

*Inspire Challenge Succeed*



# **ALL SAINTS' CEVCP SCHOOL**



## **SCHOOL DEVELOPMENT PLAN OVERVIEW 2014-2015**

*Motivation Cooperation Creativity Independence Curiosity Stickability*



Overview of Key Priorities of School Development Plan 2014 – 2015

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
<p><b>Achievement of pupils</b></p>	<p>To ensure that all pupils make substantial and sustained progress from their starting points throughout year groups across many subjects, including English and mathematics and learn exceptionally well.</p>	<p>Key writing initiatives (vibrant vocabulary, writing challenges, Big Writing, Guided Reading, Guided Writing) are fully embedded throughout the school.</p> <p>A rich, relevant, broad and balanced curriculum, which reflects the requirements of the New National Curriculum, is in place and embedded from September 2014.</p> <p>All teachers confidently track and measure progress through our ongoing formative and summative assessments throughout the school. To ensure that all children make expected progress with proportions exceeding expected progress in English and maths are high compared to national figures</p> <p>To embed all aspects of formative assessment., including the development of an 'ideal' learning culture, growth mindsets</p>	<p>To ensure that key writing and reading initiatives are fully embedded with new staff in order to ensure that a consistent and highly effective approach to reading and writing is maintained.</p> <p>To monitor the development and progression of subject skills and knowledge in all subjects within the new school curriculum plans.</p> <p>To ensure that all stakeholders are aware of the requirements of the new national curriculum and our school curriculum.</p> <p>To assess <b>all</b> children in all year groups from an initial baseline assessment using the new curriculum learning objectives so that progress can be tracked and analysed accurately and next steps identified.</p> <p>To review whole school tracking systems so that they reflect the requirements and objectives of the new national curriculum and removal of levels to enable all teachers to set targets and track progress.</p> <p>To ensure that highly effective interventions continue to ensure that we close gaps in attainment between groups of children and enable all children to reach their full potential.</p> <p>To implement the development of an 'ideal' learning culture, growth mindsets, meta cognitive skills and mixed ability learning.</p>



Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
<p><b>Quality of Leadership</b></p>	<p>All leaders, including those responsible for governance are highly ambitious for the pupils and lead by example, basing their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes</p>	<p>All leaders to be confident at leading their own subject, evaluating and embedding areas for development.</p> <p>A rich, relevant, broad and balanced curriculum, which reflects the requirements of the New National Curriculum, is in place and embedded from September 2014.</p> <p>Senior leaders will robustly monitor teaching and learning through observations, work scrutiny, data analysis and pupil perceptions in order to maintain the highest levels of achievement and personal development for ALL children.</p> <p>To ensure that governors understand the school's performance and challenge senior leaders accordingly.</p> <p>Senior leaders and Governors will work together to implement the County School Organisation review</p>	<p>To ensure that the new maths subject leader/ KS1 leader and Senior Teacher receive intensive CPD in order to ensure that each has a clear understanding of their roles. This will include a thorough knowledge of pupil's attainment and progress, areas of strength and areas for development in all aspects of the school and how to monitor teaching and learning throughout the school..</p> <p>See 'Achievement'</p> <p>To ensure that Performance Management and monitoring of teaching and learning are robust in providing focused professional development and support in order to encourage, challenge and support teachers' professional skills.</p> <p>To ensure that Governors understand fully the strengths and areas of development of the school through sustained analysis of school improvement, self evaluation and monitoring of the school's work ( lesson observations, learning walks, data analysis, pupil perceptions).</p> <p>The school will implement all aspects of the School Organisation Review successfully , including buildings, resourcing, staffing, CPD and curriculum development.</p>



Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
<p><b>Quality of Teaching</b></p>	<p>To ensure that teaching over time in all key stages and in most subjects is outstanding and never less than consistently good.</p>	<p>All teaching is judged good or better with much outstanding.</p> <p>All teachers meet the Teachers Standards.</p> <p>All teachers have consistently high expectations of all pupils and teach lessons which enable the children to learn exceptionally well.</p>	<p>To ensure that all staff, including new members of staff and our NQT are supported well in order to meet expectations and ensure that all pupils make sustained progress and outstanding achievement.</p> <p>Robust Performance Management procedures effectively provide all staff with suitable support and challenge leading to outstanding pupil outcomes.</p> <p>To ensure progress in lessons is at least good, with much outstanding as evidenced by pupil progress data, teaching and learning seen in lesson observations, pupil engagement in their learning, work scrutiny and the impact of marking and feedback.</p>



<p><b>Behaviour and Safety</b></p>	<p>Pupils' excellent conduct and behaviour reflects effective strategies to promote high standards, a positive climate for learning and a calm and purposeful environment for learning.</p>	<p>All children display positive attitudes to their learning and behaviour within all aspects of school.</p> <p>All children can feel safe within our school.</p> <p>Behaviour systems and expectations are consistent throughout the school.</p>	<p>All children use the school's learning behaviours in order to identify how they can improve their attitudes and skills to learning across all subjects.</p> <p>To work with the School, Council to implement greater opportunities for Pupil Voice and to ensure that all children understand what to do if they do not feel safe.</p> <p>To ensure that all new staff are aware of whole school expectations of behaviour in all aspects of school life, including lunch times.</p>
<p><b>Ofsted Key Judgement</b></p>	<p><b>Whole School Action</b></p>	<p><b>Proposed Outcomes</b></p>	<p><b>Key Priorities</b></p>
<p><b>Effectiveness of early Years provision</b></p>	<p>To ensure that children make consistently high rates of progress in relation to their starting points and are well prepared academically, socially and emotionally for the next stage of their learning.</p>	<p>The EYFS leaders will be familiar with the new requirements for EYFS using the revised Ofsted framework (September 2014)</p> <p>An accurate attainment on entry baseline assessment of all children in EYFS will capture starting points in ALL areas of learning.</p> <p>The school will be able to identify those children who are vulnerable to not achieving a GLD and identify steps it will take to narrow the gaps for these children.</p> <p>Parents will be fully engaged in their child's learning in</p>	<p>All staff in EYFS will be involved in evaluating current provision and work together to develop an action plan to address areas for development.</p> <p>To carry out baseline assessments within the first half term to highlight:</p> <ul style="list-style-type: none"> <li>• Children with additional needs ie speech, developmental delay...</li> <li>• Strengths of the cohort/ individuals</li> <li>• Children vulnerable to not achieving a GLD</li> <li>• Next steps for all children ensuring challenge for all abilities of children</li> <li>• A starting point for future assessments</li> </ul> <p>To lead parent information sessions on the EYFS curriculum, teaching of phonics, early maths skills, parenting support.</p> <p>To ensure that Learning Journeys are records of achievement</p>



		school and at home.	from home and school and parents contribute fully to these.
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**ALL SAINTS' CEVCP SCHOOL SDP OVERVIEW 2014-2015**





2013/14 Key Issue 1:

**Achievement of Pupils :** To ensure that all pupils make substantial and sustained progress from their starting points throughout year groups across many subjects, including English and mathematics and learn exceptionally well.

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**Quality of Teaching:** To ensure that teaching over time in all key stages and in most subjects is outstanding and never less than consistently good.

**Quality of Leadership:** All leaders, including those responsible for governance are highly ambitious for the pupils and lead by example, basing their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes

**Behaviour and Safety:** Pupils' excellent conduct and behaviour reflects effective strategies to promote high standards, a positive climate and a calm and purposeful environment for learning.

**Effectiveness of Early Years Provision:** To ensure that children in EYFS make consistently high rates of progress in relation to their starting points and are well prepared academically, socially and emotionally for the next stage of their learning.



<p><b>Proposed Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Key writing initiatives (vibrant vocabulary, writing challenges, Big Writing, Guided Reading, Guided Writing) are fully embedded throughout the school.</li> <li>• A rich, relevant, broad and balanced curriculum, which reflects the requirements of the New National Curriculum, is in place and embedded from September 2014.</li> <li>• All teachers confidently track and measure progress through ongoing formative and summative assessments throughout the school.</li> <li>• To ensure that all children make at least expected progress with proportions exceeding expected progress in English and maths are high compared to national figures</li> <li>• To embed an 'ideal' learning culture through the implementation of a growth mindsets culture, meta cognition strategies and mixed ability learning</li> </ul>		
<p><b>Evaluation/ Monitoring by:</b>  <b>Staff:</b> Clare Lamb (HT), Suzanne Kemp(KS2 Leader/ Senior Teacher)  <b>Governor Committees:</b>  <b>Specific Governors:</b></p>		
<b>Targets/ Actions:</b>	<b>Success Criteria</b>	
To ensure that key writing and reading initiatives are fully embedded with new staff in order to ensure that a consistent and highly effective approach to reading and writing is maintained.		
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<b>Targets/ Actions:</b>	<b>Success Criteria</b>	
<b>HEADTEACHER SLT (cont)</b>		
To lead the school through the introduction of key initiatives which will promote sustained improvement for all pupils in all aspects of their	All stakeholders fully informed with the implementation of whole school initiatives i.e. <b>Philosophy For Children, Learning Behaviours and School Vision</b> implementation/ embedding.	Key initiatives discussed at Parent forum meetings, in newsletters and at Governing Body meetings. Parents and all stakeholders fully consulted and





development as learners.	<p>Parents will understand how to support new initiatives at home.</p> <p>A school initiative based on the <b>Primary Futures</b> raising aspirations project will be implemented.</p> <p>Local employers and parents with varying careers will talk to the children.</p> <p>Children will be able to understand the importance of literacy and maths in future careers.</p>	<p>involved in development of School Vision.</p> <p>Learning Behaviours shared with all parents with resources sent home to enable participation from parents.</p> <p>Assemblies involved with businesses will commence Spring term 2014.</p> <p>BSP activities will focus on this initiative through the World of Work day, organised by Clare Lamb</p>
<b>GOVERNORS</b>		
Governors will attend data sharing sessions, Raiseonline training sessions and analyse key data documents circulated by HT in order to gain a clearer understanding of school performance.	Governors can identify and discuss the key strengths of the school and areas for development using school data and information gained at GB meetings.	
HT and C of G will develop a timetable of committees and monitoring for the academic year to ensure that they monitor all aspects of the school and School Development Plan	<p>All governors will be fully aware of their responsibilities individually, within identified committees and as a whole governing body.</p> <p>Governors will have a clear understanding of the school's performance and of staff and pupils' skills and attributes.</p>	<p>Terms of Reference in place and reviewed regularly.</p> <p>Data sharing and analysis meetings and headteacher reports outline</p>
Governors will work with staff and senior leaders to develop and monitor the SDP using school data, knowledge of whole school initiatives and information about cohorts.	<p>Governors will be fully involved in the development of the SDP and understand the relevance of each key issue in raising standards and improving the quality of education of all pupils.</p> <p>Governor visits/ reports will focus on key issues and enable Governors to monitor the effectiveness of the SDP through lesson observations, work scrutiny and ongoing data analysis.</p> <p>Governors can identify key strengths/ areas for development</p>	
<b>Targets/ Actions:</b>	<b>Success Criteria</b>	<b>Spring Term Progress Review</b>
<b>GOVERNORS (Cont)</b>		



<p>To monitor the use and impact of Pupil Premium and schools PE Funding to ensure sustained impact on identified children:</p> <ul style="list-style-type: none"> <li>• Costed action plans</li> <li>• Measuring impact of interventions and activities for all identified children(PP) and whole school initiatives(SF)</li> </ul>	<p>Identified governors will hold a particular responsibility for PE Funding and Pupil Premium Funding and liaise with HT.</p> <p>Governors will ensure that funding is managed efficiently and effectively for the benefit of identified pupils.</p>	<p>Lorraine Plummer has been identified as PE &amp; Sport Governor and PE &amp; Sport Teaching Assistant. This enables greater strategic overview of PE provision and spending for this area. This was highlighted as outstanding practice by PE Senior Advisor and will be used as a case study for DFE.</p> <p>A costed action plan is in place showing an awareness of sustainability for improvement of PE provision.</p> <p>PE provision has been audited by LA using funding and an action plan put into place including training and CPD development.</p>
<p><b>TEACHERS</b></p>		
<p>To ensure that all teachers understand the key principles of AFA and how to engage in highly effective Structured Conversations with parents to benefit pupils with DSEN</p> <ul style="list-style-type: none"> <li>• Staff training in place with AFA coach</li> <li>• Timetable for SC in place each term</li> <li>• Action plans drawn up following SC</li> </ul>	<p>Teachers will participate in training for Structured Conversations.</p> <p>Teachers will hold termly SC with parents of children with pupil Passports.</p> <p>Teachers will use issues/ information discussed during SC to enable them to support the identified child and their family</p>	<p>Training undertaken and SC have taken place with identified families.</p> <p>Autumn Term meeting carried out by SENCo(HT) and teachers will carry out Spring Term SC.</p> <p>Information sharing as part of the SC has enabled teachers to gain a greater understanding of needs of the family and children at home. All participating parents reported that they valued the time that was given to explore any concerns or queries that they had.</p>
<p><b>Targets/ Actions:</b></p>	<p><b>Success Criteria</b></p>	<p><b>Spring Term Progress Review</b></p>
<p>To ensure that subject leaders (English, maths, phonics, science) have a clear understanding of the strengths and areas for development of their subject area through:</p> <ul style="list-style-type: none"> <li>• data analysis</li> <li>• work scrutiny</li> </ul>	<p>Subject leaders will be able to identify:</p> <p>2013 attainment and progress data</p> <p>Areas of strength</p> <p>Areas for development</p> <p>% of children making expected/ exceeding expected progress</p> <p>More able children in subject</p>	<p>Maths and English subject leaders have created profile of their subject area using 2013 data. Within this plans area of strengths and areas for development have been explored in terms of subject action plans including CPD needs.</p>



<ul style="list-style-type: none"> <li>• lesson observations</li> <li>• Pupil Progress Meetings</li> </ul>	<p>Effective interventions Progress for vulnerable groups</p>	<p>Subject Leaders have undertaken additional training through the Bury Schools Partnership and within school with Gay Whent. This training has covered book scrutinies and effective marking and feedback to ensure progress for all children.</p> <p>Subject Leaders have created a profile for each class identifying more able children, SEN children and those receiving Pupil Premium.</p> <p>Subject Leaders attend Pupil Progress meetings across the school so that have a clear understanding of rates of progress, interventions and highlighting any children who are not on track to make at least expected progress.</p>
<p><b>PUPILS</b></p>		
<p>To enable all children to have the opportunity to develop leadership roles within school: School Council, House Leaders, Playground Leaders, Lunchtime Helpers, classroom helpers, ambassadors at school events.</p>	<p>Pupils will develop greater responsibility and leadership roles within school</p> <p>Pupils develop greater ownership and pride within school, promoting continued good behaviour</p>	<p>Within the PE and Sports funding agenda Year 4 children have been given Playground Leader training so that they can support younger children at playtimes.</p> <p>Year 4 children hold key leadership and roles of responsibility within many aspects of school and this term 6 KS1/2 children have been appointed as Junior Road Safety Officers</p>
<p><b>Targets/ Actions:</b></p>	<p><b>Success Criteria</b></p>	<p><b>Spring Term Progress Review</b></p>
<p>To promote pupil voice opportunities:</p> <ul style="list-style-type: none"> <li>• Plan and lead whole school assemblies</li> <li>• Pupil led Learning Walks</li> <li>• Pupil Perception activities</li> </ul>	<p>Pupils in Key Stage two will develop public speaking opportunities, enabling them to share their expertise and knowledge.</p> <p>Pupils will share their perceptions of the school and be encouraged to voice their ideas for the development of the school.</p>	<p>To be addressed second half Spring term.</p> <p>Governor Pupil Perception sessions to be agreed.</p>



	<p>Regular Pupil Perception activities will enable stakeholders to understand areas which need development/ improvement for pupils.</p> <p>Pupils will feel that they can contribute fully to the life of the school</p>	
Total resources required:		<b>Cost: £</b>

**2012/13 Key Issue 2: To continue to improve levels of challenge in writing with a focus on boys and vulnerable groups along with more able pupils to ensure that all children are making at least expected progress or better..**



<p><b>Objectives:</b>                  To use school data and tracking information to identify pupils at risk of not making at least expected progress or not fulfilling potential                  To monitor the progress of boys and vulnerable groups within writing (see Raiseonline)                  Boys talk confidently about their plans for writing and are able to translate this into their written work                  All boys are able to internalise their language patterns to support their writing                  To identify factors which influence individual rates of progress and ensure Pupil Passports and/ or interventions are in place                  To introduce our Year of the Writer initiative in order to raise the profile of writing in all areas of the curriculum and at home                  To provide challenge and high expectations of our more able writers so that they fulfil their full potential                  To ensure that accurate, moderated assessment is carried out termly using APP both within and across cluster schools                  To adopt interactive approaches to writing, helping pupils internalise the patterns of language and structure that underpin writing.                  To participate fully in Literacy led initiatives within the Bury Learning Partnership in order to gain consistency across schools/ phases.</p>		
<p><b>Evaluation/ Monitoring by:</b>  <b>Staff:</b> Clare Lamb (Headteacher), Suzanne Kemp (Literacy Coord/ KS2 Leader), Hannah Marnes (Phonics Coordinator)  <b>Governors:</b> Steering Group/ SISE Committee  <b>Specific Governors:</b> Mike Chumbley, Stephen Larner, Kerry Wigg, Colin Walters</p>		
Targets/ Actions:	Success Criteria	Spring Term Progress Review
<p>As a staff use data (ROL, SSIS, school tracking) to identify groups and individual children who:</p> <ul style="list-style-type: none"> <li>• At the end of KS1 have attainment below national in writing and reading</li> <li>• Who are at risk of not making expected progress</li> <li>• Who have a Special Educational Need which may have an impact on progress</li> <li>• Children who did not pass Yr1 Phonics / recheck</li> </ul>	<p>Subject leaders will know the profiles of any child/ren who are not making/ are at risk of not making expected progress in their subject area. – monitor half termly</p> <p>Subject leaders will work with the class teachers to implement effective interventions where necessary with the support of the SENCo.</p> <p>Subject leaders will track the progress of vulnerable groups at half termly Pupil Progress Meetings, including more able pupils.</p>	<p>Subject Leaders attend pupil progress meetings in order to monitor and track pupils and identify any pupils at risk of not making at least expected progress. SL monitor effectiveness of interventions in accelerating progress.</p> <p>New interventions have been introduced to support identified needs of identified pupils.</p>
Targets/ Actions:	Success Criteria	Spring Term Progress Review
<p>To identify and implement strategies which will enable <b>all</b> boys to make at least expected progress in writing:</p>	<p>Teachers will understand the writing needs of identified boys</p> <p>Teachers will have high expectations of all boys within writing</p>	<p>Focus on boys writing at whole school staff meetings, pupil progress meetings and CPD opportunities.</p>



<ul style="list-style-type: none"> <li>• After school boys writing group with English subject Leader</li> <li>• Boy focused reading group to model ideas, story structure and enriched vocabulary (involvement of governors and male role models)</li> <li>• SENCo to work with ASD schools in order to develop strategies for ASD boys to become independent writers</li> <li>• SL to carry out lesson observations with a focus on boys with HT to monitor engagement and progress</li> <li>• SL to carry out a work scrutiny with HT</li> <li>• SL to carry out Pupil Perception interviews with boys identified</li> </ul>	<p>Teachers will plan exciting and engaging lessons which are relevant and meaningful, which will enable all learners to learn exceptionally well</p> <p>Dough Disco and Dough Gym practical activities will be introduced in EYFS and KS1 to build fine and gross motor skills which will enable boys to write with greater confidence</p> <p><b>As a result:</b>                  Boys will be able to talk confidently about their plans for their writing                  Boys will be able to link their writing with things that interest them                  Boys will be able to use rich vocabulary and story structure by listening to a range of ambitious and exciting texts</p> <p>Boys will be able to write with greater independence, regardless of their Special Educational Needs</p> <p>Boys will develop a more positive view of writing</p>	<p>Whole school writing and vocabulary initiatives have been introduced with a focus on encouraging participation of boys.</p> <p>Initiatives in place in EYFS and Year 1 to promote and support fine motor skills.</p> <p>Boys writing initiatives in place, including a boys writing club, Bury Schools Partnership rugby/ writing initiatives...</p> <p>Governor reading activities in place to support development of boys vocabulary and understanding of story language/ structure.</p>
<p>To encourage greater involvement of parents in supporting writing initiatives with their children through:</p> <ul style="list-style-type: none"> <li>• Parent Forum sessions</li> <li>• Termly Writing Challenges at home</li> <li>• SHARE learning sessions</li> <li>• Parent learning support sessions</li> </ul>	<p>Parent forum sessions will enable parents to understand how they can be positive role models for writing (with a focus on boys)</p> <p>Parents will be confident in supporting the whole school termly writing challenge</p> <p>Parents will actively encourage their children to write for a range of purposes at home</p> <p>Children will be happy to share their writing with their peers at school.</p>	<p>Parent writing sessions to be addressed in second half Spring term.</p> <p>Writing Challenge successfully embedded with an increasing number of pupils participating.</p> <p>Parent literacy sessions to be planned with West Suffolk College in Second half Spring Term.</p>
<p><b>Targets/Actions:</b></p>	<p><b>Success Criteria</b></p>	<p><b>Spring Term Progress Review</b></p>
<p>To lead SHARE writing/ phonics sessions with parents</p>	<p>Parents feel more confident when supporting their child with homework and with the termly writing challenge.                  Parents gain ideas for ways in which to promote and encourage</p>	<p>Parent literacy sessions to be planned with West Suffolk College in Second half Spring Term.</p>



	writing at home	
<p>To introduce the Year of The Writer in order to raise the profile of writing throughout the school and encouraging parental involvement:</p> <ul style="list-style-type: none"> <li>• Home writing challenges</li> <li>• Assemblies looking at the world of work which highlight importance of maths and writing skills</li> <li>• Visiting writers – authors, playwrights, reporters...</li> </ul>	<p>All pupils learn exceptionally well and make at least expected progress in writing with increasing number of children who exceed expected progress.</p> <p>An increasing number of children engage with home writing tasks (75% or more).</p> <p>All children see the importance of writing across the curriculum and within the world of work.</p> <p>Visitors to the school will encourage an enthusiasm for writing and an understanding of its relevance in the world of work</p>	
<p>To find ways in which to enable boys with ASD and ASD traits to write with greater independence and a greater awareness of audience across varying genres</p>	<p>Teachers and support staff will understand and utilise ASD friendly strategies for writing</p> <p>Frameworks for writing can be used successfully to promote independent writing</p> <p>ASD boys will be able to write in different genres with greater confidence and understanding.</p>	<p>AFA coach will lead training sessions in Spring/ Summer term to staff. Ongoing target.</p>
<b>Total resources required:</b>		<b>Cost: £</b>



**2013/14 Key Issue 3: To ensure that all teachers have consistently high expectations of all pupils and to ensure that teaching strategies and whole school initiatives continue to raise pupil attainment in order to promote the best possible outcomes for ALL pupils throughout the school.**

**Objectives:**

- To introduce and embed our Learning Behaviours initiative in all aspects of school in order to enable all pupils to become effective learners
- To further embed Philosophy for Children and ensure that it promotes pupils' questioning and thinking skills across the curriculum
- To ensure that teachers have a clear understanding of skills progression for each subject
- To check that pupils understand marking and feedback comments and can use these to improve their learning and to understand how to improve their work

**Evaluation/ Monitoring:**

**Staff:** Clare Clark (maths coordinator), Suzanne Kemp( Literacy Coordinator), Kate Bolton( Cross Curricular Links Coordinator), Hannah Marnes (Phonics Coordinator), Clare Lamb (HT)

**Governors:** SISE Committee/ Governor monitoring activities (including lesson observations, work scrutiny, pupil perception interviews, learning walks)

**Specific Governors:** Mike Chumbley, Antoinette Savvas, Lorraine Plummer

Targets/ Actions:	Success Criteria	Spring Term Progress Review
<p>To introduce and embed the Learning Behaviours programme through:                      planning, teaching and learning and in all aspects of school life</p> <p>Identified Learning behaviours will have a positive impact on each child's behaviour, safety, academic achievement and their spiritual, moral and social development</p>	<p>All children will be clear about the meaning of each LB and how they can demonstrate each of the learning behaviours identified.</p> <p>All teachers will ensure that learning opportunities focus on each learning behaviour</p> <p>All teachers/ staff and children will model the learning behaviours in all aspects of school life</p>	<p>Learning Behaviours are fully embedded throughout the school and are proving to be successful in developing and promoting positive attitudes to learning throughout the school.</p> <p>Children are able to identify which learning behaviours they have used in the learning.</p>





Targets/ Actions:	Success Criteria	Spring Term Progress Review
<p><b>Philosophy For Children:</b> To implement and embed the Philosophy For Children initiative throughout the school</p>	<p>Children’s thinking and questioning skills are enhanced <b>throughout the curriculum.</b></p> <p>‘Philosophy for Children’ gives all pupils the confidence to explore stimulating and challenging ideas and concepts.</p> <p>Academic learning is strengthened through the development of the ability to reason</p>	<p>Philosophy for Children cascade training has taken place for all teachers. Philosophy teaching now fully in place in all classes.</p> <p>Children confidently participate in sessions as observed during teaching observations.</p> <p>Opportunities for reflection in all aspects of the curriculum.</p>
<p><b>Skills progression:</b> For all teachers to have a clear understanding and knowledge of skills progression and expectations in all foundation subjects.</p>	<p>Teachers and subject leaders can identify key skills in each subject.</p> <p>All teachers can identify and plan next steps in learning to enable all children to make exceptional progress.</p> <p>Teachers successfully use exemplification materials to support their assessments</p>	<p>In place and being developed in light of the new curriculum.</p>
<p><b>Marking and Feedback:</b> To review and agree how maths should be marked and feedback given to pupils in order to support pupil progress. To ensure that the impact of marking and feedback on children’s work is effective</p>	<p>In maths children are aware of their successes and next steps.</p> <p>Effective marking has had an impact on a child’s work and their understanding of their learning targets and next steps</p>	<p>Marking and Feedback policy reviewed, revisited and being applied consistently across the school as evidenced by monitoring by Gay Whent.</p> <p>Marking and feedback has been evaluated as effectively enabling all children to understand their next steps in learning. Children respond positively to comments and use comments/ questions to improve their work.</p>



**Key Issue 4: To build the new curriculum in line with new Primary National Curriculum, which is relevant and personalised to the pupils at All Saints' CEVC Primary School, so that it is firmly in place for September 2014**

**Objectives:**

- To review the current curriculum in light of the new Primary National curriculum.
- To identify priorities for the school curriculum in light of cohorts of children, ,,,,,, and identify key drivers for our school curriculum
- To ensure that a long term plan for curriculum development is in place by July 2014
- To ensure that medium term plans are in place by July 2014
- Professional development will be undertaken by members of the SLT and subject coordinators
- All subject leaders are fully aware of the changes within their subjects

**Evaluation/ Monitoring:**

**Staff:** Clare Clark (KS1 Coordinator), Clare Lamb (Headteacher) Suzanne Kemp (KS2 Leader)  
**Governors:** SISE Committee/ Governor monitoring activities (including lesson observations, work scrutiny, pupil perception interviews, learning walks)  
**Specific Governors:** Sue Brouder, Rev Jayne Buckles, Claire Ryan

Targets/ Actions:	Success Criteria	Spring Term Progress Review
<p>To understand the requirements of the New National Curriculum and implement a new curriculum throughout the school for September 2014</p> <p>To create long term and medium term plans which focus on the end of key stage expectations and comply with statutory requirements whilst providing an enriched and relevant curriculum.</p>	<p>The SLT will attend national training and information sessions in order to be able to lead curriculum change and development</p> <p>All teachers will understand the requirements of the New National Curriculum for each key stage and be able to map out the requirements of the curriculum for each year group.</p> <p>To be able to have curriculum ambition beyond the requirements of the New National curriculum.</p> <p>To be able to identify key aspects required for our school based curriculum which will be relevant to the needs of the children at All Saints'</p>	<p>The SLT have spend a day in the Spring Term reviewing the new requirements of the national curriculum 2014.</p> <p>All subjects have been reviewed and curriculum coverage discussed for each year group through KS1/2.</p> <p>Further sessions have been planned including an extended staff meeting to outlined the revised curriculum.</p> <p>Key drivers have been identified for the teaching and learning and these will permeate all aspects of the new curriculum.</p> <p>The SLT have reviewed how subjects will be taught from September 2014 with a more explicit approach to subject teaching, enabling children to understand the key skills of geographers, scientists...</p>



Targets/ Actions:	Success Criteria	Spring Term Progress Review
<p>The SLT and teachers will determine the key drivers and priorities which will shape the curriculum i.e. diversity</p>	<p>The SLT will identify key drivers required to 'drive' the curriculum within our school</p> <p>Planning will use identified curriculum drivers to enhance the statutory aspects of the curriculum</p>	<p>Following the SLT curriculum day tkey drivers have been identified:</p>
<p>All staff will participate in Professional Development in order to understand and implement the New National curriculum</p>	<p>All teachers and class based staff will understand the requirements and end of key stage expectations in each subject</p> <p>All subject leaders will attend relevant training in order to support the implementation of the new curriculum</p> <p>The SLT will effectively cascade the outcomes of national training and lead curriculum change and development throughout the school</p>	<p>Teachers have attended/ will attend CPD to support the New National Curriculum:                      Kirsty Rampley: Science                      Kate Bolton: PE                      Suzanne Kamp: English/ ICT Programming                      Clare Clark: ICT Programming</p>
<p>Information sessions for parents will enable parents to gain an understanding of the new curriculum to be introduced in September 2014</p>	<p>Parent sessions will enable an understanding of changes to the existing curriculum and the new curriculum to be implemented in September 2014.</p> <p>Parent sessions for the new requirements for reading, writing and maths will enable parents to support their child's learning at home.</p>	<p>To be planned</p>
<p><b>Total resources required:</b></p>		<p><b>Cost: £540</b></p>



**Key Issue 5: To further improve the aspirations, access and achievement of all learners with a particular focus on SEND and vulnerable pupils through the implementation of Children and Families Bill and the Code of Practice, effective interventions and implementation of Achievement For All initiative.**

**Objectives:**

- To ensure that all teachers, teaching assistants and governors are aware of the requirements of the new SEN Code of Practice
- To ensure that we meet all new requirements by September 2014, including details of our 'local offer'
- To further embed AFA principles to all teachers and ensure all DSEN pupils and those at risk at not making expected progress in reading, writing and maths have Pupil Passports
- To create a portfolio of exemplary practice and outcomes for AFA Quality Mark portfolio
- All staff will be trained to carry out Structured Conversations with parents whose children have a Pupil Passport in order to further promote parental engagement
- To further promote opportunities for Pupil Voice through transition books for all Yr 4 pupils
- To evaluate the effectiveness and impact of different interventions and programmes through standardised testing, lesson observations, work scrutiny and learning walks
- To develop the role as 'Hub School for early Support for the East of England

**Evaluation :**

- Staff:** All teachers, Clare Lamb ( SENCo/ School Champion for AFA, HT) LSAs
- Governors:** SISE Committee/ SEN Governor monitoring activities observing lessons, pupil perception surveys, learning walks
- Specific Governors:** Sue Brouder, Rev Jayne Buckles, Kerry Wigg, Claire Ryan

Targets/ Actions:	Success Criteria	Spring Term Progress Review
To introduce and implement the New Code of practice disseminating information to all stakeholders, particularly staff and parents of children with DSEN: Parent forum, school website, newsletters, meeting with parents of DSEN pupils	The new Code of Practice will be in place by September 2014 and the school will comply fully with the new requirements  All stakeholders understand the changes and the impact on practice within school.  Parents are fully engaged and understand the changes and implications for their child.	Ongoing work with AFA coach.



Targets/ Actions:	Success Criteria	Spring Term Progress Review
<p>To ensure that all teachers understand the key principles of AFA and are able to use these when supporting children with additional needs.</p>	<p>All teachers and teaching assistants access AFA training in order that they can carry out the key principles, including Pupil Passports and structured Conversations.</p> <p>Staff will participate in training which enables them to effectively support children with identified needs.</p>	<p>AFA is fully embedded across the school along with Pupil Passports and Structured Conversations. Fully achieved with ongoing development.</p>
<p>To monitor the impact of interventions to ensure that they effectively address identified aspects of learning and as a result enable all children to make at least expected progress.</p>	<p>Interventions are observed to be highly effective in enabling children to make progress.</p> <p>Interventions are shown to have impact on progress and learning needs by accurate assessment against baseline assessments.</p> <p>Evidence from pupil outcomes shows that interventions used are matched to the needs of identified children and enable children with DSEN to make accelerated progress</p>	<p>Observations planned Spring Term along with AFA Coach.</p> <p>Sandwell Assessments are used to benchmark and compare impact of interventions for numeracy. Talkboost interevention currently in place with initial baseline assessments carried out.</p> <p>Pupil progress meetings focus on progress of all children but with an additional emphasis on SEN children and those vulnerable to underachievement. AFA data shows accelerated progress for DSEN children.</p>
<p>To draw up and advertise our Local Offer to all stakeholders</p>	<p>The school will create a Local offer which is achievable and relevant to the needs of our children.</p> <p>The Local Offer is on the school website by September 2014</p>	<p>Spring/ Summer Term target. School is waiting for Local Offer from LA before drawing up our school offer.</p>



Targets/ Actions:	Success Criteria	Spring Term Progress Review
To build a portfolio of evidence of exemplary practice for supporting children with DSEN for each key principle in order for the school to achieve the AFA Quality mark	The school has outstanding evidence for each key principle of AFA which accurately reflects current practice.  The school gains AFA Quality Mark which recognises the effectiveness of our support for DSEN children and their families	Summer term
<b>Total resources required:</b>		<b>Cost: £</b>