



# Wheatley Hill Primary

School Development Plan  
2015 - 16

## **School Development Plan**

### **Wheatley Hill Primary School**

#### **Introduction**

This plan sets out the agreed priorities for **Wheatley Hill Primary** over the academic year 2015-16. It is the culmination of our on-going evaluation of school effectiveness, gathered from a variety of sources including Raise Online, assessment data, in school monitoring and parental questionnaires / feedback.

#### **Future priorities**

The school improvement priorities have been selected following extensive discussions and consultation with our teachers, governors, parents and pupils as well as representatives from the LA and the wider community. Our next priorities have been grouped under the New Ofsted Common Inspection Framework Headings:

- **Overall Effectiveness**

- **Priority 1: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.**
- **Priority 2: To improve the overall attendance of pupils in school.**

- **Effectiveness of Leadership and Management**

- **Priority 3: To implement an effective system to track staff performance management targets as well as support the use of Performance Related Pay.**
- **Priority 4: To ensure current SEND school policy is in line with new SEND reforms of the Children and Families Act – including statutory assessment processes and the Durham and school SEND offer.**
- **Priority 5: To improve the overall effectiveness of Senior, Middle Leaders and Co-ordinators in school.**

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- **Quality of Teaching, Learning and Assessment**

- Priority 6: To improve the overall quality of teaching and raise standards to outstanding.
- Priority 7: To develop an effective systems to track pupil progress and attainment using “Life without Levels”

- **Personal Development, Behaviour and Welfare**

- Priority 8: To use effective and consistent clear behaviour management strategies resulting in a purposeful ethos of support and engagement.

- **Outcomes for Children and Learners**

- Priority 9: To accelerate pupil progress in writing.
- Priority 10: To develop an innovative and exciting curriculum that increases levels of enjoyment and equips pupils to apply their basic skills.

- **The Effectiveness of Early Years**

- Priority 11: To implement objective led planning through an imaginative curriculum based upon children’s current interests.
- Priority 12: To develop the outdoor learning space to offer further challenge, building on children’s resilience and independence skills.
- Priority 13: To raise attainment in writing

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Common Inspection Framework Area - <u>Overall Effectiveness</u>			
Priority 1: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.			
<b>Success criteria– What will success look like for our pupils?</b> <ul style="list-style-type: none"> <li>○ Improved pupil progress, behaviour and welfare through more directly involved parents with school.</li> <li>○ Parents and pupils are highly positive about behaviour, which is exemplary in class and around school.</li> <li>○ Parents to have a better understand of the roles, responsibilities and impact of the school governing body.</li> <li>○ Parents aware of how life experiences can vastly improve pupil progress.</li> <li>○ Increased numbers of parents supporting and involved with the governing body.</li> <li>○ School communication is improved with parents through the effective use of the school website and social media tools.</li> <li>○ Continue to develop the effective and efficient use of the school Inclusion Manager</li> </ul>			
Target	Actions	Resources	Monitoring
<b>A) To coordinate a series of parent information events and workshops to impact on pupil's learning through improved parental support.</b>	A1. Use school questionnaires/ surveys to find out what support parents need. A2. Parental support workshops A3. Access to school Inclusion Manager or School Councillor A4. E-Safety parent meetings A5. Homework guidance meetings A6. Parents invited to class assemblies, and all school events. A7. Parent volunteers in school to support Teaching & Learning. A8. Use of a staff meeting to plan parental events.	<b>Time:</b> Staff Meeting Time Inclusion Manager Timetabled After School Parental Workshops <b>Cost:</b> Inclusion Manager, Pastoral Support Worker Wage	Head Teacher Inclusion Manager Pastoral Support Worker
<b>B) To extend children's life experiences.</b>	B1. Involve parents in taking children out on local trips, using transport, understanding how giving their children wider experiences would impact on learning. B2. Use of nature club on weekends to support working families. B3. Speakers in school on issues relevant to the local community B4. School trips & residential trips subsidised by school to encourage uptake.	<b>Time:</b> Weekend Nature Club School Trips / Residential timetabled <b>Cost:</b> Allocated budget for class trips. Nature Club Budget	Head Teacher Deputy Head Teacher Inclusion Manager Pastoral Support Worker

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<b>C) To increase parental involvement and understanding of the school governing body.</b>	<p>C1. Increase numbers of parents on the school governing body.</p> <p>C2. Use school website to show parents who school governors are and what they are responsible for.</p> <p>C3. Ensure governors are more visible in school.</p> <p>C4. Establish a contact system for parents to give feedback to the school governors directly.</p> <p>C5. School to establish a list of essential trips children should attend to showcase life in our region.</p> <p>C6. Ensure pupils, parents and governors are clear about school policies and procedures.</p>	<p><b>Time:</b></p> <p>Governors timetabled for 1x school visit per term.</p> <p>Governing body meeting time</p> <p><b>Cost:</b></p> <p>ICT apprentice time to manage school website area for governors.</p>	<p>Head Teacher Deputy Head Teacher Inclusion Manager Pastoral Support Worker</p>
<b>D) To develop the use of the school website and social media in order to improve communication between parents and the school.</b>	<p>D1. Establish effective and secure social media policies for use in school.</p> <p>D2. Ensure effective teaching of e-safety and social media use to pupils during safeguarding workshops.</p> <p>D3. Parental consent forms for use of social media.</p> <p>D4. Staff and parental training around safe use of social media.</p> <p>D5. Set up and effectively manage school website, facebook, twitter and youtube accounts.</p> <p>D6. Continue to edit, update and improve school website to incorporate social media aspects.</p>	<p><b>Time:</b></p> <p>Staff Meeting time to review policy.</p> <p>Social Media Training</p> <p><b>Cost: £</b></p> <p>ICT apprentice time to manage school use of social media and update accounts.</p>	<p>Headteacher Deputy Head Teacher ICT leader</p>
<b>E) To continue to develop the use of the school inclusion manager</b>	<p>E1. Inclusion manager given dedicated time to operate role.</p> <p>E2. Effective records kept detailing families supported, actions and outcomes.</p> <p>E3. Quick referrals given to families to access local support services.</p> <p>E4. Inclusion manager to support the implementation of CPOMS in school.</p> <p>E5. To attend TAF meetings and other meetings to represent the school and support the families.</p> <p>E6. Link with safeguarding designated members of staff to carefully track and monitor actions and outcomes.</p> <p>E7. Inclusion manager to develop thorough systems to assess and monitor behaviour</p> <p>E8. Effective embedding of SMSC and British values within school</p> <p>E9. Lead induction for new staff members Re. Behaviour, rewards and consequences.</p> <p>E10. Lead rewards &amp; consequences for pupils in school – golden time, stamps etc.</p>	<p><b>Time:</b></p> <p>Staff Meeting time to bring staff up to date in relation to PSW sessions.</p> <p><b>Cost: £</b></p> <p>Inclusion Manager Worker Wage</p>	<p>Head Teacher Behaviour Inclusion Manager</p>

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Common Inspection Framework Area - <u>Overall Effectiveness</u>			
Priority 2: To improve the overall attendance of pupils in school.			
<b>Success criteria - What will success look like for our pupils?</b> <ul style="list-style-type: none"> <li>○ Develop school Team Around Attendance</li> <li>○ Embedding the effective systems to monitor and improve attendance / lateness</li> <li>○ Monitoring attendance trends and Analyse data to identify patterns and deal with them.</li> <li>○ Raise profile and link more closely with curriculum (SMSC, SEAL, PSHE)</li> <li>○ Develop community links to improve attitudes towards school attendance</li> </ul>			
Target	Actions	Resources	Monitoring
<b>A) To develop the attendance team in school</b>	A1. School Leadership to identify a suitable senior leader to support the Inclusion Manager to manage this group. A2. Review allocation of resources in light of development of attendance team. A3. Begin a robust audit and evaluation of the current interventions for improving attendance and punctuality A4. Refine escalation systems as necessary and review range & content of letters sent out A5. Fast track persistent absentees ensuring that clear referral systems are in place. A6. Provide SIMS training to staff involved in “Team around Attendance” A7. Team around Attendance set up and working with year groups to improve attendance. A8. Access and analyse data to identify areas/groups that are cause for concern A9. Work with Inclusion Manager & EWO to identify children falling below 95% A10. Refer persistent absentees to EWO. A11. Record and monitor lateness in school.	<b>Time:</b> Weekly Time given for Attendance Team Time to train staff – SIMS EWO contracted time <b>Cost:</b> Cost of EWO time	Head Teacher Inclusion Manager Designated Senior Leader Attendance Team Maintain and review an attendance and lateness record. Monitor half termly and produce report by Sims.
<b>B) To track more closely and take action to improve attendance in particular year groups.</b>	B1. Staff to be vigilant about absence and report ‘soft’ intelligence for further investigation. B2. All staff to talk to parents informally (teachers and TAs when it links to interventions) and frequently about the impact of the child’s poor attendance on academic progress. B3. Office staff to produce graded letters for parent’s evenings x3 per year to inform them of child’s attendance. B4. Much tighter focus on lateness in school – 9AM. B5. Continue high impact strategies that will lead to significant improvements (Penalty notices, class attendance cup, end of year rewards, etc.) B6. Work more closely with EYFS parents.	<b>Time:</b> Weekly Time given for Attendance Team Time to train staff EWO contracted time Staff Meeting time to discuss attendance <b>Cost: £</b> Cost of EWO time	Head Teacher Inclusion Manager Designated SL Attendance Team Maintain and review an attendance and lateness record. Monitor half termly

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<b>C) To bring attendance into SEAL, SMSC &amp; safeguarding pupil workshops.</b>	C1. More classroom discussion around the value of good attendance. C2. Work with SMSC, Rights Respecting coordinator to ensure development of attendance work through PSHE plans lessons. C3. Develop links with EYFS parents, newsletters", flyers etc. C4. Liaises with KSI coordinator and extracurricular activities coordinator to develop after school activities	<b>Time:</b> Lesson time to focus on and discuss attendance <b>Cost: £</b> Cost of printing flyers and attendance information for parents.	Head Teacher Inclusion Manager Designated Senior Leader of SEAL.
<b>D) To consider making contact with community leaders to discuss attendance issues e.g. doctors, dentists etc.</b>	D1. Further investigate reasons for absence – use info to address specific issues. D2. Request local services encourage families to make appointments out of school times. D3. Attempt to work with local holiday providers to offer deals during agreed school holidays.	<b>Time:</b> Time out of school to meet local community leaders to discuss school attendance  <b>Cost: £</b> Cost of supply cover	Head Teacher Inclusion Manager Designated Senior Leader Attendance Team

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Common Inspection Framework Area - <u>Effectiveness of Leadership and Management</u>			
Priority 3: To implement an effective system to track staff performance management targets and support the use of Performance Related Pay.			
<b>Success criteria - What will success look like for our pupils?</b> <ul style="list-style-type: none"> <li>○ All members of staff have performance management targets that are set using a consistent system.</li> <li>○ Staff members are responsible for gathering own evidence that they have met these targets.</li> <li>○ Teaching staff have targets that are linked to performance related pay.</li> <li>○ All members of staff have appropriate CPD opportunities linked to performance management targets.</li> <li>○ The priorities for school improvement are linked to performance management targets</li> <li>○ Members of staff can review and reflect upon their own strengths and weaknesses in relation to the standards they work within.</li> </ul>			
Target	Actions	Resources	Monitoring
<b>A) To ensure the appraisal process is established for all staff in relation to performance related pay.</b>	A1. All staff participate in annual appraisal process using national professional standards. A2. Staff members gather their own evidence to indicate their work towards PM targets. A3. Use of performance management software to manage PM objectives. A4. Staff members will be set targets based around staff and pupil performance. A5. Targets will be linked to performance related pay. A6. Set challenging but realistic targets for staff to raise levels of attainment for children. A7. Use a Performance Management Cycle that links school targets, priorities for development and School Improvement Plan activities into a coherent and effective cycle.	<b>Time:</b> Performance management meeting time <b>Cost:</b> Bluesky Performance Management software - £600 Supply Cover costs during appraisal	Head teacher Deputy Headteacher Better Quality Control Consistency throughout school Appraisal outcomes lead to higher standards and high levels of professionalism
<b>B) To link the tracking of pupil progress to the performance management system within the school</b>	B1. Performance management discussions will take place with all teaching staff on three separate occasions throughout the year. B2. Pupil progress, the setting and monitoring of appropriate and challenging pupil targets will be central to all discussions. B3. Linked to performance related pay targets. B4. Staff to be given copies of their classes data to analyse and review prior to pupil progress meetings.	<b>Time:</b> Performance management meeting time Governing body time to approve PRP <b>Cost:</b> Bluesky Performance Management software - £600 Supply Cover costs during appraisal	Pay Committee Head teacher Deputy Headteacher Better Quality Control Consistency throughout school Appraisal outcomes lead to higher standards and high levels of professionalism



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<b>C) To ensure governors have good knowledge and understanding of the performance management and will hold the school to account for its performance.</b>	<p>C1. Pupil progress will be discussed each term by the full governing body.</p> <p>C2. Standing agenda item to discuss the issues to ensure all governors have sound knowledge and understanding of the process.</p> <p>C3. School governors will be given access to the schools performance management and data analysis tools.</p> <p>C4. Governor training around school and staff performance indicators.</p>	<p><b>Time:</b> Governing Body Meeting Time</p> <p><b>Cost: £</b> Specialist Training costs for school governor training.</p>	<p>School Governing Body Headteacher</p>
<b>D) To create termly Professional Development Plan so that all staff have clear plan of all events and professional development opportunities throughout the term</b>	<p>D1. Leadership and Management meeting time is used effectively.</p> <p>D2. Staff are well prepared for events as they occur.</p> <p>D3. Professional Development is closely linked to the needs of the school.</p> <p>D4. CPD is incorporated into Performance management software allowing teachers to link CPD to their own PM targets.</p> <p>D5. Staff evaluate effectiveness and impact that CPD has had upon their practice in school.</p> <p>D6. A school Senior leader to take a lead role on developing the importance of CPD in school.</p>	<p><b>Time:</b> Staff time to attend CPD</p> <p><b>Cost: £</b> Cost of staff CPD Cost of supply to cover during CPD Bluesky Performance Management software - £600</p>	<p>Head Teacher Deputy Head Teacher Senior Leader for CPD</p>

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#### Common Inspection Framework Area - Effectiveness of Leadership and Management

**Priority 4: To ensure current SEND school policy is in line with new SEND reforms of the Children and Families Act – including statutory assessment processes and the Durham and school SEND offer.**

#### **Success criteria - What will success look like for our pupils?**

- Pupils with SEN will be confident at identifying personal targets and evaluate how they are progressing towards them.
- Pupils with SEN make expected progress in lessons and reach their individual target.
- Pupils with SEN can evaluate their learning effectively and identify next steps for themselves.
- Teachers have a good understanding of how to meet the needs of children with cognitive, social, emotional and mental / sensory or physical difficulties and can plan appropriate learning opportunities.
- Reduction in the number of high level behaviour incidents of children with SEND.
- Narrow the gap between children with SEND and without SEND

Target	Actions	Resources	Monitoring
<b>A) To ensure children special educational needs make expected progress.</b>	<p>A1. Training and support for all staff to ensure they have a good understanding of how children with SEND learn effectively.</p> <p>A2. Weekly Monitoring of provision for SEND Support children to ensure class teachers have a thorough understanding of how to execute a programme of support in class for these children.</p> <p>A3. Training and support for all staff to ensure they have a good understanding of how children with language and communication difficulties learn effectively.</p> <p>A4. Weekly monitoring of all SEND interventions and regular feedback linked to training needs.</p> <p>A5. Teachers to ensure there is effective communication between themselves and SENCO in order to ensure SEN Support pupils receive effective support and make good progress.</p> <p>A6. Increase SALT allocation of time in school targeting EYFS / Yr1</p> <p>A7. Increase Educational Psychologist allocation of time in school.</p> <p>A8. Ensure that EMP children can fully access all provision including clubs.</p>	<p><b>Time:</b></p> <p>Staff Meeting Time Specialist SEND professionals to lead staff meetings SEND CPD time allocated</p> <p><b>Cost:</b></p> <p>CPD Costs</p>	<p>Head Teacher Deputy Head Teacher SEN CO Pupil progress data Pupils work shows good progress Individual targets are being met Lesson observations show good progress for children with SEN. Support staff record keeping Lesson planning Ensure school Census is up-to-date PLASC will be complete and accurate.</p>
<b>B) To ensure children with SEN make good progress through</b>	<p>B1. Review target setting procedures for children with SEN to incorporate children's, parents and staffs views on SEN Support Plans.</p> <p>B2. Introduce pupil support packs to include resources to support children in class and at home to reach their targets.</p>	<p><b>Time:</b></p> <p>Staff Meeting Time Specialist SEND</p>	<p>Head Teacher Deputy Head Teacher SEN CO Pupil progress data Pupils work shows regular</p>

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<b>effective target setting and AFL opportunities.</b>	<p>B3. Provide staff with a selection of scaffolds to be used to support children when evaluating their learning and monitor the effectiveness and implementation.</p> <p>B4. Staff to receive training on when and how to provide regular AFL opportunities and identifying appropriate next steps.</p> <p>B5. Support staff to be confident at tracking children's progress towards their individual targets.</p>	<p>professionals to lead staff meetings</p> <p>SEND CPD time allocated</p> <p><b>Cost:</b> CPD Costs</p>	<p>opportunities for AFL.</p> <p>Individual targets are being met</p> <p>Lesson observations show good progress for children with SEN.</p> <p>Lesson planning</p>
<b>C) To ensure all children show high levels of engagement, courtesy, collaboration and cooperation</b>	<p>C1. Use of consistent whole school behaviour policy.</p> <p>C2. Assemblies to focus on behaviour, personal learning styles and social skills.</p> <p>C3. Link to SEAL &amp; SMSC – explore “Habits of mind” for future use in school.</p> <p>C4. Use of visual timetables to support SEND pupils.</p> <p>C5. Use of SEND toolkits to ensure needs of pupils are being met.</p> <p>C6. Use of tracking sheets in classroom to promote expected behaviour.</p> <p>C7. Class teacher to teach SEND children on a regular basis</p> <p>C8. Behaviour, inclusion manager to support children with behavioural issues</p>	<p><b>Time:</b> Share best practice SEN CO modelling activities and pedagogy SMSC Training</p> <p><b>Cost: £</b> Supply cover</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>SEN CO</p> <p>Child feedback</p> <p>Lesson Observation</p> <p>Some understanding of Habits of mind in school</p>
<b>D) To ensure new staff have a good understanding of expectations of inclusion in order to meet every child's needs</b>	<p>D1. In class support to ensure new staff have a clear understanding of how to raise attainment of children with SEN.</p> <p>D2. New staff to have a good understanding of the SEND inclusion policy and what this looks like in practice.</p> <p>D3. SENCO to identify support needed and model good practice to new staff.</p> <p>D4. Monitor planning &amp; teaching to ensure high expectations and differentiation for children with SEN is highly effective.</p>	<p><b>Time:</b> Staff Meeting times to share best practice SEN CO modelling</p> <p><b>Cost: £</b> Supply cover</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>SEN CO</p> <p>Pupils work shows good progress</p> <p>Individual targets are being met</p> <p>Lesson observations show good progress for children with SEN.</p> <p>Lesson planning identifies role and expectations for support staff</p>
<b>E) To ensure children receiving intervention make good progress through appropriate, high quality interventions</b>	<p>E1. SENCO support class teachers with planning interventions that meet identified needs.</p> <p>E2. Weekly monitoring of literacy and numeracy interventions and feedback given linked to training needs.</p> <p>E3. Half Termly work scrutiny of children receiving interventions in order to monitor progress.</p> <p>E4. Consider most effective use of support staff and teachers to enable pupils with SEN to make best progress.</p> <p>E5. Staff training in planning interventions to meet the needs of pupils with SEND.</p> <p>E6. Monitoring of Data to prove effectiveness of interventions</p>	<p><b>Time:</b> Staff Meeting times plan interventions Time to moderate impact of interventions and data</p> <p><b>Cost: £</b> Supply cover</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>SEN CO</p> <p>Pupils work shows good progress</p> <p>Lesson planning clearly identifies learning outcome for intervention program and steps to success</p>

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Common Inspection Framework Area - <u>Effectiveness of Leadership and Management</u>			
Priority 5: To improve the overall effectiveness of Senior, Middle Leaders and Co-ordinators in school.			
Success criteria - What will success look like for our pupils?			
<ul style="list-style-type: none"> <li>○ Audit of current strengths and areas for development across school subject areas.</li> <li>○ Creation of action plans to further improve subject areas.</li> <li>○ Effective use of CPD to develop middle leaders to improve subject leadership.</li> <li>○ Improved involvement of designated school governors with subject / middle leaders.</li> <li>○ Effective subject policies, leadership and impact, supported by a strong evidence base of pupil progress.</li> <li>○ Improved use of coaching in school to develop staff reflection and peer support.</li> </ul>			
Target	Actions	Resources	Monitoring
<b>A) To develop staff skills to lead and train others in the use of specific subject areas or interventions.</b>	A1. Audit present skills and CPD needs of staff. A2. Ensure robust Induction systems are in place for all staff –SLT, teachers, T.As, students & volunteers A3. Provide specific and bespoke training related to CPD needs across the school , using a variety of mechanisms i.e. informal sessions, modelling ,external A4. Compile register of expertise in delivery of different interventions. A5. Visits to partnership schools to enhance knowledge & skills within Wheatley Hill & in order to share expertise across local schools A6. Develop identified staff to deliver bespoke and accredited courses to others in Wheatley Hill, and across the other schools. A7. Deputy Headteacher to complete NPQH A8. Look at enrolling staff on NPQSL & NPQML	<b>Time:</b> Staff time out of school to attend CPD Senior / Middle Leader Staff meeting time Senior / Middle Leader time out to monitor subject areas. <b>Cost:</b> Senior / Middle Leader training costs Supply Cover Costs	Head Teacher Deputy Head Teacher Will monitor subject leader files, scrutinise work books and examine data.
<b>B) To continue to develop subject leaders, who work effectively to promote and ensure pupil progress in</b>	B1. Subject leaders understand curriculum expectations for all year groups for their subject. B2. Leaders understand assessment of their subject using “life without levels” B3. Leaders are able to support planning, delivery and interventions for other members of staff. B4. Leaders create and implement a schedule of monitoring to include:	<b>Time:</b> Staff time out of school to attend CPD Senior / Middle Leader Staff meeting time Senior / Middle Leader time out to monitor subject areas.	Head Teacher Deputy Head Teacher Will monitor subject leader files, scrutinise work books and examine data.

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<b>their subject area.</b>	<ul style="list-style-type: none"> <li>○ planning scrutiny;</li> <li>○ lesson observation;</li> <li>○ work scrutiny;</li> <li>○ evaluation of test results;</li> <li>○ evaluation of standards;</li> <li>○ pupil &amp; parent surveys;</li> <li>○ effectiveness of governors;</li> <li>○ assessment of training needs.</li> </ul> <p>B5. Leaders feed schedule back to governors;</p> <p>B6. Leaders operate an effective subject file, which outlines current areas of strength and developments in their subject area.</p> <p>B7. Leaders ensure the quality deployment of subject resources and spending of allocated finances.</p> <p>B8. Leaders will plan and deliver a staff meeting around their subject area.</p>	<p>Time to feedback to parents and governors</p> <p><b>Cost:</b></p> <p>Senior / Middle Leader training costs</p> <p>Supply Cover Costs</p>	
<b>C) To further develop teachers as team leaders</b>	<p>C1. Observe other team leaders</p> <p>C2. Shadowing team leader i.e. during meetings</p> <p>C3. Training to gain confidence in leadership</p> <p>C4. Establish a “Coaching Culture” to maximise engagement with Professional Development</p> <p>C5. Plan programme of coaching opportunities that builds on previous work</p> <p>C6. Confident and organised team leaders</p> <p>C7. Positive relationships amongst team</p> <p>C8. Regular meetings to give positive feedback</p> <p>C9. Reaching goals/targets</p> <p>C10. Develop a clear school staffing structure</p> <p>C11. Develop the role of the senior leadership team and middle leadership team.</p>	<p><b>Time:</b></p> <p>Staff time out of school to attend CPD</p> <p>Senior / Middle Leader Staff meeting time</p> <p>Senior / Middle Leader time out to observe and take part in peer coaching.</p> <p><b>Cost: £</b></p> <p>Senior / Middle Leader training costs</p> <p>Supply Cover Costs</p>	<p>Headteacher</p> <p>Deputy Head</p> <p>Teacher</p> <p>Senior / Middle Leaders</p>

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Common Inspection Framework Area - <u>Quality of Teaching, Learning and Assessment</u>			
Priority 6: To improve the overall quality of teaching and raise standards to outstanding.			
<b>Success criteria - What will success look like for our pupils?</b> <ul style="list-style-type: none"> <li>Higher percentage of lesson observations being graded as achieving outstanding or good with outstanding features</li> <li>Quality teaching ideas shared more frequently within school and with other schools</li> <li>Improved pupil engagement and challenge in class ensures improved pupil progress.</li> <li>Consistent use of success criteria and learning objectives in school</li> </ul>			
Target	Actions	Resources	Monitoring
<b>A) To provide opportunities for teachers to share best practice within school</b>	A1. In school book moderations A2. Half Termly peer mentoring and coaching sessions for teaching staff. A3. Whole school work book presentation standards / expectations. A4. Staff meetings lead by each subject leader outlining best practice. A5. Subject specific staff training to identify new best practice. A6. Modelled lessons by outstanding teachers in school. A7. Develop opportunities to ensure basic skills can be mastered A8. Develop the use of Young Enterprise and embed this within the school curriculum. A9. Support staff in planning real life learning opportunities including problem solving.	<b>Time:</b> Staff Meeting time to share and discuss best practice Time out of classroom to observe best practice <b>Cost:</b> CPD costs Supply cover	Head Teacher Deputy Head Teacher Will conduct lesson observations, scrutinise planning and workbooks as well as analyse data
<b>B) To provide opportunities for teachers to share best practice with other schools within Durham authority.</b>	B1. County led book moderations B2. Joint book moderations with local school cluster. B3. Teaching staff to visit local lead schools to observe best practice. B4. Staff to attend county training on quality teaching. B5. Subject leaders to attend network meetings.	<b>Time:</b> Staff Meeting time to share and discuss best practice Time out of school to visit other schools and observe best practice. <b>Cost:</b> CPD costs Supply cover Cost of external moderations	Head Teacher Deputy Head Teacher External County Moderators will scrutinise planning, workbooks and assessment data.
<b>C) To develop the skills of all teacher and teaching assistants so that</b>	C1. Planning to show clear differentiation and challenge for more able pupils through questioning. C2. Planning to show opportunities for children to ask higher level questions during lessons using question stems.	<b>Time:</b> Staff Meeting time to share questioning approaches. Time out of classroom	Deputy Head Teacher Will scrutinise planning and identify use of key questioning.

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<b>questioning of pupils is outstanding in terms of engagement and challenge.</b>	C3. Use of challenging questions in pupil marking. C4. Use of challenging and open ended questioning during shared teaching. C5. Use of talk partners and group discussions to support engagement and questioning. C6. Staff meeting on writing challenging questions to engage pupils. C7. CPD on levels of challenge.	for peer observations <b>Cost: £</b> Supply cover costs to release staff	Will observe lessons and feedback
<b>D) To develop the effective use of “Success Criteria” during lessons so that children know where they are up to and what to do next.</b>	D1. Success Criteria used on lesson plans. D2. Staff meeting on writing Lesson Objectives and success criteria. D3. Sharing of planning during peer coaching sessions. D4. Use of differentiated success criteria. D5. Success criteria referred to in marking. D6. Success criteria evident during lesson obs and learning walks. D7. Use of help strategies by children – C3B4ME	<b>Time:</b> Staff Meeting time to share use of success criteria. Time out of classroom for peer observations <b>Cost: £</b> Supply cover costs to release staff	Deputy Head Teacher Will scrutinise planning and identify use of success criteria. Will monitor workbooks. Lesson Obs
<b>E) To develop the effective use of resources to support pupil understanding, level of engagement and promote challenge.</b>	E1. Effective use of ICT to support learning. E2. Resources support and encourage Ind. Work. E3. High quality resources support vulnerable learners – SEN, FSM. E4. Use of online resources to support learning at home. E5. Resources used to support learning outside of the classroom.	<b>Time:</b> Staff Meeting time to discuss and catalogue available resources Time out of classroom to order, sort and create effective resources. <b>Cost: £</b> Curriculum budget	Head Teacher Deputy Head Teacher Will observe the effective use of resources in the classroom and throughout school. Will track effective budget spending.
<b>F) To develop the skills of all teacher and teaching assistants so that the pace of lessons is outstanding in terms of engagement and challenge.</b>	F1. Lesson obs focus on pace. F2. Use of quality modelling supports lesson pace. F3. Use of quality dialogue ensures lesson pace. F4. Use of monitoring during lessons allows pace to be maintained or adjusted. F5. Peer monitoring & coaching sessions focus on pace. F6. Planning moderations show tasks that children can engage with successfully.	<b>Time:</b> Staff Meeting time to discuss use of pace in lesson planning. Time out of classroom to observe other practitioners <b>Cost: £</b> Supply Cover	Head Teacher Deputy Head Teacher Will observe the effective use of pace during lesson observations.

## School Development Plan

### Wheatley Hill Primary School

Common Inspection Framework Area - <u>Quality of Teaching, Learning and Assessment</u>			
Priority 7: To implement effective systems to track pupil progress and attainment using “Life without Levels”			
<b>Success criteria - What will success look like for our pupils?</b> <ul style="list-style-type: none"> <li>○ Consistent assessment tracking system used in school to track progress from EYFS to end of KS2.</li> <li>○ Use of a recognised EYFS Baseline assessment framework.</li> <li>○ Successful use of “Life Without Levels” used within school.</li> <li>○ Effective monitoring to ensure pupils are making at least good progress.</li> <li>○ Pupils are set challenging targets and these are shared with all staff and parents.</li> </ul>			
Target	Actions	Resources	Monitoring
<b>A) To develop Assessment in school including implications of the new Curriculum i.e. assessment without levels.</b>	A1. Training to ensure all staff understand the new curriculum A2. Review formative assessments within lessons e.g. assessment sheets, codes for consistency across school. A3. Review school's current assessment system in light of new reforms. A4. Use of life without levels assessment tasks based on age related expectations. A5. Use of PATTS and Assertive Mentoring used to inform planning and next steps A6. Staff meetings to ensure staff members are trained in the use of new assessment materials. A7. Consistency of assessment of pupils' work across school leading to appropriate setting of curriculum targets	<b>Time:</b> Staff Meeting Time to discuss assessment Staff CPD on assessment <b>Cost:</b> Supply cover costs for CPD Cost of CPD	Headteacher Deputy Head Teacher Leading to improved monitoring and attainment by pupils. Effective systems in place to track and monitor progress and attainment
<b>B) To develop assessment systems for tracking pupil attainment and progress</b>	B1. Use of assessment model from Valley Road School B2. Teaching staff to be trained in the use of this system B3. Data entry to be in the form of age related expectations. B4. Track rates of progress of different ability groupings B5. Use data to implement and track impact of interventions. B6. Able to provide a more accurate description of a child's progress B7. Evidence to show that all pupils are making progress.	<b>Time:</b> Staff Meeting Time to discuss assessment Staff CPD on assessment <b>Cost:</b> Supply cover Cost of CPD	Headteacher Deputy Head Teacher Leading to improved monitoring and attainment by pupils. Effective systems in place to track and monitor progress and attainment
<b>C) To ensure detailed assessment information</b>	C1. Produce “I can” tick list for Nursery Practitioners to complete on entry C2. Gather 2 year progress tracker from Pre-School setting C3. Effective use of EYFS baseline materials – Early Excellence. C4. Earlier identification of prospective pupils from L.A (s) to help with class organisation	<b>Time:</b> Meeting Time for leaders to meet Parents	EYFS Leader Head & Deputy Head Teacher SENCO



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### Wheatley Hill Primary School

<b>accompanies the children on entry into the school from Early Years settings.</b>	C5. Review and update current transition/induction arrangements for new pupils. C6. Support from the SENCO to ensure early identification of children with SEND. C7. Assessment information leads to accurate key worker placements C8. Class organisation easier and home visits completed before pupil starts school to ensure smooth transition for pupils	Time out of class to meet leaders and examine information <b>Cost: £</b> Early Excellence Supply cover costs to release relevant staff	
<b>D) To write pupil targets that will be shared with parents so that they can support the school and their child's development</b>	D1. All children have clear targets to improve their work in core subject areas. D2. Implement a system to share children's targets with parents. D3. A short questionnaire to canvass parents attitudes towards the system and make improvements after analysing the responses. D4. Ensure homework has opportunities to link to personal targets.	<b>Time:</b> Staff Meeting Time to discuss pupil targets Parents evenings <b>Cost:</b> Homework package – Mathletics & Spellodrome - £1500	EYFS Leader Deputy Head Teacher SENCO Pastoral Support Worker Homework Co-ordinator

## School Development Plan

### Wheatley Hill Primary School

#### Common Inspection Framework Area - Personal Development, Behaviour and Welfare

**Priority 8: To use effective and consistent clear behaviour management strategies resulting in a purposeful ethos of support and engagement.**

#### **Success criteria - What will success look like for our pupils?**

- Lesson observations and monitoring of planning show that teachers have successfully implemented the SEAL (Habits of Mind) programme into their classroom curriculum.
- Interviews with children indicate that they are aware of and can manage their own emotions and feelings and can empathise with others feelings
- Children have an enjoyable lunchtime, with a good level of activities to engage their interest.
- The numbers of incidents that occur on the playground are significantly reduced.
- Potential barriers to learning are overcome with small group activities
- Results of parental questionnaires show that they are confident that the school deals with inappropriate behaviour well and that there are good systems of reward and sanctions.
- Systems are in place that mean the children know that they can talk to a member of staff about any worries they may have.

Target	Actions	Resources	Monitoring
<b>A) To develop a strong focus on spiritual and moral development with promotion of clear and positive school ethos, through assemblies and consistent staff approach (SMSC)</b>	A1. Develop high quality playground facilities, reviewing zoning of areas in the school and creating zoned areas for the specific games / activities. A2. Positive play and mediation strategies used in school. A3. Establish long term plan for playground improvements A4. Conflict resolution training A5. Begin to research Habits of mind to support social and emotional aspects of learning. A6. Weekly Safeguarding workshops in classroom. Supporting children with awareness if e-safety, bullying and homophobic bullying. A7. Parent workshop and activities A8. Agree staff syllabus and coverage of PREVENT issues to teach. A9. Use of school worry box, buddies and Inclusion Manager. A10. Inclusion and embedding of SMSC and British Values within school curriculum A11. Continue to develop our school as a Right Respecting School	<b>Time:</b> Staff Time to train in "Habits of Mind" Time out of classroom to develop playground facilities Time to deliver PREVENT <b>Cost:</b> Playground development PREVENT training	Head Teacher Deputy Head Teacher Inclusion Manager SEAL Co-ordinator
<b>B) To ensure the continuation of consistent</b>	B1. Up to date policies and procedures. B2. Renew Anti-Bullying award B3. Rights Respecting School Award	<b>Time:</b> Time for children in groups to meet.	Head Teacher Deputy Head Teacher Inclusion Manager

## School Development Plan

### Wheatley Hill Primary School

<b>approaches to behaviour management in school.</b>	<p>B4. Use of behaviour tracking used in all class in school</p> <p>B5. Record keeping of behavioural incidents in classes and centralised file in office.</p> <p>B6. Parents contacted and supported by Inclusion Manager if needed.</p> <p>B7. Reporting CP concerns, accidents, and racial incidents on CPOMS.</p>	<p>Staff meeting time to work towards awards.</p> <p>PSW time</p> <p><b>Cost: £</b></p> <p>Supply Cover Costs to release staff.</p>	<p>SEAL Co-ordinator</p> <p>Rights Respecting Co-ordinator</p>
<b>C) To ensure the school council take an active role within school.</b>	<p>C1. Selection of children onto the school council and establishment of sub-groups.</p> <p>C2. Allocation of funding to school council.</p> <p>C3. School council to hold regular meetings to address areas of school strengths and possible improvements.</p> <p>C4. Use of pupil, staff and parental questionnaires.</p> <p>C5. Take part in workbook and lesson moderations.</p> <p>C6. Take part in recruitment and selection processed.</p> <p>C7. Clear records and logs of meetings kept.</p> <p>C8. School council training and support sessions.</p> <p>C9. Will have sub-committees for Rights Respecting, Anti-bullying &amp; healthy schools</p>	<p><b>Time:</b></p> <p>Time for school council meetings</p> <p>Time to create questionnaires, observe lessons and scrutinise books</p> <p><b>Cost: £</b></p> <p>Supply cover costs to release staff to support</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>Inclusion Manager</p> <p>School Council Co-ordinator</p>

## School Development Plan

### Wheatley Hill Primary School

#### Common Inspection Framework Area - Outcomes for Children and Learners

##### Priority 9: To accelerate pupil progress in writing.

##### Success criteria – What will success look like for our pupils?

- Children's books will show standards of written work in literacy are at least good.
- Consistency of standards in writing across the curriculum.
- Increased % of children reaching age related expectations in reading and writing.
- Children's writing will show improved use of skills in sentence construction, structure of writing, grammar and composition.
- All pupils will make at least expected progress in reading and writing.
- Work will be well differentiated with good levels of challenge to raise attainment of more able pupils.
- Pupils will clearly understand and be able to articulate what they need to do to improve their own work in literacy.

Target	Actions	Resources	Monitoring
<b>A) To give pupils increased opportunities to write at length.</b>	A1. Children in KS1/2 take part in a weekly extended writing task. A2. Teachers use quality modelling / guided writing to support pupil learning. A3. Staff training on Modelling writing. A4. Staff Training on Literacy planning and progression of text types. A5. Review and heighten the profile of writing areas in Foundation Stage and Key Stage One to develop emergent writing. A6. Develop exciting opportunities to write at length for a range of purposes, including editing and reviewing writing and book making. A7. Review spelling strategies used across Key Stage 1 and 2 with view to introduce new spelling system / computer resource. A8. Weekly Writer of the Week display. A9. Children understand and can articulate how to improve their work.	<b>Time:</b> Time for staff training Staff Meeting time to examine writing in school Time to set up classroom display <b>Cost:</b> Cost to release staff to and observe best practice	Head & Deputy Head Teacher Literacy Co-Ordinator Improved attainment and progress in writing in EYFS, KS1 & KS2. Book Scrutiny Planning monitoring Data analysis Pupil discussions Pupil Achievement meetings
<b>B) To give pupils the opportunity to develop their writing skills across the curriculum.</b>	B1. Develop use of more open ended tasks for creative or topic based writing to provide additional challenge for more able pupils. B2. Introduce whole school collaborative projects led by more able pupils with a focus on extended writing for a purpose. B3. Writing, handwriting and presentation expectations maintained in writing throughout the curriculum. B4. Increased number of school trips, visitors and experiences to be used as prompts to generate extended writing and develop vocabulary.	<b>Time:</b> Time for staff training Staff Meeting time to examine writing in school Time to set up classroom display <b>Cost: £</b> Trip budget	Head & Deputy Head Teacher Literacy Co-Ordinator Improved and increased use of writing in other curriculum subjects Book Scrutiny Planning monitoring Pupil discussions

## School Development Plan

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<b>C) To improve the quality of pupil's handwriting by developing the technical skills of letter formation and joined script.</b>	<p>C1. Use of pupil presentation expectations to ensure high presentation standards.</p> <p>C2. Children participate in daily Fine Motor Skill / handwriting activities.</p> <p>C3. Clear progression of handwriting scheme used in school.</p> <p>C4. Use of quality pens to promote progression from pencil to pens.</p> <p>C5. Use of fountain pens to promote outstanding cursive writing in Year 5/6</p>	<p><b>Time:</b> Daily Handwriting timetabled Staff Meeting time to discuss presentation policy Internal and external moderation time</p> <p><b>Cost: £</b> Cost of supply for internal and external moderations</p>	<p>Head &amp; Deputy Head Teacher Literacy Co-Ordinator Children will demonstrate improved letter formation and use of jointed writing in written work: Lesson observations Monitoring of planning Learning walks Pupil discussions Book Scrutiny</p>
<b>D) To improve children's spoken vocabulary and use of extended vocabulary and correct use of grammar in writing.</b>	<p>D1. Review structure of guided writing to ensure modelling and shared writing with groups is well used to support learning.</p> <p>D2. Review structure of guided reading to focus on vocabulary and sentence structure.</p> <p>D3. Speaking and Listening opportunities for storytelling, including storytelling chairs and use of props.</p> <p>D4. Daily EGPS sessions based on NC</p>	<p><b>Time:</b> Daily SPAG timetabled Staff Meeting time to discuss teaching of SPAG and share best practice.</p> <p><b>Cost: £</b> Cost of new materials &amp; resources</p>	<p>Head &amp; Deputy Head Teacher Literacy Co-Ordinator Children will demonstrate improved use of grammar, spelling &amp; vocabulary in talk and written work: Lesson observations Monitoring of planning Learning walks Pupil discussions</p>
<b>E) To narrow the gap in writing for identified groups and ensure interventions are well targeted to meet pupil's needs.</b>	<p>E1. Develop use of modelled writing and ensure it is well pitched to raise attainment and address misconception in writing of pupils with SEN / EAL in particular.</p> <p>E2. Increase opportunities for parental involvement and support for children's literacy through family learning and parenting sessions.</p> <p>E3. Provide support and training to all teaching and support staff to best meet needs of intervention groups.</p> <p>E4. Agree whole school strategies to improve comprehension skills for pupils, especially those with SEN/ EAL.</p> <p>E5. Teach specific strategies to support increased understanding and use of vocabulary in reading and writing.</p>	<p><b>Time:</b> Daily interventions timetabled Staff Meeting time to discuss interventions. Staff time to plan and deliver interventions</p> <p><b>Cost: £</b> Cost to monitor progress and impact of interventions.</p>	<p>Head &amp; Deputy Head Teacher Literacy Co-Ordinator SEN CO Increased % attainment of SEND and EAL pupils: Book Scrutiny Weekly monitoring of planning Observations Analysis of data</p>

## School Development Plan

### Wheatley Hill Primary School

Common Inspection Framework Area - <u>Outcomes for Children and Learners</u>			
Priority 10: To develop an innovative and exciting curriculum that increases levels of enjoyment and equips pupils to apply their basic skills.			
<b>Success criteria - What will success look like for our pupils?</b> <ul style="list-style-type: none"> <li>○ Planning shows that teachers are matching learning closely to children's needs</li> <li>○ Children are engaged, enthusiastic and challenged by the curriculum set within school.</li> <li>○ Children able to talk about the progress they are making and are aware of targets for the future.</li> <li>○ Teachers will be more secure in their understanding of life without levels will be more able to plan to meet the gaps in children's learning.</li> <li>○ Staff have confidence that our assessments are consistent within the school and in line with national expectations.</li> <li>○ Underachievement is quickly spotted and intervention put in place.</li> <li>○ Tracking grids shows improved achievement - attainment and progress</li> </ul>			
Target	Actions	Resources	Monitoring
<b>A) To ensure the headteacher encourages everyone to think about curriculum and engage in debate about it.</b>	A1. Shared vision and aims for what the curriculum should look like – which leads to high standards A2. Implement whole school initiatives to inspire and motivate pupils and staff. A3. Include working for sustained periods of time with children organising their learning. A4. Staff to have release time to think of 'wow' engaging topics for next terms. A5. Staff meeting time to review topics, subject coverage and the development of skills based curriculum. A6. Ensure the curriculum promotes SMSC development A7. Promotes life in modern Britain and British Values	<b>Time:</b> Staff Meeting time to evaluate current curriculum Staff time to plan exciting topics together. <b>Cost:</b> Supply cover New resources – Curriculum Budget	Head Teacher Deputy Head Teacher Senior & Middle Leaders Vision is shared Scrutinise Planning Children evaluations of topics
<b>B) To ensure the children have as rich and wide opportunities as possible, by a range of visits out of school and input from visitors.</b>	B1. School trips or in school visitors each term in school. B2. UK based and international residential trips available B3. School to support with subsidises towards trips B4. Provide high quality outdoor experiences for all learners including forest schools B5. Weekend nature clubs	<b>Time:</b> School Trip time Staff time to plan trips Staff training <b>Cost: £</b> School Trip Budget Use of Sports Premium to engage outdoor adventurous learning Forest Training	Headteacher Deputy Head Teacher

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### Wheatley Hill Primary School

<b>C) To use ICT technologies in school to engage and challenge pupils in all areas of learning.</b>	<p>C1. Plan for new and emerging technologies to engage pupils in their learning in all areas of the curriculum.</p> <p>C2. ICT strategy updated across school, ensuring equipment is functioning and up to date.</p> <p>C3. Focus with narrowing learning gap and FSM pupils</p> <p>C4. Effective use of IPADS in classrooms.</p>	<p><b>Time:</b> Staff training time to learn new technology.</p> <p><b>Cost: £</b> CPD Costs New ICT Equipment Mathletics</p>	<p>Deputy Head Teacher</p>
<b>D) To continue to develop the use of homework to support children's learning outside of school.</b>	<p>D1. Homework projects developed, to allow greater opportunity for the children to develop their own ideas within project work.</p> <p>D2. Purchase of reading record books to support reading at home.</p> <p>D3. Use of Mathletics and Spellodrome to allow home access of maths and literacy resources at home by pupils.</p> <p>D4. Use of homework that will consolidate what the children have learnt in class</p>	<p><b>Time:</b> Staff time to update and implement new software Staff time to deliver homework clubs</p> <p><b>Cost: £</b> Mathletics Reading Records Spellodrome</p>	<p>Senior Leaders Deputy Head teacher Homework co-ordinator</p>
<b>E) To increase the percentage of good or better teaching across all areas of the curriculum, giving children ownership of their learning</b>	<p>E1. Empowering the children to make decisions in their learning through effective questioning and open ended tasks.</p> <p>E2. Providing time for pupil reflection and self evaluation.</p> <p>E3. Inclusive teaching with a variety of learning styles.</p> <p>E4. Supporting the most vulnerable pupils and identifying pupils not making expected progress.</p> <p>E5. Linking learning to life without levels and age related expectations.</p> <p>E6. Ensuring stimulating lessons with pace, (engaging boys)</p> <p>E7. Effective marking and assessment with clear next steps</p> <p>E8. Quick intervention for those children with mis-conceptions and identified gaps on learning.</p> <p>E9. Develop creative curriculum to encourage and motivate pupils to become independent learners.</p> <p>E10. Basic skills are explicitly taught and embedded in learning</p>	<p><b>Time:</b> Staff meeting time to review all aspects of teaching and learning. Time for internal and external moderations CPD opportunities to improve teaching and learning</p> <p><b>Cost: £</b> Mathletics Reading Records CPD Costs Supply and moderation costs</p>	<p>Head Teacher Deputy Head teacher Senior &amp; Middle Leaders Scrutinise planning, workbooks and assessment data. Pupil evaluations and parental questionnaires</p>

## School Development Plan

### Wheatley Hill Primary School

#### Common Inspection Framework Area - The Effectiveness of Early Years

**Priority 11: To implement objective led planning through an imaginative curriculum based upon children's current interests.**

#### **Success criteria - What will success look like for our pupils?**

- Planning is driven by current assessment levels.
- Adult led teaching sessions are based on objectives rather than being activity focused.
- Continuous provision is linked closely to assessment.
- All adults demonstrate a clear understanding of children's next steps and how to support this within child initiated play.
- Phonics and maths teaching will be delivered in a creative and imaginative way, linking closely with children's interests.

Target	Actions	Resources	Monitoring
<b>A) To introduce planning formats that group children based upon levels of development and next steps.</b>	A1. Develop new planning formats and train staff on new format. A2. EYFS leader to model objective led teaching in continuous provision. A3. Weekly staff meetings offer opportunities for staff to plan together and discuss current levels of development. A4. Planning incorporates teacher guided sessions and	<b>Time:</b> Staff meeting time Time to release EYFS leader to design, implement and monitor use of templates  <b>Cost:</b> Supply cover to release EYFS leader. Staff training costs	Planning scrutiny Lesson observations
<b>B) To implement the Early Excellence Baseline Assessment for both Nursery and Reception.</b>	B1. EYFS leader to complete EExBA training B2. Train staff on EExBA B3. Complete Baseline assessments. B4. Analyse data from Baselines to inform future planning.	<b>Time:</b> Staff meeting and CPD time.  <b>Cost: £</b> Cost of EExBA Staff training costs Supply cover to release staff for CPD and monitoring.	Moderation of EExBA



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<b>C) To develop continuous provision to offer further challenge.</b>	<p>C1. EYFS team to plan development of new areas.</p> <p>C2. Maths, reading and writing opportunities to be embedded throughout the areas.</p> <p>C3. Provide open ended resources to encourage imaginative play and offer further challenge.</p> <p>C4. Continuous provision to be linked closely to children's current interests.</p> <p>C5. Continuous provision to be driven by objective led planning to ensure that the needs of all children are met.</p>	<p><b>Time:</b> Staff time to attend training. Staff meeting time to share CPD information</p> <p><b>Cost: £</b> Cost of CPD sessions. Supply cover costs</p>	<p>Staff to complete learning walk to identify areas for improvement in terms of opportunities to develop children's reading, writing and maths skills.</p>
<b>D) To implement a creative approach to teaching phonics and maths.</b>	<p>D1. Use puppets to create a meaningful context.</p> <p>D2. Use ICT to produce videos to bring maths and phonics to life.</p> <p>D3. EYFS lead to model creative teaching to team.</p>	<p><b>Time:</b> Staff meeting time to share best practice. Time for peer moderations and self-evaluations</p> <p><b>Cost: £</b> Supply cover costs. Costs for new resources.</p>	<p>Lesson Observations Peer monitoring and coaching. Planning moderations</p>

## School Development Plan

### Wheatley Hill Primary School

#### Common Inspection Framework Area - The Effectiveness of Early Years

**Priority 12: To develop the outdoor learning space to offer further challenge building upon children's resilience and independence skills.**

#### **Success criteria - What will success look like for our pupils?**

- Resources will be natural and open ended to promote creativity and imagination.
- Frequent forest schools sessions will support the children to manage their own risks effectively.
- Real tools will be used safely.
- Staff will encourage challenge through targeted questioning.

Target	Actions	Resources	Monitoring
<b>A) To develop the use of open ended resources that challenge children to use their imagination.</b>	A1. Provide natural and open ended resources for outdoors. A2. Staff to model using the resources in creative ways. A3. Employ dedicated member of staff to lead learning outdoors. A4. Embed forest schools within the EYFS provision of the school A5. Train staff to deliver forest Schools A6. Give staff opportunities to observe experienced practitioners delivering forest schools.	<b>Time:</b> Staff meeting time to share best practice and develop environment. Time for peer moderations and self-evaluations <b>Cost: £</b> Supply cover costs. Costs for new resources.	Learning walk Moderations Self and peer assessments of use of resources. Evaluate the impact of Forest schools Monitor the quality of observations taken during outdoor learning
<b>B) To develop children's ability to take calculated risks.</b>	B1. Teach children to assess risks and take appropriate risks. B2. Involve children in the development of risk assessments	<b>Time:</b> Staff meeting time to share best practice and discuss approaches to be used. Time to teach the children these skills <b>Cost: £</b> Supply cover costs. CPD costs Costs for new resources to enable this kind of learning.	Discussion with children re Risk assessments. Moderation Lesson observations Learning Walks

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<b>C) To ensure the children are able to use real tools safely.</b>	<p>C1. Teach children how to use tools safely and effectively.</p> <p>C2. Provide real tools that children can easily access such as peelers.</p>	<p><b>Time:</b> Staff meeting time to share best practice and discuss approaches to be used. Time to teach the children these skills</p> <p><b>Cost: £</b> Supply cover costs. CPD costs Costs for new resources to enable this kind of learning.</p>	<p>Discussion with children re Risk assessments. Moderation Lesson observations Learning Walks</p>
<b>D) To ensure staff challenge children's thinking skills effectively through the use of targeted questioning.</b>	<p>D1. Staff to question children to develop their level of thinking.</p>	<p><b>Time:</b> Staff meeting time to share best practice and discuss approaches to questioning CPD Time</p> <p><b>Cost: £</b> Supply cover costs. CPD costs</p>	<p>Moderation Lesson observations Learning Walks</p>

## School Development Plan

### Wheatley Hill Primary School

#### Common Inspection Framework Area - The Effectiveness of Early Years

##### Priority 13: To raise attainment in writing.

#### Success criteria - What will success look like for our pupils?

- Activities are dressed in a real life situation to make writing meaningful.
- Opportunities for writing available throughout the continuous provision.
- Daily physical development sessions to develop pre writing skills.
- Exciting phonics session inspired by children's interests.
- Resources and advice for parents to develop writing skills at home.

Target	Actions	Resources	Monitoring
<b>A) To implement real life activities stimulate a passion for writing.</b>	A1. EYFS leader to model creative phonics teaching. A2. Staff meeting focus to discuss real life, purposeful writing activity ideas. A3. Evaluate continuous provision to ensure that there are opportunities for real life writing.	Time: Staff meeting time to share best practice and discuss approaches to writing CPD Time Cost: £ Supply cover costs. CPD costs Writing Resources	EYFS leader to observe staff teaching phonics. Planning moderation. Scrutiny of learning walk.
<b>B) To provide a writing rich environment offered both indoors and out.</b>	B1. Staff meeting to analyse the provision and outline an action plan for development. B2. Audit resources and source additional writing tools. B3. Objective led planning used to further develop areas to offer challenge. B4. Have writing areas included within the continuous provision. B5. Offer writing opportunities during outdoor learning opportunities.	Time: Staff meeting time to share best practice and establish writing areas. CPD Time Cost: £ Supply cover costs. CPD costs Writing Resources	Scrutiny of learning walk. Scrutiny of planning

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<b>C) To ensure pre writing skills are well developed.</b>	<p>C1. Daily physical sessions focussing upon fine and gross motor skills.  C2. Audit resources and source additional writing tools.  C3. Objective led planning used to further develop areas to offer challenge.  C4. Have pre-writing areas included within the continuous provision.  C5. Offer pre- writing opportunities during outdoor learning opportunities.</p>	<p><b>Time:</b>  Staff meeting time to share best practice and assess quality of writing  CPD Time  <b>Cost: £</b>  Supply cover costs.  CPD costs  Writing Resources</p>	<p>EYFS Leader lesson observations.</p>
<b>D) To ensure adult focused phonics sessions are linked closely to current interests and rapid progress is made in reading and writing skills.</b>	<p>D1. Use puppets to create a meaningful context.  D2. Use ICT to produce videos to bring maths and phonics to life.  D3. EYFS lead to model creative teaching to team.  D4. EYFS leader to closely monitor writing data to ensure rapid progress is made  D5. Targeted interventions in place for identified children.</p>	<p><b>Time:</b>  Staff meeting time to share best practice and assess quality of writing and phonics  CPD Time  <b>Cost: £</b>  Supply cover costs.  CPD costs  Writing and phonics Resources</p>	<p>EYFS Leader lesson observations  Scrutiny of planning  Analysis of data  Observations of intervention group work</p>
<b>E) To ensure Parental engagement is high.</b>	<p>E1. Host parent meeting to provide them with ideas about how they can support their child's writing development at home.  E2. Send home leaflets to support writing at home.  E3. Add links on school website to phonics ideas/activities for children to access at home.  E4. Send home writing activity packs for children to complete.  E5. Parents are involved in observations through notes from home and drop in sessions</p>	<p><b>Time:</b> Time to prepare resources to go home.  Time to update the website.  Time to host meeting for parents.</p>	<p>Monitoring of school website, newsletters and feedback forms.  Parental Questionnaires</p>