



King David Primary School School Development Plan 2018-19

School context					
Number of pupils on roll	439	Number of pupils eligible for pupil premium	5%	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	6
Percentage of pupils on track to meet expected standard/attainment targets	89%	Most recent Ofsted grade	Outstanding	Staff turnover over the previous year	1

Objectives for 2018-19

Objective 1	<p><u>Achievement (attainment and progress)</u></p> <ol style="list-style-type: none">1. To continue to focus on the number of pupils making better than expected progress in every key stage.2. To continue to ensure that all pupil groups (boys, girls, FSM, SEN, EAL, disadvantaged) make at least expected progress and that most make better than expected progress.3. To ensure that pupils who exceed the expected age related expectations at the end of Reception are tracked and supported to continue to exceed expectations at the end of KS1 and KS2.
Objective 2	<p><u>Leadership and Management</u></p> <ol style="list-style-type: none">1. To continue to develop the role of the subject leader to ensure maximum impact on the quality of teaching.2. To further develop the effectiveness of Leadership and management in Key Stage 1 and 2 & JS dept.3. To continue to develop accurate and effective strategies for monitoring the quality of teaching, learning and assessment.4. To ensure the Teaching and Learning continues to be Outstanding.5. To develop the roles of newer governors.
Objective 3	<p><u>Personal Development, Behaviour and Welfare</u></p> <ol style="list-style-type: none">1. To embed the use of the updated Behaviour Policy, diaries, rewards and sanctions throughout the school.2. To develop the role of the new Behaviour Coordinators.3. To continue to ensure that all staff are appropriately trained to support the on-going safety of all our pupils.4. To further develop and promote the importance of healthy lifestyles.5. To promote positive mental health and emotional well-being throughout the school.6. To develop the role of the Pupil Leadership Team and House captains.
Objective 4	<p><u>Quality of Teaching, Learning and Assessment</u></p> <ol style="list-style-type: none">1. To further develop the teaching of Grammar, Spelling and Punctuation in all Key Stages. To increase the percentage of pupils achieving the higher level in SPaG in KS2 SATs.2. To ensure we assess and track pupils accurately and effectively in all subject areas, using the new tracking system.3. To enhance the current practice in Jewish Studies by maintaining an outstanding quality of teaching, learning and assessment, particularly in KS2.4. To re-evaluate our Marking Policy and Learning Journeys with staff workload and well-being in mind.
Objective 5	Early Years Provision (see separate document)

Objective 1	<u>Achievement (attainment and progress)</u>					
Objective	Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
To continue to focus on the number of pupils making better than expected progress in every key stage.	i) To ensure that lessons focus on the provision for higher ability pupils in all subject areas ii) To ensure all staff understand progress and attainment and they effectively target and track individual pupils to make accelerated progress in all areas of the curriculum	September 2018 onwards September 2018 onward	HT, AHT, Leaders of Learning & class teachers SLT, all staff	Leadership Time & PPA time Staff meetings, Key Stage meetings	Planning, drop ins, book looks, pupil voice Planning, Drop Ins, PPMs	Pupil Progress meetings demonstrate accelerated progress for all identified higher ability pupils All staff are proactive in ensuring that all pupils make accelerated progress from their starting points
To continue to ensure that all pupil groups (boys, girls, FSM, SEN, EAL, disadvantaged) make at least expected progress and that most make better than expected progress	i) All class teachers to highlight and track specific pupil groups, with a specific focus on girls' Maths ii) SENCo to provide interventions for those pupils who are not reaching ARE.	September 2018 onwards	SENCo, SLT, class teachers	PPA Time & Leadership Time	Planning, drop Ins, Book Looks, Pupil Voice, PPMs	All pupils groups make accelerated progress as evidenced in external and internal data (FFT, IDS)
To ensure that pupils who exceed the expected age related expectations at the end of Reception are	i) All class teachers given outcomes from previous Key Stage. ii) At PPM meetings class	Ongoing	Class teachers,	PPA time, Leadership Time	Data & Tracking, Assessment for Learning, Summative assessments, PPMs	Pupils achieve expected progress

<p>tracked and supported to continue to exceed expectations at the end of KS1 and KS2.</p>	<p>teachers to present pupils in three categories- meeting ARE, exceeding ARE and working towards ARE. iii) Interventions implemented to support those pupils not proving to be on track to exceed ARE if they did at end of previous KS.</p>		<p>SLT</p>			
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Objective 2		Leadership and Management				
Objective	Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
To continue to develop the role of the subject leader to ensure maximum impact on the quality of teaching, learning and assessment.	i) All subject leaders to complete and review their action plans & drop in to all classes in all Key Stages ii) Subject Leaders of IT, Art, DT, Music, History & Geography to oversee tracking and assessment of their subject areas	By July 2019	Subject leaders HT	PPA time & occasional extra sessions of classroom release by M Dines	Subject leaders to feedback twice a year. HT report to governors	All subjects are being led equally well and have equal priority in the curriculum All class teachers are accurately assessing and tracking in these subject areas
To further develop the effectiveness of Leadership and management in Key Stage 1 and 2 & JS dept.	i) Provide professional development opportunities for KS1 Lead. ii) JS Lead to attend PaJeS Leadership Course & NPQSL	From September 2018 Academic year 2018-19	Leader of Learning for KS1 and AHT, Leader of Learning for KS2. JS Lead	Time to visit classes and meet with teachers in own Key Stages Cost of training courses	HT QA Professional NPQSL professionals	All Key Stages being led equally well
To continue to develop accurate and effective strategies for monitoring the quality of teaching, learning and assessment.	i) Revisit Marking Policy ii) Ensure Subject Leaders & SLT have a holistic approach to monitoring progress over time	Autumn 2018 October 2018 onwards	SLT	Time out of class	HT report to governors	Feedback & monitoring activities are frequent and constructive. Teachers feel supported and continue to share

						good practice
To develop the roles of the newer governors	All governors carry out Learning Walks	Ongoing	HT & Co Chairs of Governors	Time	HT	Increased knowledge and ability
To set up a new committee to oversee ICT provision in school	Governors link to subject areas	From Nov 2018				Governors allocated to committees based on skills
To ensure the Teaching and Learning continues to be Outstanding	Continual professional development via CPD and experienced teachers supporting newer ones	Ongoing	HT & SLT	Time to monitor	Drop ins and book looks, analysis of data, pupil & Parent voice	SATs results & HS exam results reflect the high quality teaching Feedback from stakeholders continues to be positive

Objective 3	Personal Development, Behaviour and Welfare					
Objective	Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
<p>To further embed the use of the updated Behaviour Policy, in KS2, to further reduce low level disruption and demonstrate the positive impact of the policy on pupils' attitudes to school.</p> <p>To develop the role of the new Behaviour Coordinators</p>	<p>All pupils in Y3-Y6 to have a diary and awareness of rewards and sanctions policy</p> <p>Pupils in KS1 to collect Smileys and/or lose stars, collated in Reading Record</p> <p>EYFS to use aspects of the policy as appropriate.</p> <p>New Behaviour Coordinators to heighten their profile amongst staff, pupils and parents.</p> <p>To develop clear data of their impact of the policy across the year- loss of lunchtimes, letters home etc.</p>	<p>From September 2018</p>	<p>S Rosenberg, AHTs, class teachers, JS teachers & TAs</p>	<p>Parents to buy a diary for their children</p>	<p>Record of no of smileys earned and stars lost each term</p>	<p>No of pupils achieving 100 Smileys.</p> <p>Fewer major behavior incidents</p>

To continue to ensure that all staff are appropriately trained to support the on-going safety of all our pupils.	DSLs to deliver refresher training to all staff	Sept 18	S Ailion & S Rosenberg	Time Overtime payment for Lunchtime Organisers	S Rosenberg & S Ailion	Staff reporting incidents to DSLs and completing yellow forms
To further develop and promote the importance of healthy lifestyles New PHSE subject leaders to embed their role	All pupils receiving high quality PSHE lessons and food, nutrition and exercise The Daily Mile Attend training offered Distribute training courses for other members of staff	Ongoing At least three times a week As available	L Walker & J Peer- PSHE Leads	Lesson Time Cover for classes when teachers attend courses	SLT	Pupils able to talk about healthy lifestyle, eating etc. Classes going out to do daily mile three times a week Feedback to colleagues after attending courses
To promote positive mental health and emotional well-being throughout the school.	ii) Members of staff attend courses on emotional well being	Throughout academic year	L Walker & J Peer	Cover for classes	SLT	Improved feeling of well being and emotional health reported
To further develop the role of the Pupil Leadership Team and House Captains to promote positive attitudes amongst pupils through House Points	i) HT Teacher meet with Pupil Leaders weekly at Friday morning break ii) Increase number of competitive events between houses iii) Increase number of charities supported	Weekly Half termly	S Rosenberg V Swift & E Pryor L Edwards & School Council	- Any costs incurred covered by budget Lunchtime	S Rosenberg L Edwards	Increased responsibility of Y6 pupils Increased team spirit throughout the school Money raised for local, national & international

	<p>by each house</p> <p>iv) Pupil Leadership Team have increased opportunities for involvement in running of events in school</p>					charities termly.
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Objective 4	Quality of Teaching, Learning and Assessment					
Objective	Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
To further develop the teaching of Grammar, Spelling and Punctuation	i) Staff meeting to be delivered on SPaG & expectations and delivery	October 2018	English Subject Leader- Gabi	Time	SLT & English Lead	Higher percentage of pupils achieving the greater depth

<p>in all Key Stages. To improve pupils' attainment in SPAG by the end of KS2 and improve the impact of pupils' SPAG skills on their writing</p>	<p>English subject lead disseminate info on Grammar curriculum</p> <p>ii) Regular high quality SPAG lessons delivered in all year groups</p> <p>ii) class teachers to follow No Nonsense Spelling Programme weekly</p>	<p>September 2018</p> <p>Weekly throughout the year</p>	<p>Nesbit</p> <p>Class Teachers</p> <p>Class Teachers</p>			<p>standard in KS2 SPaG test</p>
<p>To ensure we assess and track pupils accurately and effectively in all subjects other than Maths and English, using an effective tracking system.</p>	<p>Tim Cooper to deliver staff meeting training and 1:1 support for staff</p>	<p>ongoing</p>	<p>AHT -Tim Cooper</p>	<p>Staff meeting and PPA time</p>	<p>S Rosenberg & T Cooper</p>	<p>All teachers able to talk about their tracking with confidence at PPM meetings</p>
<p>To enhance the current practice in Jewish Studies by maintaining an outstanding quality of teaching, learning and assessment, particularly in KS2.</p>	<p>R Glickman to teach in KS2 and oversee KS2 JS lessons.</p>	<p>On going</p>	<p>R Glickman</p>	<p>SLT time of JD Head</p>	<p>S Rosenberg & R Glickman</p>	<p>Work in JS lessons is consistently matched to the abilities of all students across the school.</p> <p>Monitoring and evaluation ensures that existing good and outstanding practice is shared across the school.</p> <p>Part time staff access CDP.</p> <p>Further developed relations between</p>

						secular & JS staff. Children to develop an understanding of other faiths and cultural diversity/
To re-evaluate our Marking Policy and the use of Learning Journeys with staff work load and well being in mind.	Staff meeting Nov 18 Consult AHT at The Divine Mersey School	Nov 18 Nov 18	HT HT	Staff meeting HT time	S Rosenberg	Revised policy supports pupils' learning but reduces staff work load