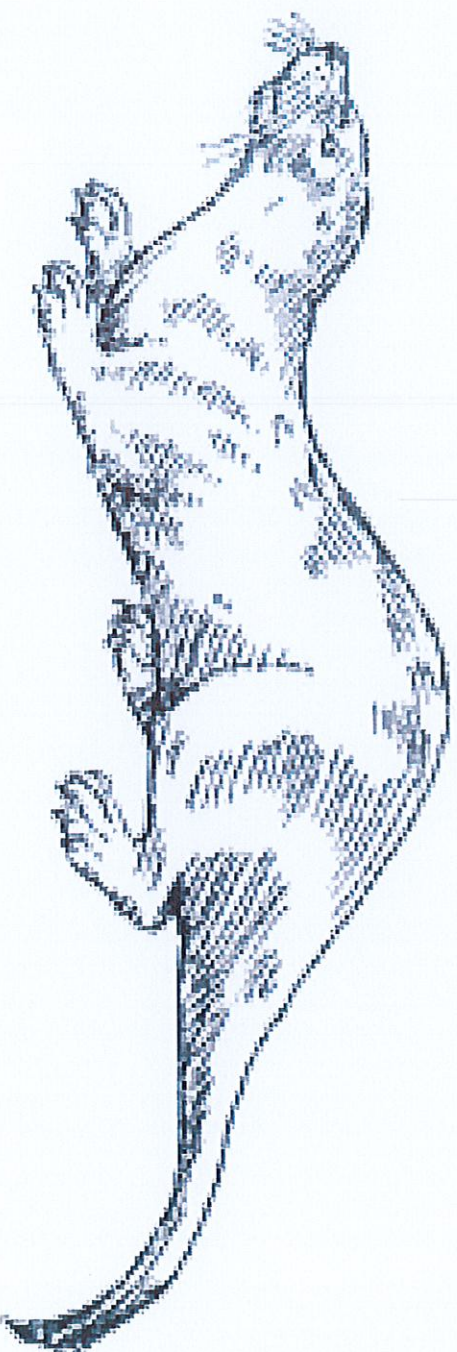


OTTERHAM CP SCHOOL

2019/20

SCHOOL DEVELOPMENT PLAN



OTTERHAM C P SCHOOL – PLANNED PROGRAMME FOR MONITORING / EVALUATION 2019/ 2020

	SEPT	OCT	NOV	DEC
GOV	Premises Learning environment Safeguarding	Attendance SDP Data	SDP (Mathematics) SDP SEN Behaviour	Learning environment SDP (Literacy) SDP EYFS
HEAD	Data Induction of Reception SDP	EYFS data Lesson observations KS2 projected targets PM for teachers	Pupil conferencing SDP review actions School Council	Data tracking review/intervention Planning for Spring Topic Work
TEACHERS	Data (GLA) Review Curriculum planning Children's targets	Writing moderation Subject Leadership Files EYFS BASELINE	PM for TAs (SB) Book scrutiny marking Interventions Parent Consultations	SDP (PDM) EYFS Tapestry Data Analysis (E of T Assess) Review Pupil Targets
	JAN	FEB	MAR	APR
GOV	Interventions Best Value SDP (SEND)	Attendance Learning Environment H & S / Premises SDP PE	Parental Questionnaire SDP Literacy SDP Mathematics	S175 Attendance Attitudes to learning (Pupil conf) SDP Review / Impact
HEAD	Pupil Questionnaires SDP all AP's Book Scrutiny	Data Analysis Lesson observations Standards in writing	S175 Book scrutiny – marking Topic Work School Council	Data Analysis Number Fluency (Y4 Tables) Transition arrangements EYFS / Y6
TEACHERS	SDP Review / Impact Children's Targets Interventions	SDP (PDM) EYFS Tapestry Interventions	Parent Consultation SDP – Update monitoring file Data Analysis Topic Work	SDP Review Children's Targets
	MAY	JUNE	JULY	
GOV	SDP (SEND) Learning environment Data	Attendance SDP Maths	Data HT PM review SDP Literacy	Ensure Admissions has correct contact details for summer holidays
HEAD	SDP 2020/21 SATS Science Week ? EYFS Induction	Residential Visits PM review teachers	HW PM review Reporting to parents 2020/21 dates/timetables/classes	
TEACHERS	SDP 2020/21 Topic / Science Week SATS EYFS Induction	Report Writing Topic Work Writing moderation	Reporting to Parents 2020/21 Curriculum planning	

SDP Priorities for Otterham CP School – Sept 2019 to July 2020 (see action plans for further details)

<u>SUBJECT</u>	<u>PRIORITIES</u>	<u>LEAD</u>	<u>GOVERNOR</u>
LITERACY	<p>To raise the % of pupils meeting ARE in writing from 35% to 65% and in Reading, from 58% to 76% (Y1-6)</p> <p>For 83% of the Y6 cohort to reach an EXS or better in reading. For 75% of the Y6 cohort to reach an EXS or better in writing.</p> <ul style="list-style-type: none"> • 66% to pass the phonic screening test in Y1. 77% to pass the phonic screening test in Y2 • Audit of teaching early reading through Systematic Synthetic Phonics – English Hub (21/11/19) • Action plan to be created as a result of audit • Teacher-led interventions in reading and writing to start ASAP. Target children identified. • SWST to be completed as a baseline to gain spelling ages of children – repeat July 2020 • Clarification on the progression of grammar terms to be taught in each year group 	JB/HW	?
MATHEMATICS	<p>To raise the % of pupils meeting ARE in mathematics from 60% to 77% (Y1-6)</p> <p>For 83% of the Y6 cohort to reach EXS or better in mathematics.</p> <ul style="list-style-type: none"> • Using QLA to identify gaps in learning and inform future planning • Interventions set up ASAP, targeting pupils identified as 'just below' • Close monitoring of data to ensure those currently on track do not fall below • Monitoring of Y4 cohort (1/2 termly) with regard to their times tables knowledge • Ensure children have access to the appropriate resources until they reach independence • To ensure the effective delivery of TIS given the high level of need. Currently, we are aware that 45/87 of the children in the school need this intervention – 24 have a significant need. • Monitor the progress children on the Record of Need are making following interventions • Foster and maintain positive relationships with families of children on the Record of Need 	GP	SN
SEND	<ul style="list-style-type: none"> • To ensure the effective delivery of TIS given the high level of need. Currently, we are aware that 45/87 of the children in the school need this intervention – 24 have a significant need. • Monitor the progress children on the Record of Need are making following interventions • Foster and maintain positive relationships with families of children on the Record of Need 	SB	?
EYFS	<ul style="list-style-type: none"> • Trial the NFER Baseline Assessment materials • Aim for 73% of the EYFS cohort to achieve a Good Level of Development (currently 11 pupils) • Indoor and Outdoor areas suitably resourced and relevant to topic • Audit of early reading through Systematic Synthetic Phonics (21/11/19) will add actions 	NK/JB	GC
PE	<ul style="list-style-type: none"> • To monitor the effective spending of the Sports Premium • To ensure the school has the appropriate equipment to deliver the curriculum • To provide opportunities that broaden the curriculum – adventure activities • To aim for all children being able to swim 25m by the end of Y6 • To participate in as many festivals and competitions as possible given the small cohorts 	HW/ALL	RQ

School Improvement Action Plan – Key Issues

Priority: Maths

Target: To improve standards in attainment and accelerate progress in mathematics through KS1 and KS2

Notes:

- Currently 60% of the children in Y1-6 are meeting or exceeding age related expectations.
- 20 Children have been identified as having the potential to bridge the gap in maths. If 13 of these make the leap, 77% of children will then be meeting ARE.

Success Criteria	Actions	Lead by	Who is involved	Start/ finish dates	Resources	Monitoring of implementation. How? When? Who? Evaluation How? When? Who?
Planning and teaching is closing the gaps in children's subject knowledge.	<ul style="list-style-type: none"> • Question level analysis on previous Y6 SATs data, weak areas identified from this. • Question level analysis on end of term NFER test for all year groups. 	GP	All staff	Sept 19 – July 2020	Time to input data. PDM time.	Book scrutiny Lesson observations Pupil discussion /interviews Governor visit - SN
Interventions are in place and are effective in accelerating progress.	<ul style="list-style-type: none"> • Children within each year group to be identified as needing intervention. • Interventions to be timetabled. 	HW and JB GP	All staff	Sept 19 – July 2020	Staff Timetable space!	Termly data analysis Informal observation of interventions Evaluate after Dec assessments. Plan for Spring Interventions Governor discussions / involvement - SN
Y4 times table tests show positive data that reflects teacher knowledge of children's abilities.	<ul style="list-style-type: none"> • Regular, planned work given within school and for home ensuring progression from Y1 upwards. • Half termly practice assessments to inform pupil progress • Is there a ICT programme available e.g. website that would engage children at home? 	GP	All staff	Sept 19 – July 2020	Resources	Half termly analysis of practice test scores Review teaching methods if necessary Is appropriate ICT being used? Is it helpful in moving children forward? Is progress being made? Governor discussions / involvement - SN

Staff confident in planning for 3 year groups and knowledgeable about how best to use the range of resources available within school.	<ul style="list-style-type: none"> Planning scrutiny Discussions with teachers Review resources available in each class Training needs? 	GP	JAB/NK/GP/TRH	Autumn 2019	Time	PDM discussions List of resources needed? Evidence of White Rose – reasoning Pupil conferencing – views on maths T & L Data analysis Governor involvement - SN
Overall evaluation of progress:						
Further action required:						

School Improvement Action Plan –Key Issues

Priority : Literacy		Y6 SAT RESULTS EXPECTED OUTCOMES					RQ - GOV	
TARGET: 66% to pass phonic screening in Year 1 77% to pass phonic screening resit Year 2 76% of pupils to reach ARE in reading (Year 1 - 6) 65% of pupils to reach ARE in writing (Year 1 - 6)		READING – 83% WRITING – 66.6%						
Success Criteria	Actions	Leader	Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?	
Audit complete Action plan completed as a result	<ul style="list-style-type: none"> Audit on teaching of phonics and early reading to be carried out will impact of actions below 	JAB NK LM GP	Pamela Waters - English Hub	Nov 2019 21 st	Audit Jolly Phonics	HW/ JAB Nov 2019	HW/ JAB - with action plan when received RQ	
11/17 of children bridge gap and meet ARE by end of year	<ul style="list-style-type: none"> Reading Children working a sub-level below have been identified and been targeted for intervention 	HW JAB	All Staff	Oct 2019 July 2020	Time Extra adult	Termly Data Grids PDM's - conversations Teacher PM	HW/ JAB July 2020 Data	
15/22 of children bridge gap and meet ARE by end of year	<ul style="list-style-type: none"> Writing Children working a sub-level below have been identified and been targeted for intervention 	HW JAB	All Staff	Oct 2019 July 2020	Time Extra adult	Termly Data Grids PDM's - conversations Teacher PM	HW/ JAB July 2020 Data	
As a result of audit and action plan Yr1 66% pass screening Yr2 resits – 77% pass	<ul style="list-style-type: none"> Phonics See action point 1 Specific action plan to be created after audit 	HW JAB	JAB NK PW GP LM	Nov 2019 July 2020	PDM Time - baseline Audit Day! Jolly Phonics	$\frac{1}{2}$ term monitoring HW/ JAB NK Data	HW/ JAB July 2020 Data	
Baseline shows % reaching ARE. By end of year % reach ARE	<ul style="list-style-type: none"> Spelling SWST to be completed to gain spelling ages. Consistent approach to teaching spelling / homework 	HW JAB	All Staff	Oct 19 July 2020	SWST Time	HW/ JAB Baseline data July data Nfer tests	HW/ JAB July 2020 Data	
Nfer tests at end of term Show improvement in data Dec _____% ARE Mar _____% July _____%	<ul style="list-style-type: none"> Punctuation & Grammar PDM on progression of vocab to be taught within each year group – y2 onwards 	HW JAB	All Staff	Oct 19 July 2020	TES progression grid PDM	HW/ JAB Nfer tests Termly	HW/ JAB July 2020 Data	

School Improvement Action Plan –Key Issues

Priority : P.E

LINK GOVERNOR – Rachel Quinn

TARGET: All children to undertake 30 minutes of physical activity a day during school hours. To maintain the profile of sport and PE throughout the school.

Success Criteria	Actions	Leader	Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
All children are active for 30 minutes a day.	<ul style="list-style-type: none"> Active breaks for all classes. Playground leaders and lunchtime supervisors to lead/ plan a range of activities at lunchtimes. School Council to be the pupil voice in terms of resources for playtimes. 	HW	All staff	Sept 19- July 20	Range of PE equipment, outdoor sound system. TA CPD?	Lunchtime / playtime observations and pupil questionnaires. Are there any pupils who are inactive? If so, why? All staff / RQ	Are all children active for at least 30 min a day? Observations. Pupil conferencing regarding what they enjoy most about playtimes. July 20 HW / RQ/ staff
Positive attitude towards sport/PE	<ul style="list-style-type: none"> School to purchase new scheme for the delivery of PE with a strong emphasis on developing skills and promoting enjoyment - REAL PE Training for all staff who deliver REAL PE REAL PE being delivered throughout the school, engaging and motivating the pupils (and staff) 	HW	All staff	Sept 19- July 20	REAL PE PE equipment Staff	Regular pupil feedback. Lesson observations Ongoing HW / RQ	Discussions with staff and pupils regarding provision over the year. What went well, what could be improved? July 20 HW / RQ/ staff
Pupil Voice being heard with regards to the provision of PE throughout the school	<ul style="list-style-type: none"> Sports Committee appointed to promote sport within school. Meetings held monthly Sports board to be updated with sporting icons/ events and successes. 	HW	All staff	Oct 19 - July 20	Time	Evidence of Sports Committee being appointed. Sports board reflecting activities taking place Ongoing HW/RQ	Pupil conferencing. Content of Sports Board. Link with action point above. July 20 HW/ RQ

Attendance at a range of out of school sporting events (festivals and competitions)	<ul style="list-style-type: none"> Attend cluster events. High quality PE lessons Delivery of sporting after school clubs Attend cluster PE coordinator meetings. 	HW	All staff	Sept 19- July 20	Transport Sporting equipment REAL PE	Monitoring data of children attending events and after school clubs Termly HW/RQ	Review opportunities on offer throughout the year and our attendance at events. Look at after school provision and consider 2020/21 HW/ RQ/ staff
Provision of a range of activities delivered by specific coaches to complement our delivery of REAL PE	<ul style="list-style-type: none"> Engage with Cornish Pirates, Plymouth Argyle, Aly (Yoga), Marie (Dance) and arrange for blocks of lessons to be delivered during term time. 	HW	All staff	Sept 19 - July 20	Money/ Time PDM	Other than REAL PE, what is being delivered to our children? Yearly plan? HW / RQ	Review provision over the year. Pupil conferencing. Would we do the same next year or change anything? HW/ RQ/ staff

Overall evaluation of progress:

Further action required:

Camelford Primary School Cluster Events Timetable 2019-2020

	Aut 1	Aut 1	Aut 2	Aut 2	Spr 1	Spr 1	Spr 2	Spr 2	Sum 1	Sum 1	Sum 2	Sum 2
	Event 1	Event 2	Event 1	Event 2	Event 1	Event 2	Event 1	Event 2	Event 1	Event 2	Event 1	Event 2
Yr 1/2	Multi Skills 25/9/19 CAM PS/JIP	Intro – Athletics 09/10/19 CAM PS/ECW	Fun Run 1000m (CC) 13/11/19 CAM PS	Bacchus Cup 1/2 Football 11/12/19 CAM PS/JIP	Dance Festival 20/01/20 CAM ECW	Multi-skills 03/02/20 CAM PS/JIP	Spring Sports Festival 11/03/20 CAM All Coord	Football Rounders TBC CAM ECW/PS	Multi-skills 22/4/20 CAM PS/JIP	Cricknet Skills 1/5/20 STT JP	Fun Run 1000m (CC) Inc. EYFS 10/6/20 CAM ECW	Super Sports Day 2/7/20 CAM All Coord
Yr 3/4	Multi Skills 25/9/19 CAM PS/JIP	Touch Rugby Festival 16/10/19 CAM PS	Dance Festival 29/11/19 CAM PS/ECW	Bacchus Cup 3 / 4 Football 11/12/19 CAM PS/JIP	Netball Festival 15/01/20 SIS HS/LD	Girls Football 05/02/20 STT JP/ECW	Spring Sports Festival 11/03/20 CAM All Coord	Hockey Festival TBC	Club Gymnastics 1/5/20 CAM PS/JIP/ECW	Cricknet Festival 20/5/20 DELC PS/JIP	Athletics - Time Trials 19/6/20 CAM All Coord	No-score Rounders Festival 15/7/20 CAM All Coord
Yr 5/6	Multi Skills 25/9/19 CAM PS/JIP	Touch Rugby Festival 16/10/19 CAM PS	Dance Festival 29/11/19 CAM PS/ECW	Bacchus Cup 5/6 Football 11/12/19 CAM PS/JIP	Netball Festival 15/01/20 SIS HS/LD	Handball Knock out event 14/02/20 CAM PS/ECW	Spring Sports Festival 11/03/20 CAM All Coord	Hockey Festival TBC	Girls Football 13/5/20 CAM PS/JIP/ECW	Cricknet Festival 20/5/20 DELC PS/JIP	Athletics- Time Trails PB 19/6/20 CAM All Coord	No-score Rounders Festival 15/7/20 CAM All Coord

SEND Action Plan 2019-20

Objective: To lead SEND provision by organising systems in the school so that SEND policy and processes, set out in the Code of Practice, become embedded as part of daily whole school practice.

Priorities:

To develop pupil voice for children with SEND.
 Child and parental views form a central part of the graduated response.
 Children access targeted interventions, identified from school tracking systems, in order to secure progress and attainment.
 To monitor the progress of children with SEND to ensure all children are making at least expected progress and that their emotional wellbeing is supported appropriately.
 To streamline the SEN paperwork through the introduction of Personal Learning Plans (PLPs) and a whole school Provision Map.

Objective	Actions	Resources Led by/Time needed/costs	Start/finish dates	Success Criteria	Monitoring/Evaluation How? Who? When?
Pupil and parental involvement form a central part of the graduated response, encouraging positive relationships and clear communication.	<p>Pupil voice: 1:1 conferencing will be held with each pupil on the RoN to ensure child's views are gathered and included.</p> <p>Class teacher's to liaise with parents about concerns and to meet at least 3 times a year (in alignment with the usual cycle of parent/teacher meetings), to update PLPs and discuss targets and next steps.</p> <p>develop new records which reflect the graduated approach and the central role of parents and carers -</p>	SENDCo Class teachers	November 2019-April 2020	<p>Children's views are recorded in various formats and information is used in creating Personal Learning Plans.</p> <p>Parents are fully engaged with the process of SEND Personal Learning Plans.</p> <p>Record keeping systems support the key role of parents/carers, adding constructively to the evidence base by looking at outcomes and ensuring that</p>	SB, JB and HW termly observations, discussions. Parent questionnaires

	identifying early on pupil's areas of strengths and difficulties; parental concerns; agreed outcomes sought for the child; next steps and review dates			the needs of the individual child are being met. Parents feel supported through the SEND process.	
	SENDCo to support with referrals, TACs, Annual Reviews, PEPs, CIC meetings and meetings with parents. SENDCo to continue to strengthen positive relationships through parental support, signposting and twice termly coffee mornings/ afternoons.				
All staff (including MTA's) are aware of children with medical conditions.	Update Medical Conditions Register Discuss Health Care Plans with parents then parents to sign Go through new Reception data sheets to include info on new children .	SENDCo	November 19-July 20	Medical Conditions Register up to date and information distributed to each class. Signed copies of HCP's on file and shared with staff. Copy provided to parents.	Document scrutiny discussion with MTA's SB, JB and HW
Children with SEND are active participants in all	SENDCo to monitor involvement of children with	SENDCo Class teachers	November 19-July 20	Children with SEND are seen to participate fully in extra-curricular activities.	Monitor club attendance. SB termly

aspects of extra-curricular activities, leadership roles and Pupil voice opportunities.	SEND in clubs/extra-curricular activities. Encourage and enable SEND representation on school council.				
Update GB regarding the progress and effectiveness of provision of our children with SEND.	Write a SEND report to GB: Types of need/SEND RoN Types of interventions Impact of interventions Training Future actions.	SENDCo	November 19-July 20	Regular, planned, timetabled meetings so that SEND can be reviewed, shared and challenged. Report presented in GB meeting	Termly GB and HW
Understand staff training needs and our strengths and areas for development in relation to supporting children with SEND.	All staff complete audit. HT/DHT/SENDCo to analyse results to reveal areas of strengths and weakness. Staff training needs, whether individual or group, identified and documented. Possible link with SDP if whole school Staff training needs identified. Courses booked for individuals or whole school training	SENDCo Twilight INSET's: Specialists or EP led training	Spring term 2020	Teachers/Support staff continue to develop greater awareness/knowledge and use of different teaching and learning styles for children with SEND and those with emotional needs. Staff feel more confident and empowered to support children with SEND and their families. Appropriate training addresses gaps and builds on strengths following the audit.	SB, JB and HW

Children with Social, emotional and mental health (SEMH) difficulties are appropriately supported.	TIS trained practitioner to have additional time to work with individuals and complete Motional online assessment. (social, emotional and behavioural assessment tool) used to identify strengths and weaknesses of individuals emotional development.- activities planned from this.) Assessments and qualitative data to be used to monitor progress.	TIS practitioner and class TIS Practitioner teacher/TA SENDCO	November 19-July 20	Focus children show an improvement in behaviour and emotional stability, overcoming barriers to learning. The follow up TIS assessments of individual pupils show progress.	SB,JB and HW SEMH Assessment tools observations Learning walks Pupil /staff surveys
	Draw and Talk to be used with individuals. Relational policy to be written.	Draw and Talk trained staff SENCO	ongoing	Pupils feel well supported and can access their learning more confidently in school.	
	Staff will receive training with useful strategies to support individuals. This will include Whole School TIS training and Emotion Coaching refresher.	TISUK, EP and SENDCO.	September 2019- February 2020	ensure a consistent approach across the school. Staff have a greater range of tools to support individuals.	HW, JB, SB Observations.

Embed graduated approach to identify and meet the needs of pupils with SEND, by developing and implementing an Assess, Plan, Do, Review model. Set up Provision Maps for each class and Personal learning Plans (PLP's) for individuals on the Register of need, to support and monitor effective SEND Provision.	Identify and record initial concerns and observations for children on new document. Continue with Personal Learning Plan that incorporates the 4 part cycle of Assess, Plan, Do, Review. Pupil voice and parental views are gathered through discussion and included in the cycle. Provision Maps are created for each class by the class teacher with input from staff working within that class and the Inclusion Coordinator Provision Maps and PLP's are put on Network and reviewed and evaluated at least once a term, or after an intervention. Timings are arranged to link with pupil progress meetings.	Class teachers and SENDCo	September 2019-July 2020	Initial concerns raised for an individual child will be more formally recorded within the new SEND Graduated Response. Appropriate interventions or courses of action are allocated to individuals with SEND. PLP's are specific enough to ensure that children's individual needs are met. Evidence of use in class, evidence of which is that Children with SEND demonstrate improving progress. Monitoring will reflect the impact of any intervention, demonstrate the progress children have made and/or the next steps to ensure outcomes are met. PLP's provide evidence of the additional provision that	HW,SB Document scrutiny, discussions, observations. Termly

	Feedback is used to inform subsequent interventions and starting points for the next cycle.			children with SEND have accessed over time. Requests for additional guidance, funding and statutory assessments are supported by this process.	
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School Improvement Action Plan –Key Issues

2019/2020

Priority : EYFS

TARGET: Outdoor Area

Success Criteria	Actions	Leader	Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
Find out what resources we have and what we need	<ul style="list-style-type: none"> Audit of outdoor resources 	JAB NK	All staff working in Class 3	Oct 2019 - July 2020	Will depend on audit	Initial audit by end of November	Review end of January
TA to set up area each day	<ul style="list-style-type: none"> Allocate setting up of area to specific TA 	JAB NK RH			Outdoor clothing Numberline Alphabet	November	
Plan for area Children clear about rules and safety	<ul style="list-style-type: none"> Develop specific planning for outdoor area including safety 	JAB NK			Junk resources Reading / writing resources	November	
Replace worn out resources Resources linked with learning	<ul style="list-style-type: none"> Acquire resources eg outdoor number line / phonics 	JAB NK				On-going	
Children can access outdoor at all times	<ul style="list-style-type: none"> Use outdoor area as free flow - acquire outdoor clothing 	JAB NK				November	
Consistent use of resources and seamless phonics teaching through year groups	<ul style="list-style-type: none"> Phonics audit See Literacy Action Plan 	JAB NK					