



## Monega Primary School Development Plan – September 2018

### Whole School Priorities:

- To ensure that teaching and learning is at least good or better for all pupils
- To continue to improve leadership and management at all levels, ensuring expectations are consistently achieved
- To continue to improve the safeguarding ensuring robust, consistent and contextualised safeguarding procedures
  - To raise standards in writing, increasing the quantity and quality of pupils written outcomes.
  - To increase the % of pupils reaching Expected and Exceeding in C&L

Cohort	Targets								
EYFS	GLD to increase to 87% at expected level with 25% exceeding this.								
Year 1 Phonics	To maintain phonics at 91% achieving standardised mark								
KS1	<p>To ensure that 85% of all children in each year group by summer should achieve age related expectation in all areas of learning Reading, Writing and Maths</p> <p style="text-align: center;"><b>KS1:</b></p> <p>To increase from 79% to 80% achieving age related expectations in reading          To increase 73% to 80% achieving age related expectations in writing          To increase 84% to 86% of all children achieve age related expectation in mathematics          To increase from 86%to 88% in achieving age related expectations in Science.</p>								
KS2	<p>To ensure that 90% of all children in each year group by summer should achieve age related expectation in all areas of learning Reading, Writing and Maths</p> <p style="text-align: center;"><b>KS2:</b></p> <p>To increase from 89% to 90% achieving age related expectations in reading          To increase 81% to 84% achieving age related expectations in writing          To increase 87% to 89% of all children achieve age related expectation in mathematics          To increase from 84%to 86% in achieving age related expectations in Science.          To increase from 77%to 81% in achieving age related expectations in RWM.</p>								
Diminish The Difference	To diminish the differences in RWM for focus groups : 95% of PP children achieving ARE 50% of lowest 20% to achieve ARE								
Higher Attaining Pupils	<p style="text-align: center;">To increase the % of pupils achieving greater depth;</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;"><b>KS1:</b></th> <th style="width: 50%;"><b>KS2:</b></th> </tr> </thead> <tbody> <tr> <td>R: 29% &gt;30%</td> <td>R: 22% &gt;25%</td> </tr> <tr> <td>W:18% &gt;20%</td> <td>W:19% &gt;23%</td> </tr> <tr> <td>M:24% &gt; 26%</td> <td>M:23% &gt; 25%</td> </tr> </tbody> </table>	<b>KS1:</b>	<b>KS2:</b>	R: 29% >30%	R: 22% >25%	W:18% >20%	W:19% >23%	M:24% > 26%	M:23% > 25%
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R: 29% >30%	R: 22% >25%								
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M:24% > 26%	M:23% > 25%								



## Key Performance Indicators

### **The Effectiveness of Leadership and Management**

**To continue to improve leadership and management at all levels, ensuring expectations are consistently achieved**

- To ensure outcomes for all pupils are consistently improving, especially for disadvantaged pupils.
- To develop the SEND provision to ensure good pupil outcome and progress using MAP assessment.
- To ensure high quality professional development to encourage, challenge and support teachers' improvement to ensure 100% of Teaching is good or better.
- To implement an inspiring broad and balanced curriculum which challenges pupils to make consistent progress, 85% of pupils achieve ARE across the school.
- To raise the standards of reading and writing across the school and the curriculum to ensure raised attainment and achievement. 25% of pupils achieve GD in reading and writing across the school.
- To plan opportunities for Governors to meet with leaders across the school to systematically challenge progress, outcomes and settings to ensure targets are met.

### **The Quality of Teaching, Learning and assessment**

**To ensure that teaching and learning is at least good or better for all pupils 100% good or better lessons**

- To plan high quality CPD to ensure Teachers have deep knowledge and understanding of the subjects they teach using questioning to address pupils' common misconceptions. 100% good or better lessons
- To ensure Teachers provide pupils with incisive feedback promoting fluency, resilience and reflection in their learning.
- To embed core skills exceptionally well across the curriculum, showing substantial and sustained progress from all children.
- To ensure pupils make substantial and sustained progress through rigorous tracking using the Schools Assessment Tracker.

### **Personal development, behaviour and welfare of pupils**

**To continue to improve the safeguarding ensuring robust, consistent and contextualised safeguarding procedures (Parent/ Child voice, effective meeting minutes and tracking systems)**

- To ensure Pupils are confident, proud and self-assured learners with excellent attitudes to learning which has a strong, positive impact on their progress. 100% of pupils make progress with 85% of pupil at ARE
- To promote high standards of behaviour across the school linked to pupils SMSC development to equip them to be thoughtful, caring and active citizens in school and in wider society. Pupil Voice, 100% of pupils feel valued (*behaviour data for first 2 weeks, how many chn have been in sanction, ensure incidents don't increase*)
- To ensure pupils have an excellent understanding of how to stay safe online. (questionnaire)
- To maintain the % at achieve national average for attendance across the school (96%) 95.9%

### **Outcome for Pupils**

**To raise standards in reading and writing, increasing the quantity and quality of pupils written outcomes**

- To ensure the attainment of all groups of pupils are challenged and in line with national averages, improving rapidly 85% ARE and 25% GD across the school (3 year trend)
- To embed the newly established handwriting approach that will enable 25% of pupils to gain GD at KS1
- To maintain 91% or above in the National Phonics check in Year 1 through highly specialised interventions
- To ensure pupils make substantial and sustained progress, increasing the quantity and quality of pupils written outcomes, considering their different starting points.
- To increase pupils reading fluency directly impacting on writing outcomes, 85% ARE and 25% GD across the school

### **The effectiveness of the Early Years Provision**

**To maintain the % of pupils reaching GLD with a particular focus on C&L, PHd and PSED**

- To create a highly stimulating environment and develop an exceptional curriculum to provide rich, varied and imaginative experiences with 100% of the teaching at good or better
- To ensure **ALL** groups of children make substantial and sustained progress in relation to their starting points. 87% GLD and 25% at exceeding
- To develop the outdoor provision to enable Teachers to collect rigorous and sharply focused assessments of children's achievement with impact on outcomes and at least 87% GLD by the end of the year.
- To engage Parents and develop parental voice within the Early Years setting. 100% of parents are positive about the setting



## Development Plan

### 1. The Effectiveness of Leadership and Management

Key Performance Indicator	Actions	Led by	Time	Evaluation of KPIs <u>Autumn Term</u>	Evaluation of KPIs <u>Spring Term</u>	Evaluation of KPIs <u>Summer Term</u>
1.1 To continue to improve leadership and management at all levels, ensuring expectations are consistently achieved	<ul style="list-style-type: none"> <li>- Clear CPD with explicit expectations of SLT, Subject leads, Middle Leaders and Mentors. Clear strategy and pedagogy shared regularly with staff.</li> <li>- Clear targets set for staff and pupils ensuring that measurable outcomes enhances accountability and performance.</li> </ul>	EH SLT SBL ELT	Ongoing Termly			
1.2 To ensure outcomes for all pupils are consistently improving, especially for disadvantaged pupils.	<ul style="list-style-type: none"> <li>-encourage and reward leaders that are vocalising expected outcomes clearly in all environments</li> <li>-Consistent and persistent monitoring of pupil outcomes by SLT and teachers</li> <li>-Specific intervention and tracking of disadvantaged pupils and focus groups.</li> </ul>	EH SLT SBL ELT	Ongoing Termly			
1.3 To develop the SEND provision to ensure good pupil outcome and progress using MAP assessment.	<ul style="list-style-type: none"> <li>-Write and implement clear programs and interventions for pupils with SEND</li> <li>-Deliver high quality CPD for TAs followed up by tight monitoring</li> <li>Implement MAPP Program for assessment</li> </ul>	EH SLT KP	Autumn Half termly Spring			
1.4 To ensure high quality professional development to encourage, challenge and support teachers' improvement to ensure 100% of Teaching is good or better.	<ul style="list-style-type: none"> <li>-High quality external CPD and in house training</li> <li>-Rigorous monitoring alongside supportive mechanisms like team teaching, observing others, videoing and reflective opportunities.</li> <li>-Sharing and encouraging pedagogy that ensures enjoyment and engagement.</li> </ul>	EH SIP SLT	Ongoing			
1.5 To implement an inspiring broad and balanced curriculum which challenges pupils to make consistent progress, 85% of pupils achieve ARE across the school.	<ul style="list-style-type: none"> <li>- Ensure Subject Leaders have a clear ownership of the curriculum enabling them to consistently review, reflect and challenge.</li> <li>-Ensuring that Leads contextualise the curriculum providing opportunities for cultural relevance and international links.</li> <li>-Support and monitoring of planning to ensure curriculum expectations are translated</li> </ul>	EH SLT SBL	Ongoing  Autumn Spring Summer			
1.6 To raise the standards of reading and writing across the school and the curriculum to ensure raised attainment and achievement. 25% of pupils achieve GD in reading and writing across the school.	<ul style="list-style-type: none"> <li>-Leaders to articulate and celebrate expectations</li> <li>-Monitoring systems to ensure challenge is embed in every day practice.</li> <li>-English leads to model pedagogy to stretch MA and then monitor implementation.</li> <li>- MA pupils to be challenged and celebrated.</li> </ul>	EH SLT PP TS	Ongoing			



1.7 To plan opportunities for Governors to meet with leaders across the school to systematically challenge progress, outcomes and settings to ensure targets are met.	-Regular communication with Governors sharing day to day events. -Planned engagement sessions which include a learning walk, subject leader talk and pupil outcome sharing - Open door policy that encourages regular opportunities to challenge and question.	EH SLT SBL ELT	Ongoing  Autumn Spring Summer			
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## 2. The Quality of Teaching, Learning and assessment

Key Performance Indicator	Actions	Led by	Time	Evaluation of KPIs <u>Autumn Term</u>	Evaluation of KPIs <u>Spring Term</u>	Evaluation of KPIs <u>Summer Term</u>
<b>2.1 To ensure that teaching and learning is at least good or better for all pupils 100% good or better lessons</b>	-Half termly observations of all teachers aiming for: good or better <ul style="list-style-type: none"> <li>• Autumn 50%</li> <li>• Spring 75%</li> <li>• Summer 100%</li> </ul> -Plan CPD sessions following on from common areas of development from Observation feedback -To support all new Teacher sat Monega and arrange peer observations and visits to Tollgate to observe lessons -To support NQTs in their development with high quality CPD at Tollgate and mentor support with 2 observations every half term	SLT CJ and MP CJ CJ and NQT mentors	-Every half term -Ongoing each half term -Dec 18 -Review progress every term with mentors			
2.2 To plan high quality CPD to ensure Teachers have deep knowledge and understanding of the subjects they teach using questioning to address pupils' common misconceptions. 100% good or better lessons	-CPD planned for Autumn 1 linked to key elements of T&L following the Tollgate timeline and expectations -Continue to plan CPD throughout the year following on from common areas of development from Observation feedback -Ensure all subject leads are experts in their field and continue to develop their own subject knowledge through: <ul style="list-style-type: none"> <li>• attending Boleyn trust Subject Lead meetings</li> <li>• Two weekly planning and book scrutinise</li> <li>• Ensure subject leads are available to support teachers Thursday evening for planning nights</li> <li>• Assessing their subjects data across the school</li> <li>• Writing ELT reports</li> <li>• Delivering subject special staff INSETS</li> </ul>	CJ CJ and MP CJ and MP	-Autumn 1 -Every half term -On going			
2.3 To ensure Teachers provide pupils with incisive feedback promoting fluency, resilience and reflection in their learning.	-All Teachers to attend Marking CDP session -All Teachers to see examples of Monega Marking -Create a Monega Marking Booklet showing excellent examples of incisive feedback in marking and clear reflections -Monitor books and marking every two weeks in SLT	CJ CJ CJ SLT Subject leads, CJ to monitor	Sept 18 Sept 18 Sept 18 Every two weeks Every two weeks			



	-Subject leads to monitor books and marking every two weeks -Ensure reflection is linked to the Success Criteria so that children are aware of why they were successful and their next steps	SLT	Every two weeks			
2.4 To embed core skills exceptionally well across the curriculum, showing substantial and sustained progress from all children.	-Ensure curriculum allows pupils to reason and explain their thinking to embed and master core skills -Planning monitoring by SLT every week and subject leaders every fortnight -subject leaders to review their curriculum and share progress and attainment across the school in ELT reports	-SLT -CJ &MP Subject leads	-Every term -Every week Every term			
2.5 To ensure pupils make substantial and sustained progress through rigorous tracking using the Schools Assessment Tracker.	To track and monitor pupils progress on the School Assessment Tracker -Set clear Targets for each year groups to work towards -Progress Reports sent home to Parents highlighting progress -Inclusion meetings to highlight children who are not on track or making progress -Teachers held to account in Pupil Progress Meetings to explain and justify pupil progress	-Class Teachers -SLT  -KI -CJ &MP	-Every term -Sept 18 -Every half term -Every term -Every half term			

### 3. Personal development, behaviour and welfare of pupils

Key Performance Indicator	Actions	Led by	Time	Evaluation of KPIs Autumn Term	Evaluation of KPIs Spring Term	Evaluation of KPIs Summer Term
3.1 To continue to improve the safeguarding ensuring robust, consistent and contextualised safeguarding procedures (Parent/ Child voice, effective meeting minutes and tracking systems)	Safeguarding and Early Help teams to meet on a fortnightly basis to discuss new information and track children known to the teams.	EH, MP, CJ, LT	On-going			
	Family Support Worker and Senior Learning Mentor to monitor 'Worry Boxes' that enable children to have a voice.	LT, SO	On-going			
	To implement Safeguard software in CPD to ensure initial concern forms and safeguarding issues are logged correctly, actions are made and followed up effectively.	LH, MP	Autumn 1			
3.2 To ensure Pupils are confident, proud and self-assured learners with excellent attitudes to learning which has a strong, positive impact on their progress. 100% of pupils make progress with 85% of pupil at ARE	To implement the PASS Survey and monitor the results that identify the children who have low self-esteem or poor attitude towards school.	MP	?			
	To use publishing and editing sessions to for children to evaluate and develop their own work.		On-going			



	To report to parents on a half-termly basis through reports and parents evenings, praising excellent effort and attainment and targets setting for any areas of development.	All Teachers  SLT	Autumn 1			
3.3 To promote high standards of behaviour across the school linked to pupils SMSC development to equip them to be thoughtful, caring and active citizens in school and in wider society. Pupil Voice, 100% of pupils feel valued ( <i>behaviour data for first 2 weeks, how many chn have been in sanction, ensure incidents don't increase</i> )	To follow the Behaviour Policy at Monega ensuring that Phase Leaders are included in the behaviour hierarchy.  SMSC and Behaviour Improvement Leader to monitor the Sanction Room books across the school ensuring that the correct procedures, with regards to contacting parents, are followed.  To promote British Values across the school and record incidents of racism, homophobia and bullying to make sure that the correct procedures are followed in each event.	MP, CJ, PC, PP, NB  SLT, PC  SLT	On-going  On-going  On-going			
3.4 To ensure pupils have an excellent understanding of how to stay safe online. (questionnaire)	Online Safety topic to be taught in classes in KS1 and KS2 in the autumn term.  Online Safety is embedded throughout the Rising Stars curriculum used to plan effective teaching and Learning at Monega.  To host an Online Safety workshop for parents to ensure that they are aware of how to help keep their children safe online. Parent questionnaires related to Online Safety can be carried out during Parents' Evenings	SS  SS  SLT	Autumn 1  Autumn 2  SLT			
3.5 To maintain the % at achieve national average for attendance across the school (96%) 95.9%	Attendance Officer to investigate absences. Children cannot learn and make progress if they are not in school.  Attendance Cup used as an incentive for children to come to school every day. 100% attendance prizes to be awarded to children at the end of each term.  To embed an engaging curriculum that ensures children are feeling safe and makes children want to come to school.	SLT, SD  SD  SLT	SLT, SD  SLT  MP, CJ			
<b>4. Outcome for Pupils</b>						
<b>Key Performance Indicator</b>	<b>Actions</b>	<b>Led by</b>	<b>Time</b>	<b>Evaluation of KPIs Autumn Term</b>	<b>Evaluation of KPIs Spring Term</b>	<b>Evaluation of KPIs Summer Term</b>
<b>4.1 To raise standards in reading and writing, increasing the quantity and quality of pupils written outcomes</b>	Guided Reading and Shared Reading (GR/SR) folders set up and monitored. Reading certificates given out to promote children's completion of reading tasks.	TS PP	On-going On-going Each Half Term.			



	Visits to Manor Park Library and close links with staff there to ensure children, parents and carers are aware of the resource freely available to them.					
4.2 To ensure the attainment of all groups of pupils are challenged and in line with national averages, improving rapidly 85% ARE and 25% GD across the school (3 year trend)	Tracking the achievement of key groups such as Boys Achievement and DtD children. Regular planning audits and scrutinies of books to ensure outcomes are pushed, consistent and in-line with school expectations. Monitoring of the Long Write lesson, guaranteeing a substantial outcome that is assessed in an effective manner by the teacher.	DP NB TS PP	On-going On-going On-going			
4.3 To embed the newly established handwriting approach that will enable 25% of pupils to gain GD at KS1	Introduction of handwriting scheme and CPD. Monitoring and observation of handwriting taking place at the start of the every lesson, making sure that concepts are being taught correctly. Golden Pencil awarded to single child during end-of-week assembly to highlight exceptional presentation.	AJB TS PP	Start of Academic Year On-going On-going			
4.4 To maintain 91% or above in the National Phonics check in Year 1 through highly specialised Interventions	Phonics interventions with in-house specialist. Monitor marking in KS1 / EAL children in KS2. Looking closely at phonetic marking in accordance with the phonics scheme (JP). Phonics tracking using phonics tests, tracking scores and identifying gaps specific to individuals.	SM TS PP SS JT	Started late Sept On-going On-going			
4.5 To ensure pupils make substantial and sustained progress, increasing the quantity and quality of pupils written outcomes, considering their different starting points.	CPD on hooks and engagement for all staff. Substantial block of CPD entirely focused on the application of teaching timeline and progression during English lessons. Planning to be differentiated for groups identified as above average or specialist needs. Children to visit Computer Suite once a half term to write up a piece of work, editing and improving.	MP CJ TS PP	24/9 Autumn 2 On-going Once a half term.			
4.6 To increase pupils reading fluency directly impacting on writing outcomes, 85% ARE and 25% GD across the school	Salford Reading Tests to be carried out for identified children – EAL, New to Country, DtD, Boy's Achievement. CPD regarding Comprehension Lessons and the effective use of SR/GR sessions. Moderated write during Assessment Week allowing teachers to determine progression of students.	DS DP NB NS PP	By the end of Autumn Term Autumn 2 On-going			

### 5. The Effectiveness of the Early Years Provision

Key Performance Indicator	Actions	Led by	Time	Evaluation of KPIs <u>Autumn Term</u>	Evaluation of KPIs <u>Spring Term</u>	Evaluation of KPIs <u>Summer Term</u>
<b>5.1 To maintain the % of pupils reaching GLD with a particular focus on C&amp;L, PHd and PSED</b>	- Ensure continuity across all areas of learning through assessment and tracking. - Outcomes across the EYFS remain high. -Systematic implementation of Communication Interventions -Team teach - Ensure teaching and planning has specific goals being set for individuals and groups based on	JT & CJ JT JT & CJ	On going Ready for Autumn 2 Every 2 weeks			



	regular questioning and formative assessment, during the course of lesson.					
5.2 To create a highly stimulating environment and develop an exceptional curriculum to provide rich, varied and imaginative experiences with 100% of the teaching at good or better	<ul style="list-style-type: none"> <li>-Ensure displays- big, bold, and beautiful.</li> <li>-Evaluate effectiveness of displays ensuring display is used as a routine learning resource</li> <li>-Continue to develop curriculum overview and include more appropriate texts and topics.</li> </ul>	EYFS Team EYFS Team EYFS Teachers, JT & CJ	On going On going End of Autumn 2			
5.3 To ensure <b>ALL</b> groups of children make substantial and sustained progress in relation to their starting points. 87% GLD and 25% at exceeding	<ul style="list-style-type: none"> <li>-Monitor books and planning look with feedback to ensure outcomes are consistently high across the EYFS</li> <li>-Meet with EYFS team to moderate, discuss progress and set targets.</li> <li>-Ensure there is progress in books and EYFS profiles over a sustained periods</li> <li>-Track most able children, ensuring they are challenged and making rapid progress across all areas of learning.</li> </ul>	JT & CJ JT JT & CJ JT	Weekly Weekly Every 2 weeks Half termly			
5.4 To develop the outdoor provision to enable Teachers to collect rigorous and sharply focused assessments of children's achievement with impact on outcomes and at least 87% GLD by the end of the year.	<ul style="list-style-type: none"> <li>-Audit of resources and evaluate effectiveness of areas outdoor (hot spots)</li> <li>-Define areas of learning – team to take responsibility for developing an area each</li> <li>-Ensure on-going development and fine tuning of the outdoor environment.</li> <li>-Ensure all EYFS staff know the EOY expectations</li> </ul>	EYFS Teachers EYFS Team EYFS Team JT	End of Autumn 1 End of Autumn 2 On going Autumn Term 2			
5.5 To engage Parents and develop parental voice within the Early Years setting. 100% of parents are positive about the setting	<ul style="list-style-type: none"> <li>-Coordinate You &amp; Me Time (target parents) – Focus activity to model to parents</li> <li>-Co-ordinate Workshops – modelling expectations/progression in learning for each term, reading, writing, - hands on approach</li> <li>-Develop parent voice – feedback/question slips</li> <li>-Parent Time – engaging in Learning Journeys, encourage sharing WOW moments</li> </ul>	JT JT & EYFS Teachers JT EYFS Team	Every 2 weeks Half termly Autumn Term 1 On going			