

Sherborne County Primary School  
 School Development Plan - September 2018 - October 2019  
 1st Update - November 2018



**OBJECTIVE 1 - To Improve Pupil Outcomes by raising progress and attainment at EYFS, KS1 and 2 by Inspirational Teaching and Effective Assessment**

**Pink = completed / Yellow = started & ongoing / Updates in Red**

Rationale - EYFS Outcomes are below the National Averages at Baseline & Profile (end of year)					
STRATEGIES	TACTICS	Lead Person and Monitoring	Timescale	Resources	IMPACT - Measure - Spring Term Review
A. To improve the outcomes of the children in EYFS  CPD Training for Teachers EYFS Moderation of GLDs  LEAD PERSON- Liz Maskew	1. Create an effective baseline to show GLD achievement of children on entry to EYFS <i>SPS has created our own baseline and is working alongside our SAST colleagues to produce a SAST wide baseline</i>	Liz Maskew	Autumn Term		
	2. Continue to improve assessment of EYFS including learning journeys and tapestry <i>Thorough meetings with SAST colleagues this is underway</i>	Liz Maskew and Phil Sales			
	3. Develop the outside provision for all of the EYFS children <i>IB CR &amp; LM have met to devise a plan to update the outside provision to the value of £5K. Awaiting quotes from trades people</i>	Cherry Rose and Liz Maskew		£5K from DFC	
	4. Enhance the teaching of English (inc phonics) and Maths in EYFS	Liz Maskew and Jess Wakeling			
	5. Ensure that PP children start their career at SPS (within EYFS) with appropriate targeted support (PP led by PS & supported by SLT). This will include interventions for Maths & English	Liz Maskew & SLT	Autumn Term	PP Funding per child	
Rationale - Marking and feedback is not purposeful enough for pupils and staff to continue to improve standards					
STRATEGIES	TACTICS	Lead Person and Monitoring	Timescale	Resources	IMPACT - Measure - Spring Term Review
B. To create effective feedback between learning and teaching  CPD Training for Teachers -Feedback and Marking (including Plickr)	1. To introduce feedback journals with KS1 teachers as a new approach to marking. <i>This has been discussed via Team Meetings &amp; Staff Meetings &amp; reviewed for impact via work scrutiny</i>	Jess Wakeling	Start Autumn Term	Meeting time / visits to other schools	
	2. To use Plickr as an assessment and feedback tool in Lower KS2	Felicity Griffiths		Plickr software and training - staff meeting time	
	3. To develop marking & feedback system that is effective for Singapore Maths	Jess Wakeling		Staff Meeting Time	

LEAD PERSON- Team Leaders	<i>This has been monitored via work scrutinies by SLT</i>				
Rationale- School Pupil Tracker assessment system is not fit for purpose and progress is difficult to measure effectively within each of the year groups.					
STRATEGIES	TACTICS	Lead Person and Monitoring	Timescale	Resources	IMPACT-Measure Spring Term Review
<p>C. To target set and assess all groups of children (particularly 'game changing' &amp; PP pupils) effectively to improve attainment and progress</p> <p>CPD- Middle Leaders SIMS and FFT Class teachers- inputting data in SIMS</p> <p>LEAD PERSON- Phil Sales</p>	<p>1. Review our online Data systems (&amp; selecting appropriate ability codes) and revamp our Provision Mapping system to become more effective (time and usefulness) to link to target correct intervention to the appropriate pupils</p> <p><i>PS has had several demonstrations linked to SIMS alongside IB. SAST HT's &amp; Steve H have also had a demo. SPS will be trialling SIMS from Jan 2019. Provision Mapping has been adjusted and completely revamped to ensure it is user friendly</i></p>	PS with support from SAST DHT Group	Start Autumn Term	SIMs data software- support Ben Lester SAFSO - INSET time	
	<p>2. Utilising FFT (Fischer Family Trust) to target interventions and resources to key children &amp; groups of pupils. Link this to performance management of teachers / TA's. Links to aspirational target setting</p> <p><i>SLT have had CPD linked to FFT and this will also be present to LGB via LGB2 on Nov 19th 2018. Year 5 &amp; 6 have utilised for PM targets</i></p>	Ian Bartle	Start Autumn Term	SLT meeting time	
	<p>3. Embed appropriate and functional assessments to support knowledge of the pupils. Purchase Standardised Score Tests to benchmark progress and link to other SAST school; targeting areas to improve.</p> <p><i>SAST have purchased baseline standardised tests for all of the schools and this have been started at the beginning of the year</i></p>	PS with support from SAST DHT Group	Start Autumn Term	£2.1K to purchase tests & training time via staff meetings	
	<p>4. Change assessment systems from SPTO to SIMs through high quality training in SAST and investigate the use of Provision Mapping Tool.</p> <p><i>See above</i></p>	PS and SB	Spring Term	SIMs data software- support Ben Lester SAFSO Potential saving of £1.2K from converting to SIMS from SPTO	
	<p>5. Teaching assistant training by TAs of how to effectively implement and assess interventions</p> <p><i>In-house support from SLT &amp; class teachers</i></p>	Lucie Durrant	Ongoing	Support from Jen Jacklin SAST	
	<p>6. To ensure that PP pupils have aspirational targets set to <b>close the gap</b> compared to other National PP children. This will include appropriate funded support for improved outcomes in English &amp; Maths (<i>see IPP Funding Doc</i>). This will also include a full audit of PP pupils to enable a true picture of their need</p> <p><i>PP Funding doc finalised with funding spend allocations for 2018-19. Appropriate resources will be utilised to improve outcomes for all PP children. IB &amp; PS have started the SAST audit to analyse areas of need for PP pupils</i></p>	Phil Sales	Autumn Term & ongoing	Working alongside SAST colleagues to gauge PP analysis of need	

<i>Outcomes</i>	<p>- <b>Reading Improvement</b> - KS2 - Year 6 - 46 out of 46 (100%) achieving <i>appropriate PROGRESS or above in each of Reading</i> across Yr 6</p> <p>KS2 - Year 6 - 41 out of 46 (89%) achieving 'expected' attainment within the <i>National Expectation in Reading</i></p> <p>KS2 - Year 6 - 21 out of 46 (46%) achieving 'in-depth' attainment within the <i>National Expectation in Reading</i></p> <p>KS2 - Year 4 - 44 out of 47 (94%) achieving <i>appropriate PROGRESS or above in Reading</i> across Yr 4</p> <p>KS1 - Year 2 - 45 out of 45 (100%) achieving <i>appropriate PROGRESS or above in Reading</i> across Year 2</p> <p>KS1 - Year 2 - 33 out of 45 (73%) achieving 'expected' attainment within the <i>National Expectation in Reading</i></p> <p>KS1 - Year 2 - 10 out of 45 (22%) achieving 'in-depth' attainment within <i>National expectations in Reading</i></p> <p>KS1 - Year 1 - (78%+) achieving pass mark in National Phonics Check (<i>National 2018 - 82x%</i>)</p> <p>EYFS</p> <p>- <b>Maths Improvement</b> - KS2 - Year 6 - 46 out of 46 (100%) achieving <i>appropriate PROGRESS or above in each of Maths</i> across Yr 6</p> <p>KS2 - Year 6 - 40 out of 46 (87%) achieving 'expected' attainment within the <i>National Expectation in Maths</i></p> <p>KS2 - Year 6 - 14 out of 46 (30%) achieving 'in-depth' attainment within the <i>National Expectation in Maths</i></p> <p>KS2 - Year 4 - 44 out of 47 (94%) achieving <i>appropriate PROGRESS or above in Maths</i> across Yr 2</p> <p>KS1 - Year 2 - 45 out of 45 (100%) achieving <i>appropriate PROGRESS or above in Maths</i> across Year 2</p> <p>KS1 - Year 2 - 32 out of 45 (71%) achieving 'expected' attainment within the <i>National Expectation in Reading</i></p> <p>KS1 - Year 2 - 9 out of 45 (20%) achieving 'in-depth' attainment within <i>expectations in Maths</i></p> <p>EYFS -</p>
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***All of the above needs to be within the allocated budget / costed & in a time of constraints & challenges***

Year 2 - Raising Standards in RWM with Inspirational Teaching & Effective Assessment
<ul style="list-style-type: none"> <li>- Embed SIMs across school and support other schools within the MAT</li> <li>- Review effectiveness of 'Provision' IT system on SIMS to FULLY cost &amp; evaluate SEN interventions across the school / Which ones work best &amp; are cost effective?</li> </ul>