

VPA

# School Development

# Plan

## 2016-17

## **School Development Plan 2016-17**

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## **Introduction**

The purpose of the School Development Plan (or SDP) is to set out clearly the school priorities for the year ahead. It does not attempt to list everything the school intends to do. Instead, it is a single strategic document which maps out the main actions needed to secure improvement. In order to make the SDP manageable, only the school's main priorities are included in this plan. Individual subject leader plans are not included but can be located in a copy that is kept under continual review by the leadership team.

School leaders and governors play a key role in monitoring the school's progress towards delivering the plan and regularly report back to the full Governing Body. Named governors visit the school in order to hold the school to account for its delivery of the plan. Using the agreed success criteria, the plan is reviewed continually throughout the year by staff and governors to ensure that the plan impacts on whole school improvement.

As always, a 'Close the Gap' action plan will focus on the achievement of all groups, Pupil Premium especially. Priority 3 RAP

**Vision Statement: *Celebrate diversity, commit to excellence***

We want Victoria Park to be one of the best schools in the country – an outstanding school where children love learning. We want all of our children to achieve the highest standards possible in a thriving multicultural learning environment. We want our school to touch on the lives of all our children to ensure they grow up to be happy, proud and confident young people.

**USP:** A NICER place to learn

**Mission:** To support all people to become the best they can be

**Objective:** To continuously stand out

**Strategy 1:** All T&L is highly effective so that pupils become the best they can be (Great Teaching)

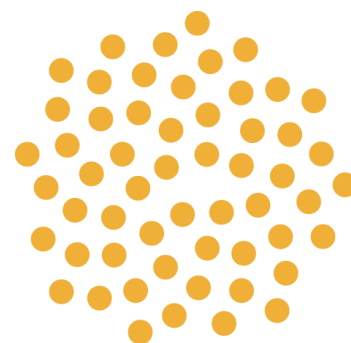
**Tactics:**

1. Writing
2. Teaching and learning policy
3. Action Research

**Strategy 2:** Reaffirm the school vision, values and culture so that we are a highly effective team (great people)

**Tactics:**

1. FIDES
2. Leadership
3. Accountability
4. MOST/CSPD



VPA

# School Development Plan

**2016-17**

## Strategy A: Teaching and learning

<b>Strategic Priority</b>	<b>To ensure that all teaching and learning is highly effective so that all pupils become the best that they can be</b>	<b>Leader</b>	Kiran Kainth / Claire Upton
	<b>Success Criteria</b> A1: 100% of pupils make at least expected progress based on starting points A2: Attendance is broadly in line with NA A3: Close the gap in GLD between VPA data and NA A4: Pupil voice indicates that 100% of pupils feel safe and happy A5: All teachers can articulate clearly the impact of their action research A6: Close the gap in phonics in year 1 so that VPA data is broadly in line with NA A7: Target children falling behind so that progress in writing is broadly in line with NA by the end of KS2 A8: Close the gap between pupil premium and all pupils in writing across the school	<b>Governor</b>	
			<b>Budget</b>

Tactic	Actions	Start	End	Personnel	Resources	Desired Outcomes	Monitoring	Evaluation
1. Writing	1.1 Ensure accurate assessment of writing  - Create writing portfolios - Hold regular moderation sessions - Ensure opportunity for teachers to moderate writing across the trust - Monitor use of the GAT	Jan 17	On-going	All staff	PDM Mastery in writing course. Bank of B,E,AE writing for each yr group from across the trust	Consistency in writing predictions and assessment; Accurate assessment; better understanding of next steps in writing. Deeper knowledge of new curriculum requirements.	Moderation of writing assessments.	

	1.2 Change English planning format: learn new skill, apply new skill, plan/rehearse, write, review/up-level.	Jan 17	On going	All staff	Ruth Leask training course Nov 16, PDM	Pupils will be given the opportunity to write independently at least once every 1-2 weeks. Children avoid confusion and ambiguity in writing purposes.	Book look, writing moderation.	
	1.3 Ensure all writing has a purpose: to persuade, describe, narrate, explain	Jan 17	On going	All staff	Ruth Leask training Nov 16, PDM	Teachers are aware of changes to the curriculum. Pupils are aware of the purpose of their writing.	Book look, pupil voice, writing moderation.	
	1.4 Mental starters are to be used at the beginning of lessons.	Jan 17	On going	All staff	PDM , Bank of mental starters to be created and shared.	Pupils have a deeper understanding and appreciation of language, acquired skills are applied in pupils writing	Book look, planning scrutiny.	
	1.5 Flipped learning is to be used regularly as a tool to aid writing	Jan 17	On going	All staff	Class sites	Pupils will have a head start and come to lessons equipped with some prior knowledge on the following week's writing purpose.	Class site monitoring, planning scrutiny.	
	1.6 Talk for write is to be used as a tool to aid writing.	Jan 17	On going	All staff	PDM	Pupils will feel more confident in writing as they will <b>be able</b> to imitate the language they need for a particular topic orally before reading, analysing and writing their own version.	Book look, planning scrutiny.	
	1.7 Create a bank of W.A.G.O.L resources for each writing purpose	Dec 17	On going	All staff	Subject area. Class sites	All teachers will share high level models that can be adapted and altered by other teachers. Ultimately, this will lead to raising standards and writing expectations.	Class site and subject area monitoring.	
2. Teaching and learning golf balls	2.1 Lessons observed half termly with a focus upon non- negotiables (A1,A3)	Sep 2016	July 2017	SLT	SLT time	Teachers know how they are performing and what they need to do to improve	Lesson observation forms Teacher profile grades	
	2.2 Non-negotiables in place for all lessons (A1, A3)	Sep 2016	July 2017	Teaching staff		High quality lessons taught to all pupils	Planning	



							Lesson observations Teacher profiles	
	2.3 Teacher self-assessment of competencies in relation to non-negotiables introduced. (A1, A3)	Jan 2017	April 2017	Teaching staff	PDM time to complete self assessments	Teachers have a clear focus for self-improvement.	Self assessment forms.	
	2.4 System of targeted support established – teaching staff given the opportunity to observe practitioners who excel in a particular non-negotiable. (A1,A3)	April 2017	July 2017	Teaching staff	SLT time to coordinate observations Release costs	High quality teaching seen in practice and disseminated across school.	Lesson observations Planning Teacher profiles	
3. Action research	3.1 Staff Inset and PDM series to allow for all staff to define their action research questions in relation to school priorities	Sept 2016	July 2017	SLT + All staff	PDM time as allocated	All staff have clear action research question which is purposeful and can clearly identify how this leads to improved quality teaching.	PDM logs, PM review meetings, Individual staff AR documentation	Staff voice questionnaire, SLT discussions
	3.2 Groups of Action Research focuses set up and facilitated to support, discuss areas of relation and move innovations forward	November 2016	July 2017	All staff (need facilitators)	PDM time as allocated	All members of staff can identify through PDM logs the focus of their groups meetings, and evidence in their action research how discussions have had impact on improved quality teaching.	Minutes taken from Group sessions, Individual staff AR documentation	Staff voice questionnaire, Facilitator feedback
	3.3 Identified individuals to share AR at Trust conference	January 2017	March 2017	Identified staff		Staff that can show real impact within their AR projects are able to disseminate practice across 6 Trust schools. Leadership is taking place at disseminated levels by sharing and presenting.	Evaluations from conference	ELT feedback / discussions

	3.4 SLT to monitor AR enquiries (staff documentation) to look at practice and how this relates to ongoing School development	November 2016	July 2017	SLT	SLT meeting time	AR projects developed and delivered by all members of staff mean that best practice is being considered by all members of staff and not wholly driven by SLT. Staff see that grass roots level practices make a difference to whole school developments.	Minutes taken from Group sessions, Individual staff AR documentation	SLT discussions
	3.5 At PM reviews and PP meetings, teachers can articulate how AR has made impact on identified group(s)	October 2016	October 2017	All staff		All staff have clear action research question which is purposeful and can clearly identify how this leads to improved quality teaching.	PM review meetings, minutes from groups	SLT discussions, Staff feedback questionnaire
<b>Review</b> (Note progress towards outcomes in terms of impact throughout the year, along with new targets, activities etc)								

## Strategy 2: Culture

<b>Strategic Priority</b>	To reaffirm the schools vision, values and culture so that we are a highly effective team	<b>Leader</b>	Hayley Mapp
<b>Success Criteria</b>	B1: All PM targets are met		

B2: All leaders show impact through AIRS and M.O.S.T B3: All new teachers are inducted effectively B4: All people feel valued and appreciated (high morale) B5: Values are embedded across the school B6: All teachers able to articulate USP and MOST						Budget		
Tactic	Activities	Start	End	Personnel	Resources	Desired Outcomes	Monitoring	Evaluation
1. FIDES	1.1 Be visible and accessible at all times(B4,5)	September	Ongoing	SLT and all staff	Time SLT Open door policy	People smile and greet one another and take the time to listen to each other. All people (Staff, parents and pupils know that they can come forward with any concerns/queries or simply share positives). People are honest and fair at all times.	SLT being visible and accessible at all times.	Staff, parent and pupil surveys. Record of feedback discussions.
	1.2 To securely and continuously stand out(B1, B2, 5)	September	Ongoing	All staff	PDMs Subject release AIRs	All leaders know their subject well and are able to show impact via their AIRs. All leaders have a shared vision and speak the language of FIDES, linking this to their subject area.	PDMs AIRs PM reviews	Each subject reflects FIDES
	1.3 Pupils leading learning and actively representing our school(B5)	September	Ongoing	SLT, other staff, pupils	Selection/ Election time SLT Time for training students PDMs	Cross representation of leaders who understand the school's culture and vision and are able to articulate this on all levels. Staff embrace 'Schools of Tomorrow' philosophy allowing pupils to take control and be at the forefront, embedding our values across the school.	Assemblies Surveys	Strength of pupil leadership recorded via pupil voice
	1.4 Pupils feel safe and happy(B5)	September	Ongoing	SLT Safeguarding team Staff	SLT CTs TAs MSAs Time Safeguarding policy Reward assemblies	Pupils are safeguarded and listened to. Provision for pupils is highly effective on all counts. As with staff, they feel valued and appreciated. Pupils achieve the best in everything they do. We as a staff feel proud of their success and celebrate this.	Safeguarding referrals Behaviour referrals	Pupil voice
2. Leadership	2.1 New subject leaders are appointed and supported	October 2016	Ongoing	New subject leaders	Release time	New subject leaders understand how to lead their subject and make accurate	Completed AIR, pupil voice, book	SLT monitoring

				LW		judgements about the quality of teaching and learning	look, lesson observation	and discussions
	2.3 Senior leadership team have clear roles and responsibilities	October 2016	Ongoing	SLT	Release time for meetings	Senior leadership team work well together to ensure that the school continues to thrive.	SLT minutes, effective SEF, SDP RAG	Governor monitoring and discussion
	2.4 All leaders within the school are held to account	Ongoing	Ongoing	All		All leaders understand roles and responsibilities All leaders 'swarm' to ensure effective leadership of the school	AIR, Data, Staff voice	Governor monitoring and discussion
	2.5 Pupil leadership groups are set up meet regularly	November 2016	Ongoing	SLT	Release time for meetings PDM time	All pupil leadership groups are effective in leading their roles throughout the school	Minutes of meetings, pupil leadership group reports	SLT monitoring and discussions
	2.6 Work with schools of tomorrow to develop pupil leadership	September 2016	Ongoing	HM, KK	Visits to other schools, availability for meetings	Good practice of pupil leadership is shared and developed with other schools in the country through the schools of tomorrow agenda.	Minutes of meetings	SLT monitoring and discussions
	2.6 Governor roles are clearly identified and governors attend key events in the school calendar	October 2016	Ongoing	SLT, Governors	Release time for meetings	Governance is effective in leading the school forward and holding SLT to account	Minutes of meetings, governor reports	SLT monitoring and discussions
3. Accountability	3.1 All subject leaders complete high quality AIR	September 2016	February 2017 July 2017	Middle leaders, SLT		Subject leaders know how well children learn in their subject. Middle leaders have increased ownership of subject. Pockets of best practice can be celebrated and support put in place where needed.	Completed AIR, pupil voice, book look, lesson observation	SLT monitoring and discussions
	3.2 All staff are offered an individualised programme of CSPD	October 2016	February 2017	All staff SLT	Release time Access to course bookings	All staff become the best they can be. Staff are developed and promoted within	Completed CSPD record, Performance management	SLT monitoring and discussions

4. USP/MOST CSPD	3.3 Action Research projects are shared at the annual Standing out conference	February 2016	February 2017	All Staff	PDM time	Chosen staff share outcomes and ongoing investigations of action research in order to improve teaching practice across the trust.	Conference agenda, conference evaluations	SLT monitoring and discussions
	4.1 M.O.S.T PDMs ask all middle leaders to share practice of how they have demonstrated success in relation to our school values, USP and M.O.S.T	September 2016	July 2017	HM, SLT, Middle leaders	PDM time	All staff can clearly articulate MOST and USP of school, believe and belonging to these. Evidence of practice celebrated and success is seized, thereby having a positive effect on the effectiveness and positivity of the whole team.	Staff PDM log, Staff questionnaire, Middle leader AIRs	SLT monitoring and discussions
	4.2 All members of staff attend 3 x 3 sessions of M.O.S.T middle leader presentations to gain understanding and best practice	November 2016	July 2017	HM, All staff	PDM time	All staff can clearly articulate MOST and USP of school, believe and belonging to these. Evidence of practice celebrated and success is seized, thereby having a positive effect on the effectiveness and positivity of the whole team.	Staff PDM log, staff questionnaire	SLT monitoring and discussions
	4.3 Publicity materials including school website, VP Zine and displays clearly articulate school M.O.S.T in a visible way	November 2016	July 2017	HM, CP, KK	Time for updates to website and displays	Beliefs are further spread to our families and Trust so that we continuously demonstrate outwardly the effectiveness of the team at VPA.	Parent voice	SLT monitoring and discussions
<b>Review</b> (Note progress towards outcomes in terms of impact throughout the year, along with new targets, activities etc)								

# Professional Development Meeting Schedule 2016-17

AUTUMN TERM 2016			
Week	Date	Focus	Led by
1	5.9.16	INSET	AM
	6.9.16	INSET	AM
2	14.9.16	Downes Syndrom *	Alice Berry
3	21.9.16	Downes Syndrom *	Alice Berry
4	28.9.16	Lesson Observation Teaching and Learning	AM
5	6.10.16	Lesson Observation Teaching and Learning	HM
6	12.10.16	Asthma/ seizures and Epipen	School Nurse
7	19.10.16	Teachers – Data LSP's – Displays Leadership away day	Independent
H A L F T E R M			
8	2.11.16	Parents evening	
9 *	8.11.16	Marking and feedback	HM
9	9.11.16	Writing moderation and lesson obs form	MA HM
10	16.11.16	Action Research 1	LW, HM
11	23.11.16	Writing 1 (EYFS to moderate assessments - CU )	MA
12	30.11.16	Writing 2	MA
13	7.12.16	Assessment	HM
14	14.12.16	PREVENT	LA
SPRING TERM 2017			
Week	Date	Focus	Led by
1	4.1.17	Safeguarding *	HM +SLT
2	11.1.17	Teaching and learning (gold Balls) <b>Learning walk - boards</b>	HM +SLT
3	18.1.17	Action Research 2	Maths, Geography, SEND, Music leaders
4	25.1.17	Pupil Leadership <b>update and then</b>	KK, HM
5	1.2.17	ARTS	LW JJ
6	8.2.17	Writing Moderation	MA
6	15.2.17	GAT / moderation	JC
7	17.2.17	Stand Out Conference	ALL
H A L F T E R M			
8	1.3.17	Parents Evening	ALL
9	8.3.17	Teaching and learning	MA
10	15.3.17	Action research	JC
11	22.3.17	Maths	All
12	29.3.17	MOST	KK / HM
13	5.4.17	Maths Moderation	HM / SLT

<b>SUMMER TERM 2017</b>			
<b>Week</b>	<b>Date</b>	<b>Focus</b>	<b>Led by</b>
1	26.4.17	MOST 2	HM / SLT
2	4.5.17 (TH)	Artsmark (NMA)	LW
3	10.5.17	Reading Moderation	MA
4	17.5.17	Writing Moderation	MA
5	24.5.17	Maths Moderation	JC
<b>HALF TERM</b>			
6	7.6.17	Writing 4	MA
7	14.6.17	Action Research 4	LW
8	21.6.17	TBC	
9	28.6.17	MOST 3	HM / SLT
10	5.7.17		
11	12.7.17	New class handover	All
12	19.7.17	PROM	All

Learning walk  
 Book video  
 Everyone write day  
 Report writing PDM  
 Assessment  
 Marking and feedback  
 Subject leaders / NQT's