Upton upon Severn CofE (VC) Primary School

School Development Plan 2015 - 2018

TO OFFER INSPIRATION TO YOUNG LIVES
"Anything is possible, we can all succeed"

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Upton-upon-Severn CofE (VC) Primary School
We are a school aspiring to Outstanding

Mission Statement and Aims

Governors, parents and the Church are part of our school having clear expectations and supporting the high standards we instil in all members of the school community. We recognise the multi-faith and ever changing nature of the United Kingdom.

Our children should be happy and self-motivated, show independence and flourish within a caring and stimulating Christian environment. We respect the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

High quality motivated staff working together to provide a broad, balanced and challenging curriculum which encourages learning and celebrates success. A wide variety of extra-curricular activities.

Children receiving constructive feedback on their achievements and knowing the next stage of their individual learning journey. Have self-motivation and self-belief throughout.

Strong links with the Parish Church which encourages the Christian ethos everyone is valued equally and behaves in a caring, conscientious and courteous way at all times, embracing the values of teamwork.

A school that is an inspiring environment in which to learn with high quality resources and interactive displays which stimulates learning and celebrates success.

UPTON-UPON-SEVERN PRIMARY SCHOOL – SCHOOL DEVELOPMENT PLAN
2015 to 2018

Our School Vision at Upton Primary School is:
TO OFFER INSPIRATION TO YOUNG LIVES
"Anything is possible, we can all succeed"

To all our pupils our vision is:

- You will understand and have belief in yourself with the confidence to do incredible things
- You will enjoy learning special new things and want to continue with this
- You will feel part of the team and understand how to support other people
- You will be a part of our special Community in Upton and be proud of all we do as a school

This plan is a document that has been produced following input from staff, pupils, parents and Governors. It is our mission to continue offering inspiration to our children. We are aspiring to Outstanding for our school as a strong part of our local community. We wish to raise aspirations and enable all learners within our community to fulfil their potential.

Our school self-evaluation ties directly into our plans for improvement which in turn are intrinsically linked to teacher's targets for the new performance related pay process. Governors monitor the SDP each term through the SIC and via the Head teacher's reports. Subject co-ordinators have produced their own plans to monitor work stringently in that area.

AIMS OF THIS PLAN

Address key issues raised in the OFSTED report of January 2015

- Sets a clear vision of how the school is going to raise standards whilst building capacity for sustaining progressive improvement, pursuing outstanding practice

- Ensures that the quality of communication between all stakeholders clarifies the planned improvement in a way which demonstrates the inter-relationship of different elements

- Provides strategic details about what action is going to be taken when, by whom, why this action is important and what the intended outcomes are for children

- Drives operational plans for improvement combined with sound financial overview

- Explicitly defines all roles and responsibilities and shows clear lines of accountability

- Shows how professional development, monitoring and evaluation are clearly linked and demonstrates the school's commitment to high quality professional development for all staff

- Makes explicit how all monitoring is intended to answer key questions which allow the school to evaluate whether or not it is being successful in building capacity, improving provision and improving outcomes for children

- Shows in the yellow highlighted sections how much we have achieved towards the goals and the current development plan initiative

Aspiring to Outstanding	Target Date for Completion and review
These key issues have been refined to reflect the Ofsted report of January 2015	

Maintenance 1	**To continue maintaining the quality of our teaching aspiring for every lesson to be Outstanding** • Lessons deliver good quality first teaching • Children's behaviour is positive and children enjoy their lessons • Pupils are engaged, inspired and challenged by learning opportunities	**Review targets on data grid through SLT & SIC** **See Governors Plan**
Maintenance 2	**Improve pupils' achievement in core subjects, English, Maths and Science** **Focus on these key points** **Raise attainment in all areas but with specific focus on:** • KS1 Maths • KS1 Reading • Phonics • KS2 Pupils • KS2 Writing Schools will be measured on: • Percentage of pupils achieving the national standard in reading, writing and mathematics at the end of key stage 2; • Average score of pupils in their end of key stage 2 assessments; and, • % of pupils who achieve a high score in all areas at the end of key stage 2**.** The 'high score' will not be set until the first new KS2 tests are sat in summer 2016. Schools will be above the floor if pupils make sufficient progress across all of reading, writing and mathematics **or** if more than 65% of them achieve the national standard in reading, writing and mathematics. Sufficient progress will be calculated using as a value-added measure from KS1 to KS2. The precise level of 'sufficient progress' will not be set until the first new KS2 tests are sat in summer 2016.	**Review targets on data grid SLT &SIC** **See Governors Plan**
Maintenance 3	**Develop further the effectiveness of leadership, including that of Governors, by ensuring that:** • School leaders work together to systematically target focus on outstanding teaching • Governors work with SLT through SIC to enable them to link pupils' progress and the quality of teaching precisely and focus on children's understanding of the next steps in their learning. Specific focus on key groups as set in Raising Attainment Plan • All stakeholders work to increase numbers on roll ensuring sustainability for the financial future of school	**Review in SIC** **See Governors Plan**
Maintenance 4	• Parents and carers now have a range of opportunities to make their views known to leaders and Governors, and clear responses are given when any concerns are raised. Use these views to underpin the SDP supporting partnership providing strong focus on school improvement. • Increase opportunities for working together with parents to raise achievement of children with a strong emphasis on partnership	**On-going opportunities given with responses** **Reviewed in (see Governors Plan for date) with Parent view questionnaire** **Review in (see Governors Plan for date)**

	Priorities for Development Ofsted key issues as set out in the Ofsted report of January 2015	Target Date for Completion and review
Key Issue 1	**To raise attainment in pupil's achievement for writing:** • Teachers are to encourage pupils to revisit their writing so they can make changes and improve it • Teachers have high expectations of pupil's handwriting and encourage them to take pride in the presentation of their work • Children are given challenge within literacy sessions and produce writing that is clearly raising their achievement	**Review targets on data grid through SLT & SIC** **See Governors Plan**
Key Issue 2	**Pupils are given enough to keep them busy in lessons, particularly those who are the least able, to ensure their learning is as rapid as it could be. Pupils are engaged, inspired and challenged by all learning opportunities:** • Ensure that planned learning activities matches the need of all pupils. • All adults to have high expectations of pupils • Organised activities for pupils to become more ambitious with themselves • Children will have opt-in tasks and extension tasks (bridging tasks)	**Review targets on data grid SLT &SIC** **See Governors Plan**
Key Issue 3	**The school will create a website that publishes all information it should have.** • It's vibrant, creative and informative • It's easy to access and navigate • It's up to date and mobile friendly	**Review in SIC** **See Governors Plan**

Our School Vision at Upton Primary School is:
To offer inspiration to young lives
"Anything is possible, we can all succeed"

Our Curriculum is: Innovative, creating and engaging. It motivates children to become curious, creative risk takers who are confident and resilient and have a passion for lifelong learning.

What are we trying to achieve?	Curriculum Aims	Successful learners who enjoy learning, make progress and achieve their goals			Confident and courteous individuals who are able to lead safe and healthy lives and make informed choices		Cooperative citizens who make a positive contribution to their society	
	Focus for learning	Attitudes and attributes determined, adaptable, confident, risk taking, enterprising individuals			Skills Communication, Mathematics, ICT, personal, learning and thinking skills		Knowledge and Understanding Larger ideas and philosophies that shape our world	
	Components	Lessons, Locations, Environment, Events, Partnership, Parents and Community						
	Learning Approaches	a wide range of approaches, including enquiry, active learning, practical and constructive	including all learners	in tune with healthy human development	building on learning beyond the classroom	matching time to learning need, deep immersive, regular and frequent learning experiences	taking risks community and business links	use of range of audience purposes and learner choice personalisation of learning
	Dimensions	spiritual-moral-social-cultural Personal development-health and well-being-citizenship and community participation-enterprising outlook-cultural diversity-identity and belonging-technology and the media-sustainability-global dimension						

SELF-EVALUATION REVIEW JULY 2015

SCHOOL IS NOW AT GOOD, ASPIRING TO OUTSTANDING

Development of a Strategic Improvement Plan to drive improvement. It is informed by self-evaluation and:

- Focuses the work of the school and external support upon the same school improvement priorities identified through school self-evaluation

- Defines the expected termly outcomes against pupil progress and is informed by all available and relevant data and half termly tracking information

- Has clearly defined success criteria and termly milestones which are reviewed and acted upon

- Identifies clear lines of accountability and secure school systems ensure activities are carried out, on time and monitored and evaluated effectively

Creates a sense of urgency for achieving positive impact on learning, progress and achievement.

The School Development Plan has been written for the next three years to ensure that this school strives hard to meet all the targets set for its children following a rigorous analysis of the work of the SIC during this last academic year. It is written following workshops involving all teachers and Governors and parents to ensure a strategic vision for all the school community.

We will continue with stringent focus on specific target setting for the pupils and these are then tied in with the teacher's individual action plans for their performance management.   Key targets are set to ensure the quality of teaching has an impact in raising the attainment of the children. The Head Teacher's Performance Management reflects these main targets and is set to underpin the strategic movement of the school forwards aspiring to Outstanding.

The work of this SIC continues to be of major importance. It is the Committee that keeps a close scrutiny on the weekly developments of the school and how the SLT is driving the quality of the teaching and learning forward.

The Finance Committee is working efficiently with the Finance Chair. We have set a positive budget plan for 2015/16 which requires rigorous monitoring from the Head, the Finance Manager, the Finance Chair and the Business Committee.

ASPIRING TO OUTSTANDING

This document is used on a regular basis with the School Improvement Committee (SIC). We systematically go through each section to give it a RAG rating on a half termly basis. The School Development Plan (SDP) is available within school for any access to any Governor. The Plan is underpinned by detailed action plans for each subject area.

This document is the SDP - it feeds the SID and the programme of work in school is fully focused to ensure we maintain the positive forward momentum. The areas in yellow are being maintained and will continue to be tracked rigorously through the SIC meetings and also with the SIA and Project board.

Upton-upon-Severn Primary Governing Body Year Plan 2015/16

	Sept	October	Nov	December	January	February	March	April	May	June	July
FGB	FGB 10.9.15 5:30pm (reconstitution) Apologies TH Review admissions policy/criteria AGREE SDP REVIEW SEND POLICY Review supporting pupils with medical conditions policy REVIEW WEBSITE INFO		FGB 19.11.15 5:30pm (RoL) Apologies TH			FGB 25.2.16 5:30pm. Apologies TH			FGB 19.5.16 5:30pm (budget) Review allegations policy		FGB 19.7.16 5:30pm. (Annual Safeguarding Report, safeguarding audit, data results)
Head's policy review	REVIEW BEHAVIOUR POLICY	Review procedures relating to register of pupil's attendance			Review freedom of information policy						
School Improvement Committee (SIC)	SIC 30.9.15 8:30am Review ToR, data review		Review collective worship policy	SIC 8.12.15 5:30pm	Review governor monitoring visits policy Sex education policy	SIC 2.2.16 5:30pm	SIC 16.3.16 8:30am		Review EYFS policy SIC 11.5.15 8:30am	Review behaviour principles written statement	Data review SIC 6.7.16 8:30am
Business Committee	16.9.15 8am. (review ToR) Review premises management documents	Pay Awards agreed by 31.10.15		1.12.15 8am. (Confirm future dates)	IW – health and safety inspection visit	SFVS	Draft budget		New budget	Review asset management policy Review whistle-	IW – health and safety inspection visiit

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	REVIEW DATA PROTECTION POLICY REVIEW WEBSITE INFO Audit 18.6.14 Review educational visits policy Review visitors to school policy				Review conditions survey (next update 2017)					blowing policy Review critical incident plan Review finance policy	
PAY CTTEE/Performance management HT and staff	2.10.15 9:15am. (ToR, review pay policy, define procedure/data /evidence requirements for salary review meeting) 18.9.15 9am. HT perf mgt. JW to book SIA REVIEW PAY POLICY	Staff performance mgt to be complete by 31.10.15	17.11.15 9:15am (review staff salary recomme ndations following perf. mgt)			Staff mid year review	HT mid year review				
Parental Liaison/Feedback											
Governor Visits/ Individual Responsibility/ training	H&S review SMSC visit D Walker (underachievem ent of girls) SPTO training CQ 3.9.15 Financial training DW AR JW 15.9.15				Sex Education visit						

	RoL training AR 16.9.15 PRP training AR 17.9.15										
Safeguarding	Review child protection policy and procedures/safe guarding audit/annual safeguarding report Prevention of extremism and radicalisation policy										Annual Safeguarding Report
Policies approval record											

KEY PERSONNEL

School Improvement Advisor - Steve Jones
Chair of Governors - David Walker
Vice Chair of Governors - Vacant
Chair of School Improvement Committee - Claire Quinn
Head Teacher - Julie Wills (SENCO)
Acting Deputy Head Teacher and Year 2 – Kate Moroni (RE & Music)
Assessment Co-ordinator and PPA Teacher – Jo Ludlow (Literacy)
Reception – Emma Beatson (Early Years)
Year 1 – Sarah Gabriel (Safeguarding Lead & Maths)
Year 3 – Aaron McDonagh (Art & PE)
Year 4 – Emma Malpass (School Councillor)
Year 5 – Stuart Adams (ICT)
Year 6 – Emma Davies (PE)
Pre-School Manager – Steph Maeers
Senior Primary Advisor - Irene Punt

ASPIRING TO OUTSTANDING

Key Issue 1 - To continue maintaining the quality of our teaching, aspiring for every lesson to be Outstanding
• Lessons deliver good quality first teaching
• Children's behaviour is positive and children enjoy their lessons
• Pupils are engaged, inspired and challenged by learning opportunities

	December 2015	March 2016	July 2016
Key milestones **Periodic Success Criteria**	• Planning shows evidence of clear extension activities to develop children's learning • Regular meetings to monitor that planning and children's work shows careful progression and children editing own work. • Individual rewards system to support as an extra incentive • SLT/HT/SIC to monitor planning plus lesson observations • Consistent use of rewards/sanctions – staff to always be positive	• Develop extension activity booklets for each phase These extension activity booklets are being carried out in different ways within each year group. For the Summer Term we need to ensure that the more able children are being given the correct level of challenge with their learning opportunities • Editing of children's work shows increased levels of attainment and progression During the Summer Term there will be a significant analysis on the editing of children's work and the Marking Policy • Monitor impact of individual rewards system within class to support behaviour Behaviour remains a strong focus to ensure the whole school is directed towards positive learning behaviour	• Re-write Behaviour Policy reflecting new individual rewards system • Develop extension activity booklets for each phase • Editing of children's work to be audited to ensure levels of children's attainment and progression are on track at expected or exceeding progress for next academic year
Summative Evaluation Strategies	• Half-termly reports by Senior Leadership Team in relation to monitoring activities for Governors. • Regular meetings with Chair, Vice Chair, Leader of SIC and Finance Chair. • Half termly analysis and evaluation of assessment data by Assessment Co-ordinator • All information is held and monitored within the SDP. This is the 8th SDP. This is set as a monitor of all the specific actions we are taking to drive the performance forward, aspiring to Outstanding.		

PRIORITIES FOR DEVELOPMENT

Key Issue 1 To raise attainment in pupil's achievement for writing:
• Teachers are to encourage pupils to revisit their writing so they can make changes and improve it
• Teachers have high expectations of pupil's handwriting and encourage them to take pride in the presentation of their work
• Children are given challenge within literacy sessions and produce writing that is clearly raising their achievement

	Dec 2015	**March 2016**	**July 2016**
Key milestones Periodic Success Criteria	• Tailored steps for progression for each child. Key points for progression given to children • Writing for a purpose. Children setting target goals for aspiration • Marking gives key points for progress in 85% of books • Writing for real purpose. 85% of all topic books reflect positive steps • Handwriting targeted in each class and steps in progression followed rigorously. 85% of all topic books reflect quality • Children have challenge for MAP and support for SEN and PP. 85% of the three groups to have challenge • Handwriting Policy to be reviewed	• 90% of all topic books show tailored steps for progression impacting on children's assessment goal TBC • 90% of children understand their target goal in writing • Marking gives key points for progress and has impact on children's level in 90% of books • 90% of all topic books reflect positive steps • 90% of all topic books show improvement in handwriting quality and presentation • 90% of the three groups have increased levels in assessment An analysis of all the above took place during two consecutive staff meetings in the Summer Term. The information showed that the above targets were well on the way to being achieved and in some cases had already reached the 100% point which was very positive. This is reflected in the development of the children's written work throughout the year groups	• 100% of all topic books show tailored steps for progression impacting on children's assessment goal • 100% of children understand their target goal in writing • Marking gives key points for progress and has impact on children's level in 90% of books • 100% of all topic books reflect positive steps • 100% of all topic books show improvement in handwriting quality and presentation • 100% of the three groups have increased levels in assessment
Summative Evaluation Strategies	• Half-termly reports by Senior Leadership Team in relation to monitoring activities for Governors. • Regular meetings with Chair, Vice Chair, Leader of SIC and Finance Chair. • Half termly analysis and evaluation of assessment data • All information is held and monitored within the SDP. This is the 8th SDP. This is set as a monitor of all the specific actions we are taking to drive the performance forward, aspiring to Outstanding.		

ASPIRING TO OUTSTANDING AND PRIORITIES FOR DEVELOPMENT – KEY ISSUE 1

Aspiring for every lesson to be outstanding	Raising attainment in pupil's achievement for writing

What we are aiming for		What we are going to do	Who	When	Finance	What we will see when we have done it (RAG)
1. To involve everyone at Upton to find out what we like about teaching and learning, and how we can develop our cross curricular writing skills	a)	Pupil questionnaire via school council to get pupil's view on the way they learn and the way teachers teach	Mrs Malpass	Autumn 2015	Covered under PPA timetable	Whole school community, pupils, parents, staff and Governors all contribute to school development. Their input contributes to the plan and will improve teaching and learning through systematic progress.
	b)	All staff to review the way we teach professional development to Outstanding schools, how can we make our teaching better (staff meeting workshops)	All Staff	Autumn 2015/ Spring & Summer 2016	£500	
	c)	SIC to monitor core group of pupils to target pupil's understanding of learning, if they know next steps and how to improve their writing	SIC TH/Chair/ JW Head	Termly		
	d)	Parents' workshops as part of Parent's Evenings. Question/comments table in hall to encourage parent feedback regarding writing development of their children through school	JW	Spring 2016		
2. To investigate how to improve our teaching from Good to Outstanding	a)	Analyse Ofsted criteria for Outstanding teaching and learning in schools	SLT	Autumn 2015		Staff at school become experts in the latest thinking on teaching and learning. They deliver outstanding lessons.
	b)	Visit Outstanding/Good schools to find out what they are doing that can enhance our teaching at Upton	SLT	Spring 2016		
	c)	Staff training sessions to raise attainment in quality of teaching with emphasis on writing	SLT	Summer 2016		
3. Pupils in every year make outstanding progress in all subjects (including the EYFs and Pre-School)	a)	Children to be aware of their targets and be given lots of opportunities of chances to succeed and challenge themselves through bridging tasks which are used in every year group	Class Teachers	Termly	£1,700	Pupil's assessment data shows outstanding progress in each year group for literacy, maths and science. KS1 and KS2 SATs are higher than the national average.
	b)	Improve staff knowledge of what to expect of their pupils and to have high expectations for all	Training from SPTO		£500	
	c)	Children know the next steps to take in their learning and understand how the marking of work can support them in this				Children are understanding how to develop their learning through the response to marking of work.
	d)	Children in Pre-School and Early Years begin to understand next steps in learning				

4.	To increase the proportion of outstanding teaching in lessons and ensure good teaching is sustained throughout school.	a)	All staff within school generate high levels of enthusiasm for the learning	All Staff	Ongoing		Teachers know how to deliver outstanding lessons. 50% of all lessons observed are outstanding and all the rest are good.
		b)	Children's learning needs are met by imaginative teaching strategies	Teachers	Ongoing		
		c)	Children's understanding throughout lessons is clear and has a strong impact and where teaching assistants support this has a strong impact on the quality of learning.			£139,541 (Total Teaching Assistant budget, incl. PP hours)	
		d)	The marking policy gives feedback which is constructive, provides next steps in learning and helps the children improve.	Teachers/ Governors			
5.	To make sure the school premises provide an outstanding learning environment inside and out	a)	Classrooms are well set up, organised, well managed and maintained.	Teachers		£3,500	All areas of the school premises form part of a high quality vibrant and stimulating learning community.
		b)	Outstanding areas of learning in outside environment, including both Pre-school and foundation stage.	Forest Schools		£100	
		c)	Housekeeping is rigorously maintained to a high standard in all areas of school, including 'staff only' locations.	All Staff Caretaker/ Admin Team to oversee		£1,306	
6.	To run mini learning conferences are held with all pupils to discuss learning targets.	a)	SLT/SIC to set conferences to monitor impact of learning targets on pupil's development.	SIC/ Teachers	Termly		Good progression in children's assessment levels with clear improvement in learning.
		b)	Teachers to ensure pupils understand and are aware of learning targets.				
7.	Teachers will have regular pupil progress staff meetings to discuss the pupils' progress towards the targets.	a)	Pupil progress meetings with staff will form part of performance management of teacher's own target.	JW/ Teachers/ Governors and County Advisory Support		£5,000	Teacher's accountability improves for children because their performance is closely linked to children's achievements which in turn feeds in a 360 process to school improvement. Salaries provide appropriate financial reward commensurate with performance. Salary levels provide financial incentive where success has been achieved.
		b)	Pupil's progress directly linked to teacher's attainment in PM.				
		c)	HT PM linked to ensure all targets set for pupils and staff are reached and if not why not?				
8.	Reference will be made regularly to targets in lessons.	a)	Teachers to inform all pupils of learning targets.	Teachers			All children have clear learning targets that provide them with a strong key for a success.

	b) Targets will be set according to current year group. If lower targets required discussion via Head/SEND.				
9. Learning targets are recorded and shared with parents at parents' meetings	a) Parents are aware of learning targets and full explanation of target given at parents meeting. b) New assessment format explained to parents in information evening.	Teachers	Autumn 2015/ Spring 2016		Parents fully informed and understand the process of the new assessment and the way we use learning targets to improve their children's outcomes.
10. PP children are given full support and the TA time is well spent.	a) Provision mapping for PP gives allocated time for TA where most required. b) Impact of TA input monitored through work trawl past lesson obs.	JW/ Governor		£40,140	All PP and SEN children are given full support which is reflected in success for progress.
11. Provision maps to show how we are closing the gap for vulnerable learners and most able	a) Assessment co-ordinator works with SENDCo to ensure tracking of most vulnerable learnings shows consistent progress. b) All teaching staff clear on 'steps to success' for vulnerable learners and have set clear IEPs where required for improvement.	Assessment Coordinator/ JW	Weekly Monitoring	Funding from Staffing Budget for Teachers – see details from finance	Staff are very clear where pupils are making outstanding progress and where extra support may be required. IEPs give children extra scaffold for achievement.

Key Issue 2   Pupils are given enough to keep them busy in lessons (Ofsted quote January 2015), particularly those who are the most able, to ensure their learning is as rapid as it could be. Pupils are engaged, inspired and challenged by all learning opportunities:

- Ensure that planned learning activities matches the need of all pupils.
- All adults to have high expectations of pupils
- Organised activities for pupils to become more ambitious with themselves
- Children will have opt-in tasks and extension tasks (bridging tasks)

	Sept 2015	March 2016	July 2016
Key Success Criteria	• Staff assess a solid baseline for each cohort using Assessment Without Levels • To research what experts say about outstanding teaching and learning • Pupils in each year make good/ outstanding progress in all subjects. In 85% of tracked children • Staff have high expectations of outstanding progress and behaviour. 85% of all staff have high engagement. This to be used in performance management • To make sure learning is interesting and inspirational in 85% of all lessons observed or during learning walks • Objective led planning based on children's interests • Extending learning activities by varying learning resources regularly • Differentiation of all questions	• Baseline tracking shows that with new assessment format children are clearly on track to meet Government guidelines (Government have now changed formation of baseline tracking and it is no longer going to be used for Reception children starting school) • Elements of outstanding teaching and learning seen in 90% of all classes observed • 90% of children tracked make good to outstanding progress in all subjects • 90% of all staff observed have high engagement • Learning is interesting and inspirational in 90% of all lessons observed or during learning walks	• National expectation for every child will be met according to age related expectation • The difference between #1 and #4 is matched by those children requiring SEND or PP support in 100% of the cases • 100% of the time staff have high expectations of behaviour and attitude to learning within lessons • Learning is interesting and inspirational in 100% of lessons observed or during learning walks • 100% of the children are engaged and objectives clearly based on children's learning development needs
Summative Evaluation Strategies	• Half-termly reports by Senior Leadership Team in relation to monitoring activities for Governors. • SIC meetings half termly to monitor • Weekly analysis and evaluation of assessment data • All information is held and monitored within the SDP. This is the 8th SDP. This is set as a monitor of all the specific actions we are taking to drive the performance forward, aspiring to Outstanding.		

ASPIRING TO OUTSTANDING AND PRIORITIES FOR DEVELOPMENT – KEY ISSUE 2

Aspiring for every lesson to be outstanding	Pupils are engaged, inspired and challenged by all learning opportunities

What we are aiming for	What we are going to do	Who	When	Finance	What we will see when we have done it (RAG)
1. To ensure all are involved in what we wish to develop in teaching and learning at school and how we could improve what we are going to do from Pre-School to Year 6	a) Our School Council to discuss ways in which they think we can improve our incentive awards	Mrs Malpass and School Council	Half-termly	School Council raise own funds, tracked by Mrs Malpass	All staff have clear awareness of quality teaching and learning at school. Children feel part of the decision making process for behaviour support modelling impeccable behaviour throughout the school. Staff offering inspirational activities for children. School leaders have clear understanding of what is happening with teaching and learning within school.
	b) Use the new Meet and Greet meetings to inform parents and get feedback on how they feel about school	Teachers	September 2015		
	c) All staff work together in staff meetings to constantly review the way we teach and how to inspire pupils positively	JW/Teachers and TAs when required	Weekly		
	d) School Governors to share their ideas in SIC workshops to improve performance in Upton	SIC	Half-termly		
2. To analyse what makes an Outstanding lesson	a) Look at latest Government Guidance and Ofsted September 2015 for Outstanding teaching and learning	SLT/Teachers	Autumn 2015		All staff have clear understanding of how to deliver an Outstanding lesson. 50% of all lessons observed are Outstanding and none is less than Good.
	b) Work with Outstanding/Good schools under new Ofsted criteria to learn from their experience	JW/Teachers	Spring 2016		
	c) Send staff on training sessions and visits to Outstanding/Good schools for them to learn and impart to colleagues	Teachers	Spring/ Summer 2016	£5,000	
3. Pupils in every year make Good/ Outstanding progress in all subjects	a) Plan using vibrant activities to inspire the children given them sound context	Teachers	Autumn 2015 ongoing		Vibrant and exciting lessons are delivered throughout school.
	b) To plan in key phases to ensure sound development of new curriculum				

		c) Use trips, theme days and other unusual strategies to facilitate Outstanding teaching and learning				Attainment in new curriculum is tracked rigorously through new assessment program.
		d) To provide challenging tasks for the more able				
4.	To ensure that learning at Upton is Outstanding	a) Planning delivers vibrant and exciting lessons designed to stimulate the children's imaginations thus creating outstanding learning experiences	JW/ Governors/ SLT		Teacher's Budget	Planning is informative and contributes positively to children's learning.

Children are inspired and clearly enjoy their learning. Children talk about lessons and learning with enthusiasm and happiness.

Control group clearly show impact of lessons is positive. |
		b) Make sure that each lesson begins with a 'Wow' moment, something that entices the children into the learning and makes them want to join in				
		c) Give pupils exciting learning opportunities and plan trips and events in school that support learning	Teachers	Ongoing/trips half-termly	£8,000	
		d) Give pupils the opportunity to talk more within lessons without reliance on teacher input	Teachers/TAs	Ongoing		
		e) Atmosphere in lessons is vibrant and exciting. Children have a clear purpose and understand learning outcomes	Teachers/TAs	Ongoing		
5.	To make sure school leaders, that's Middle Managers, Early Years Manager, Deputy Head and Headteacher work to improve teaching and learning with Governing Body	a) HT and Assessment Co to monitor that work planned improves teaching and learning	JW/SLT	Half-termly	Funds from Teacher's Budget	School leaders at all levels are confident in lesson delivery. School leaders see positive impact of assessment development. New assessment program gives careful pupil tracking which shows HT and Govs clear progress.
		b) Leaders in school have regular training and visit other schools to have clear understanding of Outstanding/Good schools and Outstanding learning	JW/SLT	Spring/ Summer 2016	£2,700	
		c) SIC understand what is happening in classes through analysis of lessons, teacher's plans and pupil tracking	SIC	Half-termly (See Governor's Schedule)		
		d) SIC share information with full GB to ensure everyone is kept informed of direct progress	SIC/FGB	Half-termly (see Governor's Schedule)		
		e) Make sure that learning planned matches the needs of all pupils through quality control observations	SLT			

6.	To ensure Pre-School and Reception work together to make sure children achieve excellence	a)	Assess new Baseline Assessment through NFER			£309.50	The learning and progress of our younger learners is working towards Outstanding.
		b)	Work with staff to plan Outstanding learning tasks	JW and SLT		£3,537	
		c)	Have clear understanding of children's starting points and track through two simple points of development	Early Years Staff		£2,000	
		d)	To ensure value added for Reception children building on prior experience from Pre-School and tracking them closely throughout these two phases	Early Years Staff			
7.	To ensure children have age appropriate exciting and stimulating learning sessions	a)	Cover all Early Learning goals and monitor new curriculum program in Key Stages 1 and 2			£6,000	School environment and resources used are high quality and this contributes throughout the standing teaching and learning
		b)	Provide quality resources for children to have support for learning				
		c)	To vary learning resources regularly				
		d)	Objective led planning throughout Early Years based on children's interests developing into vibrant and quality lessons	Early Years Team	Termly/ Weekly		
8.	To provide quality ICT equipment to support outstanding teaching	a)	Audit all ICT equipment within school for current use	September 2015		£8,000 Devolved	High quality ICT and Wi-Fi works effectively throughout the school Outstanding lessons use ICT effectively Parents have clear awareness of all ICT equipment Innovative technology is used to support the curriculum
		b)	Investigate quotes for improvement of ICT equipment and also Wi-Fi to ensure modernisation in this area				
		c)	Implement plan of ICT improvement with support from business com and Friends' Association				
		d)	Invite parents to launch of new ICT revamp				

Key Issue 3 The school will create a website that publishes all information it should have.			
• It's vibrant, creative and informative **• It's easy to access and navigate** **• It's up to date and mobile friendly**			
	Dec 2015	**March 2016**	**July 2016**
Key Success Criteria	• Website design to be completed with all areas compliant with Government guidelines • Each class to develop own webpage to share curriculum letters, information and innovation • Website will be vibrant, creative and informative, easy to access and navigate • Be up to date and mobile friendly	• Website provides successful marketing tool for school • Is a creative/informative tool for raising the school's profile • Is regularly up-dated with interesting and stimulating information from each class to inform parents and other stake-holders of school developments	• New website design is now embedded as part of the school's success • Weekly up-dating ensures parents have informative and regular access to all school's required policies and documentation
Summative Evaluation Strategies	• Governor audit and tracking ensures website is maintained at a high level • Parent's report positive impact of new website • Marketing is clearly successful due to increased enquiries • Parents can be informed quickly and successfully of any relevant information		

ASPIRING TO OUTSTANDING AND PRIORITIES FOR DEVELOPMENT – KEY ISSUE 3

The school will create a website that publishes all information it should have	• It's vibrant, creative and informative • It's easy to access and navigate • It's up to date and mobile friendly

What we are aiming for		What we are going to do	Who	When	Finance	What we will see when we have done it (RAG)
1. To have a new website that is vibrant, creative and informative	a)	Ask parents what they would like to see on the website	JW and MC	November 2015	£2,190 (School Budget Expenditure)	An up to date and fully working Website
	b)	Request quotes for new website	JW and MC	Autumn 2015		
	c)	Instruct our chosen provider to design website		Autumn 2015		
2. A website that is easy to access and navigate	a)	To have a clear view on design and colour within new website	MC/JW	November 2015		All teachers update on a regular basis their class web page. School admin update website weekly and use it as a communication platform for parents.
	b)	To work with Web designer to ensure easy navigability	MC/JW and Provider	Autumn 2015		
	c)	For school admin and Head, plus teachers, to have full working knowledge of new website	MC/JW and Provider	TED - 4th Jan 2016		
3. A website that is up to date and easily accessible to all	a)	All teaching staff and admin to keep website weekly updated	Teachers/ MC	Weekly (Jan 2016)		All staff are confident with updating of website. Parent's feedback is positive and ensures website is kept and maintained to provide them with all the information they require. A website that is compliant with all Ofsted and Government guidelines
	b)	To inform parents that website is up to date and now accessible	JW and MC	When completed (aim is Jan 2016)		
	c)	To use website as an instrument of communication with parents ensuring accessibility for all	MC and JW	Weekly		
	d)	To maintain website with vibrant information regarding teaching and learning	MC/ JW/Teachers	Weekly		
	e)	To ensure the Friends Association is linked with school's main site providing cohesion within the Community	MC and Provider	When website set up		

Maintenance 4

- **Give parents and carers a range of opportunities to make their views known to leaders and Governors, and give them a clear response when any concerns are raised.**

	Dec 2015	March 2016	July 2016
Key Success Criteria	Monitoring and evaluation of current parental opportunity for liaison with leaders and Governors. FGB sets new strategy to support priority 4 Presentations from head provide in-depth information on school direction Head Teacher's end of term newsletter sets out improved contact with school response to points raised implemented.	Monitoring and evaluation of new forms of communication lines show improvement on the parent view on the Ofsted site. **Questionnaire to parents shows positive feedback to implemented changes. There is positive communication from parents.** The school's self-evaluation of the impact of its school improvement work on parental concerns is accurate.	Coordinated approach with Leaders and Governors shows strong development with the increased opportunities for direct communication. Long term strategic planning demonstrates and reflects the capacity for sustained improvement. The school's self-evaluation of the impact of its school improvement work on standards and progress is accurate.
Summative Evaluation Strategies	- Weekly analysis and evaluation of communication routes showing development of key point 4 - Reports to core group and project board meetings - Termly Governor updates at FGB meetings		

REVIEW OF ABOVE
JANUARY 2016
MARCH 2016

Staff meetings will now have a focus directly from the plan. Each week they will focus on specific action points for example:
Week 1:
- Children's Centre Consultation Information
- SEN Tracking
- Lesson Observation Feedback
- Marking Policy reviewed

Week 2:
- Review of Teaching and Learning Policy
- Specific displays within classrooms
- Celebration of Handwriting
- Adding purple pens and highlighters for marking

Week 3:
- Ensuring school ready for Ofsted/HMI Inspection at any time - we strive for aspiring to Outstanding
- Discussion reference Kempsey Primary School are now working with HUET reference MAT
- Planning for Numbers Day
- Lock-down procedure - Thursday 4th February
- Maths assessment
- Reading assessments
- Safer Internet day
- Work scrutiny
- Moderation of reading and maths Year 2

Week 4:
- World Book Day preparation
- Moderation of reading and maths Year 6
- Mother's Day Service planning

- Music review

Week 5:
- Deputy Head appointment confirmed - Nicola Hare has been appointed
- Budget implications for 2016/17
- TAs request from Head for provision MAPS reference SEN needs and PP needs in class
- Staff Handbook up-dated
- Dress code up-dated - no hoodies, leggings, jeans, open toed sandals or crocs to be worn/professional dress at all times

Week 6:
- Parents' evening co-ordination
- Netbook discussion reference meeting children's needs for ICT
- Planning for humility display
- SPAG assessment discussion
- Writing moderation for all year groups focusing specifically on a middle child

The SIC will continue to drive this plan forwards with a stringent focus from their questions.

The SIC will continue to drive the plan forwards with a stringent focus on the questioning format that has been developed. We are currently awaiting a new SIC Chair to be voted in the position on the next FGB on 28th April. The staff meeting Agendas are set up to support this plan and are listed below:
- Wednesday 8th September - Meet and Greet dates set, Spellings, Assembly, RE curriculum, Big Sing, PSHE, Harvest
- Friday 18th September - Topic book trawl, targets for display
- Thursday 24th September - Maths book trawl, Action plans and Provision Maps, End-of-year targets, Values board in hall
- Thursday 8th October - Pay scales, Teaching and Learning Policy, SPAG, Parents evenings, Maths, Friends tea-towel
- Thursday 15th October - Parents evening
- Thursday 22nd October - SIAMs, Remembrance Service, Key Stage 2 singing workshop, ICT
- Monday 2nd November (TED day) - Big Books, RE aims, Work gathering, SIAMs Report 2010
- Thursday 12th November - SPTO Staff meeting
- Thursday 19th November - SPAG audit, Writing moderation, Website photos
- Thursday 26th November - Set up stage for Key Stage 1 Nativity, PREVENT training
- Thursday 3rd December - Depth of learning and end of term dates discussion
- Thursday 10th December - Singing, TED in January, Action plans

- Thursday 17th December - TED in January, Year 5 staffing, Year 4 forest school timetable
- Thursday 14th January - Children's Centre, SEN tracking, Lesson observations, Marking Policy, Teams
- Thursday 21st January - SPAG tests, Review of Teaching and Learning Policy, Behaviour Policy, Numbers day
- Thursday 28th January - HUET, Staffing update, Numbers day, Lockdown procedure, Safer Internet day, SPAG feedback, Child issues
- Wednesday 3rd February - Numbers day, Maths assessment, Reading assessment, Safer internet day, Work scrutiny and moderation of Year 2 reading and maths
- Thursday 11th February - World Book Day, Moderation of Year 6 reading and maths, Mother's day, Music
- Thursday 25th February - Deputy Head appointment, Budget, TAs, Staff handbook, Mother's day service, World Women's Day of Prayer, Book day, Reading assessment, SPAG, Easter
- Tuesday 1st March - Parents' evenings, Netbook, Humility display, SPAG assessment, Writing moderation
- Friday 11th March - Imprest, Staffing, SIAMs, Actions, General
- Thursday 28th April - Queen's 90th birthday parade, Event dates, Website, Moderation, Maths feedback, English meeting, Topic book scrutiny
- Friday 6th May - TAs, Handwriting, School Council, Year 2 Moderation
- Thursday 12th May - Key Stage 2 SATs, Stuart, SIC, Annual Report, Dates, Maths
- Thursday 9th June - Sports day practice, Queen's 90th birthday celebration, Trainee TAs, Values board, Moderation of Early Years writing
- Thursday 16th June - Reminders, Report format, Staffing, Library, Dates, Handwriting, Events
- Thursday 30th June - Displays, Drop-in Session, Art competition, Old books, Condover Year 6 trip, Phonics Screening, Writing Moderation Years 1, 3, 4 and 5
- Thursday 7th July - SPAG, SATs results, Homework, KS2 production

Teacher's CDP this term – 2 TED days:

- Monday 4th January - All day SPAG training
- Thursday 14th January - JW - School Improvement - WRAP Training for Prevent
- Tuesday 19th January - TWA - Budget training at County Hall
- Wednesday 20th January - SIA School Improvement Meeting
- Thursday 28th January - JL and MC - SIMS Assessment
- Friday 29th January - ED and AMcD - Sports Training
- Tuesday 23rd February - ED and AMcD - Bellboating
- Tuesday 1st March - JW and TWA - Babock Information sharing
- Thursday 3rd March - JW - Worcestershire Primary Head's Conference

This term is dominated by the SATs tests within both Key Stage one and Key Stage two