undertaken. <i>report revised 25/11</i>	Governor training as highlighted by the action plan has been undertaken. <i>training not yet identified</i>	See appendice 1 regarding ARE end of year data.
	- Assign roles to the L&M committee to ensure that the website is compliant	GOV BODY	12/16	A governance <i>Development</i> action plan is in place. <i>Governors are meeting 23/11/17 ratified on 15.2</i>		
	- Re-define leadership roles to ensure all UPS teachers have a whole school responsibility	MW	11/16	School website displays all the statutory information. <i>Chair has monitored 6.3.17 monitored by SLT.</i>	Evaluation of interventions demonstrate that children are making accelerated progress.	Governor action plan has been evaluated and impact is evident.
	- Aspire leaders attend termly development days and feedback during ELT meetings	CS/DB/L G/IB	9/16 2/17 7/17	Roles and responsibilities are outlined and shared with staff. <i>meeting + Action plan done</i>	All leaders judgements are accurate when conducting monitoring activities. <i>Jonny Hart monitored phase leaders</i>	
	- Aspire leaders complete quality analysis alongside achievement advisor.	MW CS/DB IB/LG	9/16 2/17 7/17	Phase leaders identify children in their phase who are under achieving against their target and appropriate interventions are in place to quickly plug pupils current gaps in knowledge skills and understanding. <i>- met with assessment lead & Jonny Hart</i>	A greater proportion of children (linked to individual classes) are at ARE.	
	- Leaders use available data to identify current gaps in children's knowledge, skills and understanding.	DB MW		All leaders conduct monitoring activities.	All leaders are fully established in their roles and take full responsibility for their respective area.	
	- Leaders timetable an intervention schedule to address the needs of their key stage	VW AB CS LG	Half Termly	Have met with the parents forum to gather their thoughts. <i>- Sept 2016</i>		
	- Ensure all monitoring activities are conducted alongside a member of SLT	AB LG VW	Ongoing	Begin to implement agreed actions following consultation process with parents. <i>Weekly newsletters School App Facebook page outside lolly website</i>	Parents feel that the school communicates effectively with them. <i>77%</i>	

cost £700



River View Primary and Nursery School Development Plan 2016/2017

	- SLT will work alongside SLT members from other local schools as part of a triad review process - - Hold parental workshops and forums to gain parental voice regarding communication - Distribute questionnaire to all parents regarding effectiveness of school/home communication	MW CS DB IB DB GB DB GB	12/16 10/16 2/17	Triad took place on 1st Dec. Workshop held September.			£550
Raise the quality of teaching to consistently good or better	- Refine the monitoring and feedback system so that all staff know what to improve and how - Provide a focus for the GBPT's - Monitor the effectiveness and implementation of the agreed actions within the GBPT meetings - Set performance management targets for teachers and TA's that reference the QFLT and reflect career stage expectations - Deliver staff training on	MW DB MW DB DB MW	9/16 9/16 12/16 2/17 6/17 10/16	Triangulation of evidence identifies at least 75% of teaching is consistently good or better. ~~68% at Dec Dec.~~ See ~~Sept~~ HT report 72%. Feb HT report 78%. Book scrutinies show that all teacher feedback provides clear guidance to pupils about how to improve their work. 25/11 shows all pupils books marking All staff know what to do to progress their teaching and how to do it. - GBPT meeting All staff have received a performance management interview and have relevant targets linked to the QFLT and	Triangulation of evidence identifies at least 85% of teaching is consistently good or better. All staff have received a performance management review and have reached their mid-point children's outcome target. A range of monitoring shows that all teachers are challenging all pupils from their given starting point.	Triangulation of evidence identifies all teaching is consistently good or better. All staff meet their performance management target regarding children's outcomes. 90% of staff Parent's report that communication about their child's progress and attainment is effective. 72% Lesson observations show that power thinking is integral within lessons.	£550 Aspire of staff ~~£100~~



River View Primary and Nursery School Development Plan 2016/2017

	marking and effective feedback that helps pupils to improve their work	DB CS	10/16	their career stage. All explicit daily grammar sessions are delivered in a fun and engaging way as identified through drop ins and pupil voice	~~Termly Learning conferences are held.~~	3 members of staff attended external training they took staff meeting to feedback.
	- Deliver training on how to use assessment information to plan lessons that are challenging for all pupils from their given starting point	DB	9/16	Training - New end of year report format created To share extend leadership 30/1/17.	Parent's report that communication about their child's progress and attainment is effective.	Phase leaders pupil voice by 18/1/17 SLT Drop in by 18/1/17.
	- Send identified staff on training for 'fun, creative and engaging grammar' and disseminate to all staff	AB EP PL	10/16	Staff meeting to inform all staff about what 'power thinking' is and its use and impact within the classroom.	Staff to trial 'power thinking' within their planning and teaching.	
	- Implement 'power thinking'	CS	4/17	CS/DB trialing with yr1/yr6 to finish 19/2/17 Focus on modelling needed - highlighted by peer to peer reviews.		
	- Implement termly learning conferences	DB	4/17			
	- Create a new end of year report format	IB SM DB	4/17			
	- Form a parental working party to evaluate the systems and procedures for communicating progress and attainment with parents	DB	4/17			
	- Provide a structured support programme for under performing teachers	MW	Ongoing			
	- Use half-termly					

£180 training



River View Primary and Nursery School Development Plan 2016/2017

	achievement teams to - focus teachers on underperforming groups of pupils	KB KH JH	Half Termly			
To raise attainment in reading.	- Ensure that guided reading is taught twice a week	CS	Ongoing	Lesson observations, book trawls and lesson drop-ins shows that guided reading is being taught effectively twice a week. <i>Pear to Pear review</i>	Lesson observations, book trawls and lesson drop-ins shows that guided reading is being taught twice a week and is good or better 80% of the time.	Lesson observations, book trawls and lesson drop-ins shows that guided reading is being taught twice a week and is good or better.
	- Train staff on the effective delivery of guided reading	CS	11/16	River view dollar bank statements show 50% of children are reading the required number of times at home. <i>47% at end Autumn 1 56% at Autumn 2</i>	River view dollar bank statements show 60% of children are reading the required number of times at home.	River view dollar bank statements show 70% of children are reading the required number of times at home. <i>→ Unable to get exact figures. → but had free time 12% paid £5</i>
	- Reward reading and comprehension homework through River View Dollars	MW	7/17	Staff are set rigorous and robust reading attainment targets within performance management.	Staff performance management targets are reviewed.	Staff performance management targets have been achieved.
	- Undertake community and school reading events to promote a love of reading	LA CS MW	Ongoing	<i>Targets are individualised to each child.</i>	Standardised Reading scores have been analysed and an intervention provision map is in place.	<i>90% staff reached their targets for Reading.</i>
	- Trial, evaluate and impliment reading interventions	PW MW	12/16	<i>4r3/4r6 visit to library Author visit arranged by public library</i>		
	- Provide regular opportunities for children to access materials from school and public library	CS LA	12/16	<i>Monitoring of ERIC to take place December taken place see appendix</i>		
	- Ensure that ERIC time is timetabled and undertaken regularly	DB	12/16			
	- Conduct and analyse standardised assessments termly	All Teacher	Termly			
	- Complete reading assessments half termly					

River View Primary and Nursery School Development Plan 2016/2017



£1,000
new
books.

	Trial and evaluate the 'reading for fluency' ~~aspire programme~~ - Ensure that reading is a termly focus for achievement teams. →	LA	4/17			
		DB	Termly			
		See data appendix.				
To embed a curriculum which provides the children with a range of transferable skills.	- Map out the curriculum for foundation subjects to ensure coverage and presented to staff at a staff meeting. - Assess children's performance on SPTO in all curriculum areas - Work towards obtaining the Primary Science Quality Mark (PSQM Bronze). - Train all staff in problem solving and reasoning. Commissioned work (Entrust to work with 1 teacher per year groupsolving and reasoning.) - Trial 'give me five, in maths, to enable children more opportunity to work at greater depth.	CS	9/16	All staff have attended the staff meeting and have a copy of the mapped out curriculum to use when completing medium term planning.	Evidence in books and through pupil voice that problem solving and reasoning is being taught regularly ~~reasoning lessons~~ ^{observed with TS} ~~no evidence in~~	Book trawls show progression in foundation subjects across the school and all areas of the national curriculum have been covered.
		All Staff	Every Half Term	Medium Term planning to be completed and checked prior to each half term.	SPTO is used to support book the planning process and ensure that children achieve in all areas of the curriculum.	Analysis of maths standardised testing shows an increase in pupils attainment in reasoning.
		CM	6/17	PSQM self-assessment to be completed by science lead and used to compose an action plan and uploaded to PSQM website.	PSQM key principles have been embedded and evidence collected	PSQM certificate has been awarded.
		MW		PSQM principles to be agreed by all staff and delivered at November cluster meeting.		End of Key Stage results show 20% of children are at greater depth at the end of KS2.
		MW	12/16	All staff to have attended the problem solving and reasoning training on 21 st October. SPTO shows that all staff are assessing children in all areas of the curriculum.		22% of children will be at greater depth at the end of KS1. 20% will be exceeding in number at the end of reception.

Maths marked down 4/3
KS2

4-1. reading
24-4 APS
17. writing

KS1 CD
12.1.
8.9.
16.1.

8.9.

River View Primary and Nursery School Development Plan 2016/2017



To raise attainment of the greater depth children.	Monitor books regularly with a focus on greater depth children at least half termly. <i>Part 2.</i>	SLT	On going	Staff greater depth marking to have taken place and evidence is found in books. <i>9.11.16 Karon Layton monitored on 2.3.17</i>	Staff training on teaching greater depth in Maths, Writing and reading and develop staff subject knowledge.	
	Deliver staff training on how to developmentally mark greater depth children so their progress is accelerated. <i>(commenced)</i>	DB CS	9/11/16	Staff are set rigorous and robust attainment targets within performance management taking into account end of previous key stage results. <i>See Perf. Man. Targets.</i>	Staff performance management targets are reviewed.	Staff performance management targets have been achieved. <i>90% of staff</i>
	Deliver staff training on teaching greater depth in Maths, Writing and reading and develop staff subject knowledge.			CS and DB to have visited local school who uses blooms taxonomy. <i>X</i>	Trail of blooms taxonomy with yr 6 and yr 2 to have taken place and evaluated.	Blooms taxonomy to be embedded in all year groups. <i>Comm.</i>
	Performance management targets for children's progress at the end of each year takes into account their key stage starting point.	MW	10/16	Ab and AF to work with aspire on a implementation plan for growth mind set. <i>5.12.16 Aspire work with Res.</i>	Trail of growth mindset in year 3 and 5 to have taken place and evaluated. <i>staff meeting taken place</i>	Growth Mindet to be embedded in all year groups.
	Achievement team meeting will have a focus on greater depth at least once a term. <i>Part 2.</i>	DB	Termly	Class Teachers and SLT have highlight GD children who have fallen behind and an intervention plan is in place. <i>See pupil progress meeting notes.</i>	SLT to evaluate interventions and check their impact during data point and make necessary adjustments. <i>SLT meetings</i>	All GD children who had fallen behind are now on track to be GD at the end of the year. <i>children who are have not been targeted.</i>
	Greather depth children will be provided with opportunities to ?	KB AB LG VW		<i>Focus of Achievement Teams.</i>		GD percentage at the end of year data see appendix 2.



River View Primary and Nursery School Development Plan 2016/2017

	• Trial, evaluate and implement growth mind set. • Trial, evaluate and implement blooms taxonomy. • Interventions to be timetabled for GD children who have fallen behind due to historic poor teaching.	AB AF CS DB Phase Leaders	4/17 Trial 7/17 4/17 Half Termly			
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£500
book
resources