

Our Vision

A school of excellence and happiness at the heart of the community.

Our Goals

- OFSTED 'Good' by November 2016
- Running at capacity with a waiting list
- To provide a holistic education, as a school with a conscience

School Values



School Development Targets

Leadership and Management	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Outcomes for Pupils	Effectiveness of Early Years Provision
<ol style="list-style-type: none"> 1. Middle leaders make careful checks on the academic achievement of different groups and use these to plan actions which lead to good progress in Maths and English across the school. 2. To ensure sufficient KS1 representation on SLT and improve key stage cohesion 3. Lesson Study of professional development is embedded across the school and is effective at improving teaching and learning. 4. The School Values, underpinned by British Values, are at the heart of the school's ethos and evident in all aspects of the school's work. 5. There are robust systems of tracking in place for new assessments 6. Pupil premium spending understood by all teachers and impact evaluated in pupil progress meetings. 7. Teacher and TA appraisals to be linked to SDP and time allocated to invest in process. 8. Effective succession planning for staff and governors enables the 	<ol style="list-style-type: none"> 1. All teaching is at least 'Good' - with changes (including new staff) 2. All staff feel confident in using new assessment systems to accurately assess attainment and track progress against new curriculum objectives. 3. New curriculum for foundation subjects ensures progression in key skills for all subjects 	<ol style="list-style-type: none"> 1. Behaviour is consistently good in and out of class and during cover or transition times. 2. Year 6 are good role models for behaviour to the rest of the school. 3. Children report that they know who to go to if something is wrong and that adults will help them to deal with any friendship / home / personal / learning issues. 4. The whole-school PSHE curriculum has been updated to meet latest guidance (Surrey 2016) and leads to good progress for all children in personal development and welfare, including SRE and SMSC. 	<ol style="list-style-type: none"> 1. >90% children in Key Stage One make expected in-year progress (one year from starting point). 2. >90% children in Key Stage Two make expected progress (one year from starting point). 3. >70% of children on track to meet national expectations in English and Maths by the end of the year. 4. All of the gaps in pupils' knowledge are identified and plans show how these will be addressed, leading to accelerated progress for vulnerable groups. 	<ol style="list-style-type: none"> 1. >70%* of children to achieve a Good Level of Development <i>*TBC pending baseline assessments</i> 2. >90% of children to make expected in-year progress from their EYFS baseline starting point. 3. Support staff confident and effective in leading learning through play and making accurate assessments of play-based learning. 4. To further improve the transition to Year 1, working effectively with the KS1 team to ensure continuity and progress are achieved in key areas of learning.

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school to maintain progress when changes happen.				
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Powell Corderoy School Development Plan

Priority Area 1: Leadership and Management

Monitoring Lead: Emma Smart/Emma McLaughlin, Head Teacher

Governor Evaluation: Alex Cliff, Chair of Governors

Target Outcome

To achieve Ofsted 'Outstanding' grade for Leadership and Management by November 2018.

Key Performance Indicators

1	Staff Questionnaire	>90% staff respond positively to questions about quality of Leadership and Management
2	Parent Questionnaire	>90% parents respond positively to questions about quality of Leadership and Management
3	IRC Meeting Judgements	Quality of Leadership and Management is judged as at least adequate progress being made at all IRC meetings
4	Governor Minutes	Governor Minutes include reports demonstrating/evidencing impact of new English and Maths leaders
5	Appraisal targets	>90% staff appraisal targets are met, including those relating to subject leader development plans

Evaluation

- Headteacher's termly report to Full Governing Body to include Leadership and Management monitoring
- Interim Review and Challenge Meeting to review Leadership and Management – summary of minutes circulated to governors
- OFSTED grading for Leadership and Management at next inspection

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LM	Target Outcomes	Success Criteria What will this look like when achieved?	Resources	Monitoring Milestones			Monitoring Methods
				Autumn Term	Spring Term	Summer Term	
1	Middle leaders make careful checks on the academic achievement of different groups and use these to plan actions which lead to good progress in Maths and English across the school.	<p>Middle leaders able to use data analysis to plan effective actions which have a positive impact on whole school achievement.</p> <p>Middle leaders' budget spending shows positive impact on pupil achievement.</p> <p>Middle leaders accountable to stakeholders for developments in their subject area.</p>	Weekly release time for maths and English leaders.	<p>Early autumn term: Subject action plans clearly detail how priorities identified through data analysis and gap analysis of summer term assessments are being targeted.</p> <p>CPD delivered: INSET French, staff meetings on maths.</p> <p>Progress reports to governing body and meeting with link governor.</p> <p>Budget spending planned in detail for the remaining financial year linked to SDP targets.</p>	<p>Subject leaders held to account for impact of budget spending, which shows a positive impact on progress and attainment.</p> <p>Subject leaders' monitoring identifies key spending priorities for the next financial year.</p> <p>Subject leader monitoring shows consistency in assessment judgements made by teachers across the school and externally.</p> <p>Impact of CPD reviewed.</p>	<p>TBC in spring term. Include:</p> <p>Succession planning</p> <p>Review of appraisal targets.</p>	<p>Subject leader appraisals.</p> <p>Leadership time log.</p> <p>Subject action plans.</p> <p>SDP review.</p> <p>Link governor visit reports.</p> <p>Subject leader reports to governors.</p>
2	To ensure sufficient KS1 representation on SLT and improve key stage cohesion	<p>Views of Key Stage 1/Foundation Stage represented at senior level.</p> <p>Key Stage 1 staff feel represented and know how to contribute to SLT meetings.</p> <p>SLT decisions reflect KS1 and FS priorities (equal to KS2)</p> <p>FS/KS1 working collaboratively and cohesively with the rest of the school.</p>	Release time for KS1 representative 2:30 on Wednesdays	<p>Open chair for FS/KS1 representation at SLT weekly meetings.</p> <p>The representative's views are informed by other teachers in lower school.</p> <p>KS1/FS TAs attend TA meetings weekly.</p>	<p>SLT have reviewed progress with KS1/FS staff and planned further actions as needed.</p> <p>KS1 teachers can all show whole-school impact in their area of responsibility.</p>		L&M appraisal targets for all staff.

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		All KS1 staff have a whole-school responsibility.		All KS1 staff have a whole-school responsibility.			
3	Lesson Study of professional development is embedded across the school and is effective at improving teaching and learning.	<p>Staff fully understand the purposes and processes of Lesson Study and are committed to supporting colleagues using this system.</p> <p>Model includes cross-key stage lesson study.</p>	Release time for planning, observations and review meetings.	<p>Staff meeting / training carried out to reintroduce lesson study approach (visiting speaker).</p> <p>Lesson study partners established. One cycle (plan, observe, review) completed - maths focus to be agreed with JW (e.g. fractions).</p>	<p>Second cycle (plan, observe, review) completed - maths focus to be agreed with Jemma.</p> <p>Teaching and Learning leader to have reviewed impact of first two cycles and fed back to SLT to plan.</p> <p>SLT review the effectiveness of the new system and identify next steps.</p>		
4	The School Values, underpinned by British Values, are at the heart of the school's ethos and evident in all aspects of the school's work.	<p>Children's survey suggests a more holistic understanding of what values are and why we have them is needed.</p> <p>There is a values slot in every Monday morning meeting and school council meeting.</p> <p>School council staff certificates link with school values</p> <p>Go givers linked to school values for PSHE</p> <p>Peer mediators and play leaders look for / promote school values.</p>	Go-givers (cost)	<p>Staff meeting on go-givers to introduce to all teachers.</p> <p>Go-givers units mapped onto long term / medium term planning.</p> <p>RD as subject leader to monitor application of go-givers to medium term planning and evidence of work. Values highlighted on long and medium term planning.</p> <p>Assembly timetable shows values being covered.</p>	<p>School council minutes show values slot in every meeting.</p> <p>Values detectives contribute photos/captions to whole school values display and share in assembly (ES).</p>		<p>Governor visits</p> <p>Monday morning meeting minutes</p> <p>Values newsletters</p> <p>Values boards</p>

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				School Council awards are for values to staff.			
5.	There are robust systems of tracking in place for new assessments	<p>Ongoing assessment directly informs end of Key Stage assessments.</p> <p>Science assessment embedded and reported to governors.</p> <p>Pupil progress meetings include reviewing children below/AGT in foundation subjects and provision is planned for support.</p> <p><i>Introduce reading tests for all year groups if suitable test can be found.</i></p>	<p>Potential investment in reading or SPAG tests.</p> <p>One staff meeting to review grids.</p>	<p>Assessment grids reviewed to reflect content of interim frameworks (Year 2/6)</p> <p>All assessment grids reviewed following Year 1 evaluation and statements moved if needed.</p>	<p>Pupil progress meetings include a review of children's progress in foundation subjects.</p> <p>Summative data collected on attainment in foundation subjects (at / above/ below).</p>	<p>Summative data collected on progress and attainment in foundation subjects.</p> <p>(At/above/below - have more moved on?)</p>	Governors monitor
6.	Pupil premium spending understood by all teachers and impact evaluated in pupil progress meetings.	<p>SEN and pupil premium spending monitored and reported by Inclusion Leader.</p> <p>Governors monitor PP spending on a per pupil basis.</p> <p>Teachers all know who pupil premium children are and what funded support they receive.</p> <p>Pupil premium spending shows a positive impact on outcomes for PP pupils.</p>	Pupil premium budget.	<p>Staff meeting to explain pupil progress spending to all teachers.</p> <p>SB, ES and KM have met to handover details of PP spending.</p> <p>Spreadsheet set up to show funding spend per pupil.</p> <p>Website updated to show planned spending for year ahead and actual spending for last year.</p>	<p>Pupil progress meetings include an evaluation of impact of pupil premium spending.</p> <p>Governor visits include focus on PP and inclusion governor reviews spending on a per-pupil basis.</p>		<p>KM and teachers' appraisal targets</p> <p>Governor minutes and visit reports</p> <p>Website (published info)</p>
7.	Teacher and TA appraisals to be linked to SDP and time allocated to invest in process.	<p>Attendance and absence information made part of appraisal process.</p> <p>Consistency and clarity of appraisal procedures.</p> <p>All appraisal targets contribute to whole school development SDP targets.</p>	Time allocated for	<p>INSET day to share SDP and INSET day to do appraisal target setting and reviews.</p> <p>TA targets to include one whole school (values), one TA standards and one pupil outcomes.</p>	<p>Review of SDP.</p> <p>Mid-year review of appraisal targets, including impact of CPD for all staff.</p>	Summer term review of appraisal targets.	<p>Appraisal records</p> <p>Staff survey</p>

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				Agree who is appraising who and timetable when these will happen.			
8.	Effective succession planning for staff and governors enables the school to maintain progress when changes happen	<p>CPD (including, where appropriate, role-shadowing) prepares staff and governors for taking on responsibilities in the future.</p> <p>Co-headship is established and effective</p> <p>There is a succession plan in place for key roles in the school, which is reviewed annually.</p>	CPD funding	<p>Succession plan in place for key roles in the school.</p> <p>Appraisals include planned CPD for all staff.</p> <p>Effective handover to Emma Smart for maternity headship.</p>	<p>KIT days used effectively for EM to ensure seamless transition.</p> <p>Successor for chair of governing body prepared to take on role.</p>	<p>Effective transition to coheadship leadership structure.</p> <p>Review of succession planning for year ahead and planned transition/handover for any role changes.</p>	<p>Succession planning document</p> <p>CPD records</p> <p>Appraisal records</p>

Priority Area 2: Quality of Teaching, Learning and Assessment

Monitoring Lead: Emma Smart and Emma McLaughlin, Head Teachers

Governor Evaluation: Hannah Pearce, Chair of Performance and Welfare Committee

Target Outcome

To achieve Ofsted 'Good' grade for Teaching, Learning and Assessment by November 2016:

- All pupils have time to respond in depth to the useful comments teachers make in their books.
- All teachers ask effective questions that make pupils think more deeply.
- Pupils are clear about the skills they should be using in each lesson.

Key Performance Indicators

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality of teaching judgements evidenced by triangulating lesson observations, drop-ins, pupil progress, book and planning scrutiny and pupil discussions.	Development plans for all teachers in place with CPD. English and Maths leaders outstanding in their lead subjects.	Learning in 7/7 classes 'good'. SLT teachers 'outstanding.' Assessment for Science established.	Learning in 7/7 classes 'good' or better. New Y4 teacher on track to be 'Good' against NQT standards.	Learning in 7/7 classes 'good' or better. Mid-year appraisal targets largely met by all teachers.	Learning in 7/7 classes 'good' or better with elements of outstanding in non-SLT classes.	Teaching and Learning in 7/7 classes 'good' or better, leading to 'good' outcomes for progress. Assessment in foundation subjects effective.

Evaluation

- Headteacher's termly report to Full Governing Body to include Teaching and Learning monitoring
- Interim Review and Challenge Meeting to review Teaching and Learning – summary of minutes circulated to governors where possible, respecting teacher's rights to anonymity
- OFSTED grading for Teaching and Learning at next inspection

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QT LA	Target Outcomes	Success Criteria What will this look like when achieved?	Resource s	Monitoring Milestones			Monitoring Methods
				Autumn Term	Spring Term	Summer Term	
1	All teaching is at least 'Good' - with changes (including new staff)	<p>Impact of CPD is measured and used to inform future CPD planning.</p> <p>Marking and questioning are a focus of monitoring on subject leader plans, on monitoring grids etc.</p> <p>Pupils are clear about the skills they should be using in each lesson, including in Foundation subjects.</p> <p>The new curriculum achieves breadth and balance with increased focus on Science and Technology. Pupil surveys indicate the review has improved engagement and enjoyment.</p> <p>Quality of teaching and learning is good in all subjects (specifically including French, RE, PSHE and DT across the school).</p> <p>Music curriculum in KS2 reflects the current interests of the children.</p>	<p>CPD where need is identified</p> <p>Time for mentor to support NQT</p>	<p>New job share in Year 2 effective and returning teacher judged as 'Good.'</p> <p>All teachers who have moved classes judged as 'Good' in their new roles in Autumn Term.</p> <p>New EYFS team judged as good or better.</p> <p>Assessment for Science established for term 1.</p> <p>Medium term planning and lesson planning shows clear skills progression in non-core subjects.</p>	<p>Foundation subjects are monitored and teaching and learning (including progress since September) is judged as good, including in French, RE, PSHE and DT.</p> <p>NQT is on track to achieve 'Good' against NQT standards.</p> <p>PVB is judged as 'Good' in new role (IT) including in KS1.</p>		<p>Monitoring records</p> <p>CPD records</p> <p>Planning</p>
2	All staff feel confident in using new assessment systems to accurately assess attainment and track progress against new curriculum objectives.	<p>Termly moderation - both internally and externally - means staff and leaders are confident in their assessments of teaching and learning.</p> <p>Assessment grids for all years groups have been updated to correlate directly with the Teacher Assessment Frameworks for KS1 and KS2.</p>	<p>Staff meeting time (early September).</p> <p>Subject and assessment leader time.</p> <p>Possible budget</p>	<p>All assessment cards have been updated and these are in use to set targets.</p> <p>Returning Y2 teacher has attended CPD on assessment at the end of KS1.</p> <p>New EYFS teacher has received CPD on EYFS assessment and</p>	<p>NQT has received CPD on how to assess using school system and has been supported in doing this (levels agreed with SLT).</p> <p>Pupil progress meetings have identified children for interim (half term) assessments - these have been internally moderated.</p>		<p>Assessment records</p> <p>Moderation records</p> <p>Staff survey</p>

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		<p>New or returning staff feel supported and confident in making assessments and setting targets.</p> <p>Regular school-wide level sampling means there is consistency across the school.</p> <p>Parents are fully informed of the new assessment system and understand how the levels are used to measure progress.</p>	<p>implications for new reading tests when available (allowed for in assessment budget).</p>	<p>baselines have been moderated.</p> <p>Pupil progress meetings have identified children for interim (half term) assessments - these have been internally moderated.</p> <p>End of Autumn Term assessments have been internally moderated (at least).</p>	<p>End of Spring Term assessments have been internally moderated, KS1 and KS2 have been externally moderated at least once (Autumn or Spring).</p> <p>The assessment leader and subject leaders have conducted level sampling to ensure consistency.</p>		
3.	<p>New curriculum for foundation subjects ensures progression in key skills for all subjects</p>	<p>KS2 staff are confident in teaching French regularly (10 minutes per day) and have received appropriate CPD / training as required.</p> <p>Long and medium term planning is available on the school website showing breadth and balance and detailing the skills progression in each subject.</p> <p>Class teachers take ownership of medium term planning in all subjects and update this as required.</p> <p>It is clear what skills pupils are developing in all lessons and teachers' assessment of skill development leads to good progress in all subjects.</p>	<p>Budget for resourcing new topics</p>	<p>Long term planning for two year cycle complete and on website.</p> <p>Medium term planning for Term 1 of Cycle A complete and on website.</p> <p>Book looks and planning (monitored by subject leaders) show skills-based lessons with skills progression pitched to meet age-related expectations.</p>	<p>Medium term planning for Terms 2 and 3 of Cycle A complete and on website.</p> <p>Book looks and planning (monitored by subject leaders) show majority of children on track to meet age-related expectations in foundation subjects, with appropriate support or challenge for those more or less able.</p> <p>Book looks show all children (different abilities) making good progress in foundation subjects.</p>	<p>Medium term planning for Cycle B complete and on website.</p>	<p>Planning</p> <p>Staff survey</p> <p>Book looks and monitoring records</p>

Priority Area 3: Personal Development, Behaviour and Welfare

Monitoring Lead: Kate Mitchell, Inclusion Manager (Behaviour) and Sally Butterly, Business Manager (Health and Safety)

Governor Evaluation: Hannah Pearce, Chair of Performance and Welfare Committee (Behaviour) and Matt Sears, Health and Safety governor.

Target Outcomes

To achieve Ofsted 'Outstanding' grade for Personal Development, Behaviour and Welfare by November 2018

Key Performance Indicators

1	Parents Survey	>90% of parents respond positively to questions about behaviour and safety
2	Children Survey / Interviews	>90% of children respond positively to questions about behaviour and safety
3	Staff Survey	>90% of staff respond positively to questions about behaviour and safety
4	Safeguarding Audit	Surrey Safeguarding Audit requirements / recommendations are all met / maintained
5	Behaviour and Safety Review	Details improvements in in-class learning behaviour and a reduction in off-task behaviour during lessons

Evaluation

- Headteacher's termly report to Full Governing Body to include Behaviour and Safety monitoring
- Termly report on Health and Safety from Governor monitoring visit to Resources Committee
- Governors to conduct repeat Safeguarding Audit (December 2016)
- Interim Review and Challenge Meeting to review Behaviour and Safety– summary of minutes circulated to governors
- OFSTED grading for Personal Development, Behaviour and Welfare at next inspection

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PD B W	Target Outcomes	Success Criteria What will this look like when achieved?	Resources	Monitoring Milestones			Monitoring Methods
				Autumn Term	Spring Term	Summer Term	
1	Behaviour is consistently good in and out of class and during cover or transition times.	<p>Children talk positively about behaviour around the school and actively seek to promote positive behaviours.</p> <p>Behaviour is good in all lessons, including PPA cover lesson or when supply teachers are used.</p> <p>Behaviour is consistently good at break and lunchtimes.</p>	<p>Training for peer mediators / play leaders.</p> <p>Cost of caps for play leaders and badges for positions of responsibility (e.g. House Captains).</p>	<p>New peer mediators selected and trained in roles.</p> <p>New play leaders selected and trained in roles.</p> <p>All staff reminded of and following the graduated response to dealing with behaviour.</p> <p>Staff training refreshed on using restorative approaches.</p> <p>Improvements in behaviour and integration in class are noted for individuals previously at risk of exclusion (case studies support).</p> <p>Behaviour is observed to be good at transition times (including assemblies, before and after school).</p>	<p>Monitoring shows behaviour is good in all classes during lesson times.</p> <p>The pupil /parent surveys indicate further improvements in standards of behaviour as perceived by pupils and parents.</p> <p>Lessons are rarely disrupted by behavioural incidents.</p> <p>Behaviour is observed to be Good at break and lunch times.</p> <p>Behaviour is reported as good by external club providers.</p>		<p>Pupil surveys</p> <p>Lesson observations</p> <p>Break and lunch time observations</p> <p>Behaviour log</p>
2	Year 6 are good role models for behaviour to the rest of the school.	<p>Y6 PE curriculum includes team-building unit designed to develop inter-personal skills.</p> <p>Regular PSHE lessons are tailored to specifically target areas for development.</p> <p>Home-school agreement is understood by all children and used as part of their learning.</p>		<p>The class create and agree to a class contract, and present in an assembly (or lesson) to parents, who are invested in the improvements needed.</p> <p>A reduction in behavioural incidents when compared with</p>	<p>Behaviour is good in all lessons, including Art, Music and PE during PPA time.</p> <p>Case studies show significant improvements in behaviour for individuals.</p>		<p>Year 6 planning</p> <p>Year 6 pupil and parent surveys</p> <p>Behaviour log</p>

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				<p>the Summer 2016 is noted.</p> <p>Year 6 are able to take on some key roles and responsibilities in the school.</p> <p>There is a support plan in place (with agreed targets) for any children unable to maintain good standards of behaviour.</p>	<p>Year 6 are making good progress in PSHE / skills which they may require to have a successful start at secondary school.</p> <p>Pupils and parents of Year 6 report (through survey) an improvement in behaviour for this cohort.</p>		
3	<p>Children report that they know who to go to if something is wrong and that adults will help them to deal with any friendship / home / personal / learning issues.</p>	<p>Time is set aside for children to drop into a space/person to talk to.</p> <p>ELSA is used effectively to support children with emotional difficulties.</p> <p>Home school link worker is used effectively to support children / families with issues at home.</p> <p>Peer mediators are used effectively to teach children to resolve issues and be independent in managing feelings and behaviour.</p>	<p>Budget for shed/hut on playground</p>	<p>Case studies show children can give examples of the impact of support in school, including from (for example):</p> <ul style="list-style-type: none"> - Peer mediators - HSLW - ELSA - Staff - Play leaders <p>Improvements in behaviour and integration in class are noted for individuals previously at risk of exclusion (case studies support).</p> <p>Member of staff identified as drop-in service and time/place set up. System established.</p>	<p>Pupil survey indicates children are happy in school and feel listened to.</p> <p>SLT have reviewed the impact of the drop-in service and made plans for further development as needed.</p>		<p>ELSA records</p> <p>Pupil surveys</p>
4	<p>The whole-school PSHE curriculum has been updated to meet latest guidance (Surrey 2016) and leads to good progress for all children in personal</p>	<p>Teachers have a good understanding of the requirements of the PSHE curriculum, including SRE and SMSC.</p> <p>Teaching and learning in PSHE is well-resourced, planned and delivered.</p>	<p>Go-givers resources (approx. £300)</p>	<p>All staff are familiar with the Go-givers materials and these are planned into long term planning.</p> <p>The Kit car project is up and running.</p>	<p>All criteria from term 1 have been maintained.</p> <p>Teaching and learning in PSHE is observed as good.</p>		<p>Planning monitoring</p> <p>Lesson observations</p> <p>Extra curricular club lists</p>

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	<p>development and welfare, including SRE and SMSC.</p>	<p>There are good extra-curricular opportunities for children’s personal development (e.g. the KIT car project, Forest School, School Council)</p> <p>The curriculum ensures age-appropriate messages on safeguarding are embedded throughout, including online safety and acceptance of diversity.</p> <p>The curriculum encourages children to think about controversial issues and engage in healthy conversations with people who may not share their opinions.</p> <p>The SRE curriculum is delivered consistently in line with the school’s policy, in all year groups.</p> <p>The PSHE curriculum and other activities link with and support the school values.</p>		<p>All classes receive PSHE in line with school policy and medium term planning on a regular basis.</p> <p>Medium term planning shows how SRE will be covered.</p> <p>Medium term planning shows where SMSC will feature.</p> <p>Medium term planning shows where safeguarding messages will feature.</p> <p>Online homework (Y4-6) includes at least one focus per term on online safety.</p>	<p>School values are embedded across the school and at the heart of the school’s work.</p>		<p>Pupil surveys</p>
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Priority Area 4: Pupil Outcomes

Monitoring Lead: Richard Darke, Assessment Co-ordinator / Deputy Head Teacher

Governor Evaluation: Hannah Pearce, Chair of Performance and Welfare Committee / Vice Chair of Governors

Target Outcome

To achieve Ofsted 'Good' grade for Pupil Outcomes by November 2016:

- Middle leaders make careful checks on the academic achievement of different groups.
- All of the gaps in pupils' knowledge are identified and plans show how these will be addressed.

Key Performance Indicators

Key Stage 2	2016 % pass	2016 average score	2017 Target % pass	2017 Target score		Key Stage 1	2016 % expected +	2016 Greater depth	2017 Expected + target	2017 GD target
Reading	76.2%	105.6	%	?		Reading	86.6%	23.3%		
Writing (TA)	57%	-	>74%	-		Writing	80%	16.6%		
Maths	57.1%	102	>70%	>103		Maths	86.6%	16.6%		
SPAG	61.9%	103	>72%	>104		Combined Eng/Maths	80%	6.7%		
Combined Eng/Maths	47.6%	-	>53%	-		Year 1 phonics				
Expected progress from KS1						Year 2 phonics retakes	60%			

Evaluation

- Deputy Headteacher to produce termly whole-school achievement monitoring report within one week of data collection.
- Maths and English Leaders to produce termly data analysis and gap analysis in their respective subjects within one week of data collection.
- Inclusion Leader to produce analysis of SEN data and interventions/vulnerable groups within one week of data collection.
- Performance and Welfare committee to monitor data (attainment and progress) at termly committee meetings.

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- OFSTED grading for Pupil Outcomes 'Good' at next inspection

PO	Target Outcomes	Success Criteria What will this look like when achieved?	Resources	Monitoring Milestones			Monitoring Methods
				Autumn Term	Spring Term	Summer Term	
1	>90% children in Key Stage One make expected in-year progress (one year from starting point).	<p>English, maths and inclusion leaders plans target areas identified from last years' data and actions show positive impact effecting improvement (Y2 reading progress, phonics, KS attainment in maths).</p> <p>EYFS data used to set targets for KS1 which cohorts are on-track to meet (personal targets).</p> <p>Improvement to progress in reading in Year 2 shows more children (>90%) achieving personal targets (especially more able).</p> <p>Children who did not make expected progress last year make accelerated progress this year.</p> <p>Children not on track to make expected progress are assessed half-termly and provision mapped as needed.</p>		<p>Subject leader action plans on track and impact evaluated.</p> <p>Children below for progress or attainment assessed half-termly and provision maps detail support.</p> <p>Impact of support evaluated and plans adjusted for next term.</p> <p>All teachers can explain how pupil premium funding is being used to improve outcomes for disadvantaged pupils in their class.</p>	<p>Subject leader action plans on track and impact evaluated.</p> <p>Children below for progress or attainment assessed half-termly and provision maps detail support.</p> <p>Impact of support evaluated and plans adjusted for next term.</p> <p>All teachers can explain how pupil premium funding is being used to improve outcomes for disadvantaged pupils in their class.</p>		<p>Assessment tracking</p> <p>Pupil progress meeting records</p>
2	>90% children in Key Stage Two make expected progress (one year from starting point).	<p>English, maths and inclusion leaders plans target areas identified from last years' data and actions show positive impact effecting improvement (Y3 progress, Year 4 cohort attainment).</p> <p>All children have termly progress targets which map a trajectory to make good KS1-KS2 progress.</p> <p>Children who did not make expected progress last year make accelerated progress this year.</p>		<p>Pupil progress meetings show 90% of children on track to meet term 1 targets in Reading.</p> <p>Pupil progress meetings show 90% of children on track to meet term 1 targets in Writing..</p> <p>Pupil progress meetings show 90% of children on</p>	<p>Pupil progress meetings show 90% of children on track to meet term 2 targets in Reading.</p> <p>Pupil progress meetings show 90% of children on track to meet term 2 targets in Writing..</p> <p>Pupil progress meetings show 90% of children on</p>		

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		<p>Children not on track to make expected progress are assessed half-termy and provision mapped as needed.</p> <p>In increased number of pupils make better than expected progress in all year groups.</p>		<p>track to meet term 1 targets in Maths.</p> <p>Pupil progress meetings show 90% of children on track to meet term 1 targets in SPAG (Y6).</p>	<p>track to meet term 2 targets in Maths.</p> <p>Pupil progress meetings show 90% of children on track to meet term 2 targets in SPAG (Y6).</p>		
3	<p>>70% of children on track to meet national expectations in English and Maths by the end of the year.</p>	<p>Staff meeting have focused on developing teachers' skills and knowledge of the new maths curriculum.</p> <p>Regular monitoring shows accelerated progress in maths across the school.</p> <p>Improvements to English are sustained and built on.</p> <p>Play leaders are trained in and use maths-games with infants to help embed basic maths skills.</p> <p>EYFS and KS1 have a consistent and shared approach to teaching phonics which is highly effective and cross-curricular.</p> <p>Home-learning tasks in EYFS/KS1 focus on developing and embedding key maths and English skills each week.</p> <p>Lesson observations and book looks show good level of stretch and challenge for the most able children, especially in maths,</p>	<p>Budget for home-learning games resources in EYFS/Y1 (JD leading).</p> <p>CPD for phonics.</p>	<p>Term 1 pupil progress meetings show increased number of pupils on track to meet national expectations in maths, and the gap closing for groups not on track.</p> <p>Lunchtime observations show play leaders using maths games with KS1.</p> <p>Staff meetings/CPD has focused on developing a shared approach to phonics teaching in EYFS / KS1.</p> <p>Lesson observations show teaching at least good for maths in all classes.</p>	<p>Term 2 pupil progress meetings show increased number of pupils on track to meet national expectations in maths, and the gap closing for groups not on track.</p> <p>Lesson observations and other monitoring shows a shared approach to teaching phonics now embedded in EYFS/KS1, and monitoring shows teaching at least good.</p> <p>Book looks show teaching and learning of maths is leading to good progression, especially for most able pupils who have sufficient challenge.</p>	<p>Term 3 pupil progress meetings show increased number of pupils on track to meet national expectations in maths, and the gap closing for groups not on track.</p>	<p>Assessment tracking</p> <p>Pupil surveys</p> <p>Subject leader monitoring.</p> <p>Lesson observations and book looks</p>
4	<p>All of the gaps in pupils' knowledge are identified and plans show how these will be addressed, leading to accelerated progress for vulnerable groups.</p>	<p>Year 2 children who did not pass the phonics screening check (2016) received targeted intervention to ensure they meet the required standard on the retake.</p> <p>Vulnerable groups make at least expected progress from their different starting points,</p>		<p>Increased number of children are on track to meet their personal progress targets compared with previous term.</p> <p>Increased number of children are on track to meet end of Key Stage</p>	<p>Increased number of children are on track to meet their personal progress targets compared with previous term.</p> <p>Increased number of children are on track to meet end of Key Stage</p>	<p>Increased number of children are on track to meet their personal progress targets compared with previous term.</p> <p>Increased number of children are on track to meet end of Key Stage</p>	<p>Assessment tracking</p> <p>Inclusion leader's evaluation of impact of interventions</p> <p>Pupil progress meeting records</p>

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		<p>Vulnerable groups attain at least in line with NA for their group (using latest RAISE data when available).</p> <p>Pupil progress meetings consistently challenge under-performance; impact review of interventions shows increased effectiveness (increased number of children making accelerated progress).</p>		<p>expectations compared with previous term.</p> <p>Assessment shows accelerated progress in phonics for Year 2 target group.</p>	<p>expectations compared with previous term.</p>	<p>expectations compared with previous term.</p>	
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Priority Area 5: Provision for EYFS

Monitoring Lead: Emma Smart, Headteacher

Governor Evaluation: Sally Hornung, Foundation Stage Governor

Target Outcome

To achieve Ofsted 'Outstanding' grade for Provision for Early Years by November 2018

Key Performance Indicators

>70% of children reaching GLD in EYFS

>90% of children make at least expected progress in prime and specific areas from Baseline

Evaluation

- OFSTED grading for Provision for Early Years at next inspection
- EYFS moderation
- Foundation Stage governor's monitoring visit report

Powell Corderoy School Development Plan

EYF S	Target Outcomes	Success Criteria What will this look like when achieved?	Resources	Monitoring Milestones			Monitoring Methods
				Autumn Term	Spring Term	Summer Term	
1	>70%* of children to achieve a Good Level of Development <i>*TBC pending baseline assessments</i>	<p>Term 1 establishes routines and expectations in the learning environment.</p> <p>A literacy-rich environment.</p> <p>Phonics consistent with KS1 and at least good.</p> <p>Maths in the learning environment.</p> <p>Increased opportunities for outdoor learning and physical development.</p> <p>Independent learning opportunities have a clear focus and learning objective.</p>		<p>Any children to need support with managing feelings and behaviour identified and provision planned.</p> <p>Language link completed for all children and interventions running as needed.</p>			
2	>90% of children to make expected in-year progress from their EYFS baseline starting point.	<p>Interventions</p> <p>Baseline moderation</p> <p>Moderation of EYFS assessments</p>		<p>Baseline assessments completed and moderated.</p>			
3	Support staff confident and effective in leading learning through play and making accurate assessments of play-based learning	<p>New NNEB up to speed</p> <p>Use of Tapestry</p> <p>Support staff observed in Key worker roles</p> <p>Independent learning opportunities have a clear focus and learning objective.</p>					
4	To further improve the transition to Year 1, working effectively with the KS1 team to ensure continuity and progress are achieved in key areas of learning.	<p>Increased interaction on Tapestry (contributions from home)</p> <p>Phonics and maths games sent home</p> <p>The school provides guidance and resources to support and promote home-learning</p>					