



School Development Priorities		
1	To build and deliver a robust curriculum	All members of the curriculum committee
2	To raise standards by improving the quality of teaching	All committees
3	To develop the role of subject leaders	All committees
4	To improve the Christian distinctiveness of the school.	Members of the Ethos Committee and Rev Gill

Key Priority 1: To build and deliver a robust curriculum.				
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact
<p>To produce a Long Term Plan of topics that will be taught over the academic year. To AW by 18.7.2016</p> <p>To break the Long Term Plan down into half termly medium term plans by 18.7.2016, 10.10.2016</p> <p>To break medium term plans down into unit plans 12.12.16.</p> <p>All children to have new 'topic books' and expectations of presentation to be shared with them</p> <p>Teachers/TAs to create a learning environment that reflects the topic.</p>	All	<p>Each topic of the curriculum we deliver to the children has a launch, landing and an experience.</p> <p>The curriculum shows progression of skills being taught and provides opportunities for children to work at greater depth.</p> <p>AW to share vision of what topic books will look like and what their content</p> <p><b>(cost of new topic books for the whole school)</b></p> <p><b>(Half day visit from Jane Downes £314.00)</b></p> <p>Display policy is being implemented.</p>	<p>During weekly PDM's by AW</p> <p>19.9.16, 26.9.16, 3.10.16, 31.10.16, 14.11.16, 21.11.16, 28.11.16, 5.12.16, 12.12.16, 19.12.16.</p> <p>(Teacher led 17.10.16)</p> <p>Curriculum Committee 23.9.2016, (second meeting of term to be decided)</p> <p>Curriculum Governors visits (to be decided at 23.9.2016 meeting)</p> <p>Jane Downes visit to support HT's evaluation to date (awaiting date from Jane)</p> <p>Book scrutiny to occur weekly from w/b 12.9.2016.</p> <p>Pupil Interviews 18.10.2016 and 8.12.2016.</p> <p>Climate walk evidence (SEC visit</p>	

			22.9.2016, HG visit 26.9.2016, AW 3.11.2016 HG visit 17.11.2016)	
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KEY PRIORITY 2: To raise standards by improving the quality of teaching				
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact
Differentiation and challenge for all PDM on differentiation 19.9.2016 - Use of Success Criteria grids for writing  PDM on challenge for all/greater depth 19.9.2016	AW	Work in children's books shows that learning is differentiated and that all children are appropriately challenged.	Book scrutiny occur weekly from 12.9.2016  Lesson Obs week beginning 19 <sup>th</sup> September (obs to inform Performance Management)  Drop in obs: w/c 3.10.16, 17.10.16, 7.11.16, 21.11.16, 5.12.2016,  Pupil Interviews 18.10.2016 and 8.12.2016.	
QFT for children who may require	AW JN	Evidence of teachers/TAs using the	AW and JN to monitor and to	

<p>intervention</p> <ul style="list-style-type: none"> <li>- Identifying children who are not making progress</li> <li>- Adapting QFT</li> <li>- Intervention support</li> </ul>	<p>LB</p>	<p>SEND Provision Guidance Toolkit PDM 17.10.2016 (teachers) 18.10.2016 (TAs)</p>	<p>feedback to LB (SENTA). Adaptation of provision map maybe made as a result.</p>	
<p>Handwriting and presentation</p>	<p>JN/TR</p>	<p><b>Penpals Scheme cost of this for year 1/2 and then predicted potential cost.</b></p> <p>95% of books sampled show children using and applying the handwriting and presentation skills taught in all books. Throughout weekly book scrutiny.</p>	<p>Jane Nunn/Tina Rouse to use materials for year 1/2 children and to evaluate their effectiveness on whether or not it should be rolled out to the rest of the school by October half term.</p>	
<p>Feedback and Marking</p> <ul style="list-style-type: none"> <li>- Targeted support for identified teachers/TAs</li> <li>- Coaching between teachers/TAs</li> </ul>	<p>All inc TAs</p>	<p>95% of books sampled show precise feedback comments that progress children's learning</p>	<p>Monitored by AW during weekly book scrutiny. Monitored by subject leaders during PDMs.</p>	
<p>Teachers and TA partnership</p> <ul style="list-style-type: none"> <li>- 'The Teaching Assistant's Guide to Effective Interaction' book</li> <li>- Agreement from the MITA project</li> </ul>	<p>All inc TAs</p>	<p>100% of TAs being used effectively throughout each part of all lessons</p> <p>100% TAs contributing towards the progress of the children through working alongside the children or via marking/feedback in books</p>	<p>Observations w/c 19.9.2016, 3.10.16, 17.10.16, 9.11.2016, 22.11.2016, 8.12.2016.</p> <p>during observations and weekly book scrutiny.</p>	

		TAs are accountable against the 'Professional Standards for Teaching Assistants'	Shared during PDMs alongside CPD 20.9.2016, 27.9.2016, 4.10.2016, (independent work 11.10.2016 and 18.10.2016) 1.11.2016, 8.11.2016, 15.11.2016, 22.11.2016, 29.11.2016, (independent work 6.12.2016) 13.12.2016, 20.12.2016.	
Teachers use assessments to inform planning - Assessment for Learning techniques	All	Assessment grids are brought to the Pupil Progress Meetings to reflect the data/child's books that has also been provided w/c 19.12.2016.	Subject leaders to use alongside curriculum building during PDMs.	

KEY PRIORITY 3: To develop the role of subject leaders				
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact
Identify leaders for each subject - Outline expectations of the role	AW	Leaders identified for each subject and expectations agreed  (Half day visit from Jane Downes £314.00) (HG visit £207)	Adviser interviewing subject leaders about their role and the impact on the whole school (awaiting date from Jane Downes) - Coaching role  Governor visit dates to be decided during curriculum committee 23.9.2016  School Adviser HG visits 26.9.2016 and 17.11.2016  SEC visits to be decided after initial meeting 22.9.2016	

<p>Training for the subject leaders to include:</p> <ul style="list-style-type: none"> <li>- Book/planning scrutiny</li> <li>- Progression of subject</li> <li>- Pupil perception</li> <li>- Lesson observations</li> <li>- Climate walk</li> <li>- Data analysis</li> </ul>		<p>Ensure that monitoring and improvement activities within the school are collated systematically so that impact can be demonstrated.</p> <p><b>(Half day visit from Jane Downes £314.00)</b>  <b>(HG visit £207)</b></p>	<p>Adviser interviewing subject leaders about their role and the impact on the whole school (awaiting date from Jane Downes)</p> <ul style="list-style-type: none"> <li>- Coaching role</li> </ul> <p>Governor Visit to be decided a curriculum committee 23.9.2016</p> <p>School Adviser HG visits 26.9.2016 and 17.11.2016</p> <p>SEC visits to be decided after initial meeting 22.9.2016</p>	
<p>Contribute to the curriculum school development plan and to carry out actions</p>		<p>Written their section of the plan, which have clear dated actions and measureable success criteria and can show evidence of the impact.</p> <p><b>(Half day visit from Jane Downes £314.00)</b>  <b>(HG visit £207)</b></p>	<p>Adviser interviewing subject leaders about their role and the impact on the whole school (awaiting date from Jane Downes)</p> <ul style="list-style-type: none"> <li>- Coaching role</li> </ul> <p>Governor Visit to be decided a curriculum committee 23.9.2016</p>	

			School Adviser HG visits 26.9.2016 and 17.11.2016  SEC visits to be decided after initial meeting 22.9.2016	
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KEY PRIORITY 4: To improve the Christian distinctiveness of the school.					
Aims	Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of impact
Developing pupils' awareness and appreciation of the importance of prayer.	Establish a prayer space by the end of the Spring Term.	DR	Pupils are able to articulate clearly why prayer is important and the difference it makes in their lives.	AW – pupil perception survey. Gov Visits (TBC) Mike Dean 7.11.2016	<b>Prayer space has been established.</b>
	Establishment of a prayer station.	DR			
	Identifying opportunities to explore the meaning of prayer through RE and Collective Worship.	DR	Pupils make use of prayer in a variety of settings.	Gov visits and planning scrutiny  Gov visits (TBC)	
	Developing a school prayer with the School Council and Ethos Committee.	DR AW	All staff and children are able to recite the prayer and it is used at least twice a week.		
Embedding five core values at the heart of the school community so that they impact all that we do.	LTP of Christian Collective Worship linked with our 5 core values	AW	School Community can articulate clearly the 5 core values and why they are distinctively Christian.	Gov visits (TBC) Pupil Perception 18.10.2016,	<b>Completed 8.9.2016</b>
	5 core values displayed clearly in every classroom and that the	All			



	<p>(questionnaires, focus groups, anecdotal evidence)</p> <p>Pilot the systems and evaluate their effectiveness.</p> <p>Refine systems according to lessons learned.</p>	<p>DR GK</p> <p>AW DR GK</p> <p>AW DR GK</p>	<p>which Christian Values and Christian character embed in the school community.</p>		<p>AW to organise Peer Review with another LDG church school, as per PM target.</p>
<p>Developing understanding of key features of Christian belief and practice.</p>	<p>Mike Dean visit and PDM 7.11.2016 about the RE curriculum at MG and how individual classes can develop the key features understanding.</p> <p>MG to take part in a peer review from another church school within our LDG group.</p> <p>AW to receive some guidance from MD.</p>	<p>DR AW All</p>	<p>Pupils are able to describe in simple terms what the trinity is, they are able to explain the significance of liturgical colours, can talk about why Jesus is important to Christians, can compare and contrast different Christian traditions. (Anglican vs other demoninations)</p>	<p>AW /DR obs Book scrutiny (cycle of weekly book scrutiny) Gov vists (TBC)</p>	<p>MD has a visit booked for the Autumn Term to discuss RE curriculum. 7.11.2016</p> <p>RE cluster meeting arranged 13.6.2016 Future dates to be organised within the LDG.</p>