

Middlefield Community Primary School SDP 2018-2019

# Middlefield Community Primary School



## School Development Plan 2018-2019



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Objective	Dates	Strategy	Success Criteria	People	Monitoring \ Evaluation
<b>Contd from 2017-2018: Maths</b> <b>Continue to diminish differences in outcomes in Reading and Maths by the end of Key Stage 2</b>	Autumn 1	Review success of 2017-2018 Maths Action Plan	All 17/18 actions reviewed	Joe Lymath Karen Crichton	
	Autumn 1	QLA of Key Stage 1 and 2 SATS papers and end of year NFER papers to identify priorities.	Review complete and results shared with stakeholders	Joe Lymath	
	Ongoing	JL to continue to engage in S.I.L Maths network meeting half termly.	Attendance and participation at network events	Joe Lymath	
	Ongoing	JL to continue to engage in SLLN Maths network projects half termly			
	Autumn 1	Design the 2018/2019 Action Plan for approval by SLT	Action plan approved by SLT	Joe Lymath Karen Crichton	
	Ongoing	Implement 18/19 Action Plan	Actions completed in line with dates specified	Joe Lymath David Potter	
	Ongoing	Continue intervention programmes to targeted groups in Y1/2, Y3/4 and Y5 JL continuing into Year 2 of 'Future Leaders' development programme.supported in role through participation in 'Teacher Leaders' 2 year programme.	Intervention programmes monitored and results tracked Successful completion of 'Future Leaders'	Joe Lymath David Potter Joe Lymath David Potter	
<b>Contd from 2017-2018: Foundation subjects 1</b> <b>Ensure that foundation subject coverage is broad and deep</b>	AU	KC to meet Stephanie Wells (S.I.L) to review progress of the foundation curriculum.	Website updated	Karen Crichton	
	Ongoing	KC to action any changes and to update website. KC to meet half termly with FS leads to lead planning / work scrutiny / moderation. SLT monitoring cycles focusing upon individual subjects.	SLT monitoring cycles indicate the strength of the Middlefield Creative Curriculum and highlight areas for improvement.	David Potter  FS Leads	
<b>Contd from 2017-2018: Foundation subjects 2</b> <b>Embed assessment procedures for foundation subjects to ensure that attainment and progress for all groups is at</b>	AU1- Ongoing	All teaching staff to update tracking system at the end of each unit of study DP to produce reports of attainment and progress for individuals and groups half-termly Pupil Progress Meetings	Half termly updates to tracking system  Half termly reports  Good outcomes for children	David Potter	



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<b>least good</b>					
<b>EYFS</b> <b>Embed recent improvements in attainment at the end of EYFS</b>		<p>CPD and professional dialogue helps to improve the impact of additional adults upon the learning experiences of children</p> <p>Data is used effectively to drive provision and support/intervention</p> <p>Provision is pitched well and challenges all learners</p> <p>Opportunities for Writing and Reading are present across all provision areas</p> <p>Continue to engage with S.I.L Early Years Support</p>	<p>A minimum of 57% of children achieve a Good Level of development</p> <p>Half termly Pupil Progress Meetings with Head Teacher and EYFS lead</p> <p>Observation and Monitoring cycles focused upon challenge and opportunities within continuous provision</p>	<p>SLT</p> <p>Kate Warner</p> <p>Helen Crone</p> <p>Lindsey Donald</p>	
<b>Middle Leadership development</b> <b>Embed the development of Middle Leaders (cont from 2016/17)</b> <b>Ofsted 2014 “Not all leadership roles are clearly defined and as a result, not all school leaders are sufficiently accountable for standards in their areas of responsibility.”</b>	2017/2018	<p>DP acting as ‘Coach’ to facilitate and monitor success of Middle Leader development.</p> <p>Opportunities to shadow SLT during monitoring cycles.</p> <p>Performance Management (SLT), Regular reports and updates to SLT meetings</p> <p>(IPart funded- cost to school £1000 in total)</p>	<p>JL to complete Year 2 of ‘Future Leaders’ programme to support successful management of Maths across the whole school.</p> <p>LB to complete Year 1 of ‘Teacher Leaders’ programme to support her in new role of Phonics Lead</p>	<p>Lauren Beresford</p> <p>Joseph Lymath</p> <p>Helen Crone</p>	
<b>Effective use of TA’s</b> <b>Ensure that additional adult support is targeted for maximum impact.</b> <b>(Continued from 17/18)</b>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annual</p> <p>Ongoing AU2</p>	<p>Weekly overview meetings between teachers and TA’s</p> <p>Planning to reflect varied and targeted use of support staff</p> <p>All Learning Support Staff to use ‘Middlefield Support Tool Kit’</p> <p>Support Staff Performance Management</p> <p>SLT Monitoring Cycles (alongside EJS)</p> <p>Capture best practice into school policy and share with all stakeholders</p>	<p>Improved professional dialogue</p> <p>Planning reflects best practice</p> <p>Staff surveys</p> <p>Successful PM</p> <p>School Policy in place by Spring 1</p>	<p>Emma Jane Smith</p> <p>David Potter</p>	



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<p><b>Purchase of ICT hardware to ensure the effective delivery of Computing across the school</b></p>		<p>Update audit of equipment. Identify/prioritise needs Purchase necessary equipment (£4500)</p>	<p>A scheduled programme of replenishment is in progress that minimises disruption and supports teaching and learning.</p>	<p>Lauren Beresford Greg Gait</p>	
<p><b>Ongoing replacement of Smartboards with LCD screens</b></p>	<p>AU1 AU1 AU2 AU2-Ongoing</p>	<p>Update audit of current conditions of equipment. Identify/prioritise needs Purchase necessary equipment (£2500)</p>	<p>A scheduled programme of replenishment is in progress that minimises disruption and supports teaching and learning.</p>	<p>Lauren Beresford Greg Gait</p>	
<p><b>Pupil Progress A minimum of 90% of children in Y1 to Y6 to make good* progress from end of prior Key Stage (* as defined in school assessment policy)</b></p>	<p>Ongoing</p>	<p>Quality First Teaching Appropriate intervention Effective use of data Pupil Progress meetings.</p>	<p>Half termly updates to tracking system  Half termly updates to tracking system  Lesson Observations  SLT monitoring cycles</p>	<p>David Potter</p>	
<p><b>Contd from 2017-2018 Continue to raise standards in Phonics in Year 1</b></p>	<p>Summer 2 &amp; AU1  Ongoing  AU2  Ongoing  Ongoing Ongoing  Ongoing</p>	<p>Review our current provision through: Phonics Audit; Learning Walks; Observations etc. Work with SIL Phonics Lead Margie Harrison. Recommended actions from Audit and review put into place and <u>2018-2019 Action Plan</u> put in place LB to attend all Phonics Lead and Phonics cluster meetings Purchase any identified resources (£5000) CPD INSET Quality First Teaching Appropriate booster/intervention Half-termly data collection and analysis SLT monitoring cycles LB supported in leadership development through 'Teacher Leaders'.</p>	<p>80% of children in Year 1 to pass the Phonics Screening Check in 18/19 The number of children passing screening check by Year 2 in 18/19, returns to national average  Changes to assessment procedures in place  Improved provision evidenced in SLT monitoring cycles from Nursery to Year 2  DP to act as mentor during programme to ensure successful completion</p>	<p>Karen Crichton David Potter Lauren Beresford</p>	



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<p><b>Homework</b>  <b>Contd from 17/18:</b>  <b>Consolidate our consistent whole-school approach to homework which contributes to the curriculum and engages parents, particularly those of disadvantaged pupils.</b></p>	<p>Summer 16/17                  Summer 16/17                  AU1                  AU1                  Ongoing</p>	<p>Replenish high-quality homework bags for all pupils to reflect importance.                  (£300)                  Purchasing of high-quality reading records and spelling/phonics books                  (£300)                  Purchase of Maths jotters to support homework (£168)                  Link existing creative homework within this approach                  Produce clear guidelines and procedures for staff, pupils and parents                  Monitoring</p>	<p>Pupil and Parent engagement evidenced by uptake and returns                  Pupil Voice                  Parent Voice</p>	<p><b>Karen Crichton</b>  <b>David Potter</b></p>	
<p><b>Provision Map</b>  <b>Develop the school provision map to capture and evaluate academic, pastoral and SEN support</b></p>	<p>SU2 2017</p>	<p>Subscription to edukey provision map (£913.32)                  Staff update half-termly or at end of intervention                  Liaise with assessment manager throughout the year</p>	<p>AHT provides all stakeholders with relevant updates and information to ensure high quality support</p>	<p><b>Dave Harrop</b>  <b>David Potter</b></p>	
<p><b>Staffing 1</b>  <b>Employ a classroom teacher to provide maternity cover on a 1 term fixed term contract.</b>                  (£11,559)</p>	<p>1/9/17-31/8/18</p>	<p>Performance Management (SLT),                  Pupil Progress Meetings (SLT)                  Monitoring cycles (SLT)</p>	<p>Maternity is adequately covered through quality teaching</p>	<p><b>David Potter</b></p>	
<p><b>Staffing 2</b>  <b>Employ 3x Learning Assistants to work with identified children in receipt of High-Needs Top Up Funding in Y3 and Y4 (1 year fixed-term contracts linked to 1 year funding) (£55,310- Offset by approx £20,000 in top up funding)</b></p>	<p>1/9/17-31/8/18</p>	<p>SENCO to instruct LSA's in a range of strategies to be employed                  Liaison with class teachers                  IEP work                  Pupil progress meetings                  Half termly data collection</p>	<p>High quality support for identified children.                  Good progress made by identified children.</p>	<p><b>David Potter</b>  <b>Emma Wood</b></p>	
<p><b>First Aid Training</b>  <b>Provide 2 day Paediatric First Aid Training (Albany) for 13 support staff whose</b></p>	<p>Autumn Term</p>	<p>Effective administration of First Aid                  Higher proportion of support staff fully trained.</p>	<p>Identified staff complete training and receive certificates.</p>	<p><b>Margaret Hunter</b></p>	



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<p>qualifications are expiring this year <b>(£525)</b></p>					
<p><b>Governors</b> Improve the impact of the Governing body in challenging school improvement in all areas.</p>	Ongoing	<p>Recruit 2x Governors to fill recent vacancies. Implement the 'Governance Improvement Plan 2018/2019' Complete pre and post assessment.</p>	<p>Work towards 'Governor Mark' quality mark award for the impact of governance</p>	<p><b>David Potter</b> <b>Michelle Pearson</b></p>	
<p><b>English 1</b> Replenish and supplement Middlefield Chatterboxes and Traditional Tales with a range of high quality resources<b>(£3000)</b></p>	Ongoing 2018-2019	<p>Audit chatterbox resources termly Audit traditional tales resources termly Source resources Prioritise purchasing</p>	<p>Continued high standards of attainment and progress in writing from Y1 to Y6- evidenced through SLT monitoring cycles.</p> <p>Evidence of engagement during learning walks/obs.</p>	<p><b>Karen Crichton</b></p>	
<p><b>English 2</b> Purchase a range of high-quality thematic texts which match Chatterbox and Creative Curriculum themes. <b>(£1500)</b></p>	Ongoing 2018-2019	<p>Identify 'gaps' in our current text types and genres Source and purchase necessary texts.</p>	<p>Continued high standards of attainment and progress in writing from Y1 to Y6- evidenced through SLT monitoring cycles.</p> <p>Evidence of engagement during learning walks/obs.</p>	<p><b>Karen Crichton</b></p>	
<p><b>Forest School</b> Support the continuation of Middlefield Forest School across EYFS and KS1 <b>(£4000)</b></p>	2018/2019	<p>Ongoing purchase of necessary materials Transport Costs Training costs</p>	<p>Pod books Pupil Voice Display Impact in DT and other curriculum areas.</p>	<p><b>Margaret Hunter</b></p>	
<p><b>P4C</b> Continue onto Year 2 of the NFER research project <b>(£1600 per year for 3 years)</b> Build upon the success of last years Bronze award and achieve Silver status. Enhance educational attainment and personal/social development of students, especially</p>	2018/1019	<p>2 designated INSET days for all teaching staff</p> <p>Support from S.I.L throughout the year</p> <p>Compliance with Year 4 control group tasks and deadlines</p>	<p>Children consistently demonstrate the attributes of P4C evidenced in: Learning Walks Pod Books Planning Pupil Voice Display SAPERRE award at end of Year 2</p>	<p><b>Dave Harrop</b> <b>David Potter</b></p>	



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disadvantaged pupils.					
<b>Safeguarding</b> Support the schools pastoral and welfare care through the provision of workshops, drama etc	Ongoing	Safeguarding team to source, plan and implement a rolling programme of events that meet school needs ie Online Safety, Prevent and other issues as they arise. (£2500)	Children are aware and empowered to make responsible choices and stay safe.	<b>Margaret Hunter</b> <b>Dave Harrop</b>	
<b>Attendance:</b> Continue (From 2017/18 SDP) to improve pupil attendance, so that it is broadly in line with local averages and continuing to diminish differences to National Averages.	Ongoing	Review the 2017- 2018 Attendance Action Plan. Implement the 2018- 2019 Attendance Action Plan. Support with continued investment (£5000)	Attendance is in line with Liverpool averages. Comparisons to 2017-18 show positive difference each week, month and term. LA reports evidence continuous improvement	<b>David Potter</b> <b>Dave Harrop</b> <b>Donna Clarke</b>	
<b>Foundation Subjects:</b> Supplement the school's curriculum provision through a planned programme of theatrical performances.	AU1  Ongoing	KC to engage educational theatre company to plan and implement a programme of theatrical performances linked to Foundation Subjects eg History All children to take part in 'play in a day' with Anchor Creative Education, with suitable subject themes and curriculum content (£3000)	Children's knowledge and understanding will be enhanced. Parent Voice Pupil Voice	<b>Karen Crichton</b>	
<b>Music:</b> Improve and enhance Music Provision across the school through engaging Resonate Music Hub to offer Wider Opportunities and extra curricular experiences (£5657)	Ongoing	1 hour of Choir/Gospel Choir per week, per year group, alternating half termly from Y1 to Y6 1 hour of Guitar lessons per week for Year 4 for the whole school year 2 x after school clubs, 1 x guitar, 1 x 'fun' and experience of new instruments Teachers to use 'Charranga' resource for the delivery of the National Curriculum.	Greater enjoyment and love of music, together with improved standards evidenced through: Pupil Voice, SLT monitoring and pupil attainment records  SLT Monitoring cycles and assessment	<b>Sarah Niedzwiecki</b> <b>David Potter</b>  SLT	



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