

Middlefield Community Primary School



School Development Plan 2019-2020

Middlefield Community Primary School SDP 2019-2020

Objective	Dates	Strategy	Success Criteria	People	Monitoring \ Evaluation
Begin to develop a Vocabulary rich curriculum across all subjects, starting with Geography in this school year	2019/20	Introduction of Geographical Vocab books for every child in KS2 Introduction of class Vocab book in KS1 Vocabulary a key element of lessons, reflected in planning.	Children can confidently use Geographical vocab accurately. Staff are consistent in the approach to teaching vocabulary, including accurate definitions. Observations and monitoring cycles show consistency	Karen Crichton Ellie Thomas EmmaJane Smith	
Science: Establish clear direction for a consistent approach to Science across the whole school	2019/21	Full subject audit to identify strengths and areas for development including; training needs, resources, schemes. Observations/Monitoring Develop Science Action Plan Implement Science Action Plan (Up to £ available)	Needs/Gaps identified Action plan designed with measurable stages.	Karen Crichton David Potter Joanne Wilson Caroline Smith	
Leadership development: Further the impact of leaders in driving continuous school improvement. 3 staff undertaking NPQSL training. 1 SLT member undertaking NPQH.	2019/20	Course completion including key tasks and coursework etc DP acting as 'Coach' to facilitate and monitor success of Senior Leader development. Opportunities to shadow SLT during monitoring cycles. Performance Management (SLT), Regular reports and updates to SLT meetings (IPart funded- cost to school £4000 in total)	LB to complete Year 2 of 'Future Leaders' programme to support successful management of Phonics across EYFS and KS1. EJS to complete NPQSL EW to complete NPQSL through NASEN to further develop SENCO leadership. DH to complete NPQH	David Potter Lauren Beresford EmmaJane Smith Emma Wood Dave Harrop	
TA development: 1 LSA to complete HLTA course to become LSO and impact further upon teaching and learning in KS1 (£800)	2019/20	Complete 'Preparation for HLTA' course through SIL LB to act as mentor	Greater impact upon pupil progress Greater input into planning and assessment Greater independence in delivery of group/class sessions.	Kim Corrigan Lauren Berseford David Potter	



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Purchase of ICT hardware to ensure the effective delivery of Computing across the school	2019/20	Update audit of equipment. Identify/prioritise needs Purchase necessary equipment (£4500)	A scheduled programme of replenishment is in progress that minimises disruption and supports teaching and learning.	Lauren Beresford Greg Gait	
Ongoing replacement of Smartboards with LCD screens	2019/20	Update audit of current conditions of equipment. Identify/prioritise needs Purchase necessary equipment (£4500)	A scheduled programme of replenishment is in progress that minimises disruption and supports teaching and learning.	Lauren Beresford Greg Gait	
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)	Ongoing	Quality First Teaching Appropriate intervention Effective use of data Pupil Progress meetings.	Half termly updates to tracking system Half termly updates to tracking system Lesson Observations SLT monitoring cycles	David Potter	
School Business Management: Finance officer to complete SBM training and develop knowledge, skills and experience.	2019/20	Attendance at relevant SIL network events and training. Attendance at Liverpool SBM forums Completion of formal qualification (£1600) DP to act as mentor	Effective management of budget and resources Compliance with statutory procedures and deadlines.	Rebecca Watson David Potter	
Staffing 1 Employ a Teach First Participant in Year 5 (2 year commitment) (£25,721 in Year 1)	2019/21	Performance Management (SLT), Pupil Progress Meetings (SLT) Monitoring cycles (SLT) Ongoing Teach First CPD Ongoing mentoring	NQT year completed successfully	Becky Emmot Karen Crichton David Potter	
Staffing 2 Employ 2x 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) (£40,698)	2019/20	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	High quality support for identified children. Good progress made by identified children.	David Potter Emma Wood	
Staffing 3 Employ Learning Assistant on fixed-term contract to work within	2019/20	Training provided by EYFS lead to maximise impact. Learning walks and monitoring exercises.	Monitoring cycles observe consistent good practice.	Kate Warner	



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EYFS in response to rising pupil numbers. (£20,105)					
Governors Improve the impact of the Governing body in challenging school improvement in all areas.	Ongoing	Implement the 'Governance Improvement Plan 2019/2020' Complete pre and post assessment.	Work towards 'Governor Mark' quality mark award for the impact of governance	David Potter Michelle Pearson	
English Embed the use of 'classics' in Reading from Nursery to Year 6 (£3000)	2019/20	Ensure appropriate copies of texts are available across the school, including for story time and whole class readers. Classics built into reading cycle	Children have had the opportunity to read and listen to a wide range of recommended texts.(evidenced in planning)	Karen Crichton	
EYFS Develop the outdoor provision to impact further upon all 17 areas and to continue 3 year upward trend.	2019-20	Visit other settings to observe good practice Source relevant training Purchase necessary equipment (up to £2500)	Evidence of engagement in provision observed through monitoring cycles Evidence of improvement through data collection and comparison to previous years	Kate Warner	
P4C Continue onto Year 3 of the NFER research project (£1600 per year for 3 years) Build upon the success of last years Silver award and achieve Gold status. Enhance educational attainment and personal/social development of students, especially disadvantaged pupils.	2018/1019	2 designated INSET days for all teaching staff Support from S.I.L throughout the year Compliance with Year 4 control group tasks and deadlines	Children consistently demonstrate the attributes of P4C evidenced in: Learning Walks Pod Books Planning Pupil Voice Display SAPERRE award at end of Year 3	Dave Harrop David Potter	
Safeguarding Support the schools pastoral and welfare care through the provision of workshops, drama etc	2019/20	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.	Margaret Hunter Dave Harrop	
Attendance: Continue (From 2018/19 SDP) to improve pupil attendance, so that it is broadly in line with local averages and continuing to	Ongoing	Review the 2018- 2019 Attendance Action Plan. Implement the 2019- 2020 Attendance Action Plan. Support with continued investment (£5000)	Attendance is in line with Liverpool averages. Comparisons to 2018-19 show positive difference each week, month and term. LA reports evidence continuous improvement	David Potter Dave Harrop Donna Clarke	



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diminish differences to National Averages.					
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