

**School Development Plan 2019-2020**

**Priorities**

1. **Reading is prioritised to ensure pupils have access to a high quality of education and a rich and deep curriculum.**
2. **Effective use of assessment has demonstrable impact on the quality of education for all pupils.**

**3.High-quality and focussed leadership enhances the quality of education.**

**Key:** Completed Ongoing **Updated:** September 2019

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| **Priority 1: Reading is prioritised to ensure pupils have access to a high quality of education and a rich and deep curriculum.** | | | | | | | |
| **Staff member:** EH | | | **Governor**: English – Mrs N. Heenan Phonics – Mrs. K. Howell | | | | |
| **Success Criteria:**  **1.1** – A clear sequential strategy encompassing early reading and phonics ensures the curriculum develops pupils’ fluency, confidence and enjoyment in reading  **1.2** –Reading is taught effectively throughout school and these reading skills are embedded across the curriculum  **1.3** –.High-quality texts are used effectively to enhance the curriculum and develop pupils’ love of reading.  **1.4** – The profile of reading is raised and ensures pupils have access to the full curriculum through application of reading skills. | | | | | | | |
| **Success Criteria** | **Actions** | **Responsibility** | | **Timings** | **Monitoring / Evaluation** | **Progress (notes)** | **Impact on pupils** |
| **1.1** A clear sequential strategy encompassing early reading and phonics ensures the curriculum develops pupils’ fluency, confidence and enjoyment in reading | A clear, sequential strategy is devised so that the teaching of early reading and phonics develops fluency, confidence and enjoyment in reading. | EH, LS | | Autumn 1 |  |  |  |
| Monitoring of teaching of early reading and pupil voice evidences progress in pupils’ reading, fluency, confidence and enjoyment in reading. | MK, EH, LS | | Autumn 1  w/b: 21.10.19 |  |  |  |
| **1.2** –Reading is taught effectively throughout school and these reading skills are embedded across the curriculum | All teaching staff will have the knowledge and skills to effectively progress reading to meet needs of all learners. | EH | | 03.09.19  w/b: 21.10.19 |  |  |  |
| Opportunities for reading are seamlessly embedded across the curriculum. | EH | | 03.09.19  w/b: 21.10.19  27.11.19 |  |  |  |
| **1.3** –.High-quality texts are used effectively to enhance the curriculum and develop pupils’ love of reading. | A wide range of high-quality texts are used effectively across the curriculum to develop a love of reading for all pupils. | EH | | 03.09.19  06.09.19  w/b: 21.10.19  27.11.19 |  |  |  |
| Texts in reading areas are varied and of high-quality. | EH | | Autumn 2 |  |  |  |
| 1.4 – The profile of reading is raised and ensures pupils have access to the full curriculum through application of reading skills. | All staff are roles models for reading and understand how to afford children the opportunity to apply their reading skills. | EH | | 03.09.19  Autumn 2  w/b: 21.10.19 |  |  |  |
| Teaching of reading skills is clear and consistent across school. | EH | | 03.09.19  Autumn 2 |  |  |  |
| Reading is celebrated and at the forefront our curriculum. | EH | | 03.09.19  Autumn 2 |  |  |  |

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| **Priority 1: Reading Notes** |
| **Autumn** |
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| **Spring** |
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| **Summer** |
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| **Priority 2: Effective use of assessment has demonstrable impact on the quality of education for all pupils.** | | | | | | | |
| **Staff member:** EH, HC | | | **Governor:** Curriculum Committee | | | | |
| **Success Criteria:**  **2.1** –Leaders at all levels skilfully utilise assessment to drive improvement.  **2.2** – Staff use assessment effectively to ensure the quality of education and access to a rich and deep curriculum meets the needs of all learners.  **2.3** – Assessment will be rigorous and accurate across all curriculum subjects.  **2.4** – Feedback is purposeful and drives learning forward for all pupils. | | | | | | | |
| **Success Criteria** | **Actions** | **Responsibility** | | **Timings** | **Monitoring / Evaluation** | **Progress (notes)** | **Impact on pupils** |
| **2.1** – Leaders at all levels skilfully utilise assessment to drive improvement. | All leaders will have the knowledge and skills to effectively analyse assessment information. | EH, HC | | 16.10.19 |  |  |  |
| Analysis of assessment, including question-level analysis, is undertaken regularly by leaders and shared with staff. | MK | | 06.11.19 |  |  |  |
| Leaders monitor the use of assessment within the classroom to support the improvement of pupil progress. | SLT | | 17.09.19  w/b: 21.10.19  18.11.19 |  |  |  |
| **2.2** – Staff use assessment effectively to ensure the quality of education and access to a rich and deep curriculum meets the needs of all learners. | All teaching staff will have the knowledge and skills to effectively use assessment information to meet needs of all learners. | EH, HC | | 16.10.19  11.12.19 |  |  |  |
| Effective use of assessment data informs high-quality planning. | SLT | | 06.11.19  06.01.20 |  |  |  |
| Regular pupil progress meetings ensure that teaching and learning meet the needs of all learners by identifying needs, providing support and enabling challenge. | SLT | | 06.11.19  06.01.20 |  |  |  |
| **2.3** – Assessment will be rigorous and accurate across all curriculum subjects. | Use of summative assessment supports teacher assessment. | SLT | | 06.11.19  06.01.20 |  |  |  |
| Target Tracker used across the full curriculum. | EH, HC | | 16.10.19  11.12.19 |  |  |  |
| Regular opportunities for moderation across subjects internally and externally. | SLT | | Autumn 2  25.09.19  20.11.19  04.12.19 |  |  |  |
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| **2.4** – Feedback is purposeful and drives learning forward for all pupils. | Whole-school use of feedback is consistent. | MK, EH | | Autumn 2 |  |  |  |
| Feedback is modified to the needs of the session, class and/or individual pupils. | MK, EH, HC | | Autumn 2 |  |  |  |

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| **Priority 2: Assessment Notes** |
| **Autumn** |
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| **Spring** |
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| **Summer** |
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| **Priority 3: High-quality and focussed leadership enhances the quality of education.** | | | | | | | |
| **Staff member:** MK | | | | **Governor:** Mrs. C. Devereux | | | |
| **Success Criteria:**  **3.1 ­**– Leaders ensure staff are afforded opportunities to develop their knowledge and skills across all curriculum subjects.  **3.2** – Leaders ensure the school’s curriculum is meticulously planned to allow pupils to acquire cumulative knowledge and skills.  **3.3** – Leaders use a range of monitoring to enhance the quality of their curriculum area/s.  **3.4** – See 2.1 (above)  **3.5** – Leaders can confidently articulate the impact of their role. | | | | | | | |
| **Success Criteria** | **Actions** | **Responsibility** | **Timings** | | **Monitoring / Evaluation** | **Progress (notes)** | **Impact on pupils** |
| **3.1 ­**– Leaders ensure staff are afforded opportunities to develop their knowledge and skills across all curriculum subjects. | Subject leaders ensure that they provide opportunities for staff to develop their knowledge and skills within the different curriculum areas. | EH, MK | Autumn 1 | |  |  |  |
| Leaders will provide opportunities to observe and share excellent practice internally and externally. | EH, MK | Autumn 1  03.09.19  w/b: 25.09.19  w/b: 18.11.19  04.12.19 | |  |  |  |
| **3.2** – Leaders ensure the school’s curriculum is meticulously planned to allow pupils to acquire cumulative knowledge and skills. | Curriculum planning for each area demonstrates full curriculum entitlement. | MK, EH, Subject Leaders | w/b: 02.09.19 | |  |  |  |
| Curriculum planning and coverage shows progression of knowledge and skills. | MK, EH, Subject Leaders | w/b: 02.09.19 | |  |  |  |
| Curriculum planning allows for application opportunities of knowledge and skills. | MK, EH, Subject Leaders | w/b: 02.09.19  w/b: 21.10.19  w/b: 25.11.19 | |  |  |  |
| **3.3** – Leaders use a range of monitoring to enhance the quality of their curriculum area/s. | A monitoring timetable is in place and is adhered to by all leaders. | MK | 05.09.19  Autumn 1 | |  |  |  |
| Leaders regularly undertake data analysis, work scrutinies, observations, learning walks, pupil voice. | All | See monitoring timetable | |  |  |  |
| Leaders gain and utilise feedback from pupil progress meetings. | All leaders | 06.11.19  06.01.19 | |  |  |  |
| **3.4** – See 2.1 (above) |  |  |  | |  |  |  |
| **3.5** – Leaders can confidently articulate the impact of their role. | Leaders understand their role and how to plan for improvement. | SLT | 09.09.19  Autumn 1 | |  |  |  |
| Leaders afforded the opportunities to develop how they can articulate the impact of their role. | SLT | 17.09.19  Autumn 2 | |  |  |  |
| Leaders understand how to evaluate and evidence impact within their area/s. | SLT | 17.09.19  18.12.19 | |  |  |  |

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| **Priority 3: Middle Leadership Notes** |
| **Autumn** |
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| **Spring** |
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| **Summer** |
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Hutton Rudby Primary School Monitoring Overview 2019/20

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| **Date** | **Time** | **Focus** | **Who** | **Intended Impact (SDP link)** |
| 02/09/2019 | PD day | First Aid training | All Staff |  |
| 03/09/19 | PD day | Teaching the reading process | EH |  |
| 09/09/2019 | Staff Meeting | School Improvement planning and subject/area action planning | All Staff |  |
| 17/09/2019 |  | Lesson observations  Book scrutiny  Pupil Voice | Senior Leaders  School Improvement Adviser  All Staff |  |
| 25/09/2019 | Staff Meeting | Quality assurance of writing and wider curriculum. | All Staff |  |
| 02/09/2019 | Staff Meeting | Monitoring of impact of learning environment through learning walk | All Staff |  |
| 09/09/2019 | Staff Meeting | SEND provision | LS |  |
| 16/10/19 | Staff Meeting | Assessment for all curriculum subjects | All Staff |  |
| 21/10/2019 |  | Pupil voice and book scrutiny of curriculum and writing and impact on pupils. | MK & EH |  |
| 06/11/2019 | Staff Meeting | Analysis of assessment & pupil progress meeting | MK |  |
|  |  | Parents evening |  |  |
| 20/11/2019 | Staff Meeting | Quality assurance writing and wider curriculum | All Staff |  |
| w/b 25/11/2019 |  | Pupil voice and book scrutiny of mathematics and science and impact on pupils. | RJ/AR |  |
| 27/11/2019 | Staff Meeting | Reading high quality texts, progress, application of reading across the curriculum | EH |  |
| 04/12/2019 | Staff Meeting | Quality assurance Mathematics and science curriculum | RJ/AR |  |
| 11/12/2019 | Staff Meeting | Assessment for all curriculum subjects | EH/HC |  |
| 18/12/2019 | Staff Meeting | Evidencing impact on school development plan and subject plans. | MK |  |
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