



Ilketshall St Lawrence Primary School  
School Development Plan 2016-17

*Aims of the School Improvement Plan*

*To set challenging targets in the curriculum and whole school environment to raise achievement and attainment for all pupils*

*To raise expectations and standards of learning and teaching*

*To provide high quality resources throughout the school ensuring quality and appropriate provision at all stages of children's development*

*To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively*

*To provide a safe and secure learning environment which enables children to continue to treat others with understanding & respect*

Glossary

ECM - Every Child Matters

OFSTED Framework 2015

BO - Barn Owls, EO - Eagle Owls

SCC - Suffolk County Council

LO - Little Owls, TO - Tawny Owls,

GPS - Grammar, Punctuation and Spelling

**Priority 1 To increase the number of children writing at greater depth across the school**

Background/ Rationale

KS1-80% of children achieved expected standard in writing but no-one achieved greater depth.  
 KS2-83% of children achieved expected standard in writing but no-one achieved greater depth.  
 Mismatch between the content, grammar and spelling skills still evident in independent writing, with spelling a weakness  
 Use of ambitious vocabulary in writing

Success Criteria

At least 20% of children to achieve greater depth in writing at the end of both Key Stages.

ECM - Be Healthy    **Enjoy and Achieve**    Stay Safe    **Make a Positive Contribution**    Achieve Economic Well Being

OFSTED - **Effectiveness of Leadership**    **Quality of Teaching**    Personal development, Behaviour and Welfare    **Outcomes for learners**

Key Objectives – To continue to improve the quality of writing throughout the school through immersion in a good quality language rich environment.  
 To further improve the use of ambitious vocabulary and sentence structure across the school  
 To further develop the key grammar and spelling skills.

| Outcomes   | Actions  | Who         | Resource/Time                | Timescale | Monitoring   |
|--|--|-------------|------------------------------|-----------|--|
| To develop a language rich, writing environment. | To use books as the starting point when planning written activities.   | Whole staff | Cost of any new books - £500 | ongoing   | GH/SW to monitor through learning walks and book scrutinies          |
| Developing vocabulary through                    | Immersing children in the written word, focus on developing vocabulary |             |                              |           | Review each term to monitor impact – Pupil asset, book scrutiny etc. |

|  |  |             |      |             |  |
|--|--|-------------|------|-------------|--|
| reading to impact on writing   | Whole school reading time at the end of each day. Class novels, sharing language, looking at interesting words and phrases                     | Whole staff | None | ongoing     |  |
|  | Buddy reading sessions – older children, reading with younger children   | Whole staff | None | Autumn term |  |
|  | 'ERIC' sessions = everyone reads in class (including the teacher!)   | Whole staff | None | Autumn term |  |
|  | 'Never dodge a good word' walls.<br>Making collections of words and phrases for use in writing   | Whole staff | None | Autumn term |  |
| To develop an understanding of how to improve writing and what a 'good' piece of writing looks like. | Further develop the editing and redrafting skills. Use the 'temperature' gauge for writing to create, 'cold', 'warm' and 'hot' pieces.         | Whole staff | None | Autumn term | GH/SW to monitor through lesson observations, learning walks and book scrutinies |
|  | Displays of 'Wow' writing, highlighting examples of the good use of language etc.  | GH/HB       | None | Autumn term |  |
|  | To implement language structures across the school to develop the capacity for varied and structured sentences<br>Language structures training | GH/SW       | None | Autumn term |  |

|   |   |       |                         |             |  |
|---|---|-------|-------------------------|-------------|--|
| To further improve grammar, punctuation, handwriting and spelling skills, to use these skills independently in writing. | Implementation of Assertive Mentoring Grammar Hammer across the school. | GH/SW | Purchase cost £375      | Autumn term |  |
|   | Implementation of Assertive mentoring spelling across the school        | GH/SW | Purchase cost £375 each | Autumn term |  |
|   | Implementation of continuous cursive handwriting across the school.     | GH/SW | Purchase cost £100      | Autumn term |  |

Governor Involvement and Monitoring

SIC to look at data at termly meeting

Governor curriculum champion for literacy to meet with coordinator and review process

Evaluation against success Criteria

Governor's evidence use of assertive mentoring spelling and grammar within the classroom in their Buddy visits and learning walks reports.

Curriculum champion to report on progress at FGB.

Head Teacher reports against success criteria to FGB.

SEN Governor to meet with SENCO to monitor progress of SEN in writing

**Priority 2 To develop the outdoor learning environment in EYFS**

Background/ Rationale

79% of children reached good level of development (GLD) in Literacy and Maths, however, overall GLD was 57%. Areas of weakness were communication and language, knowledge and understanding of the world and being imaginative. Transition into KS1 from EYFS is challenging and historically progress in the first term is limited.

Success Criteria

For GLD across the year group to be at least 79% in all areas.  
For children to be accessing good quality learning experiences both inside and outside the classroom.

ECM - **Be Healthy** **Enjoy and Achieve** Stay Safe **Make a Positive Contribution** Achieve Economic Well Being

OFSTED - **Effectiveness of Leadership** **Quality of Teaching** **Personal development, Behaviour and Welfare** **Outcomes for learners**

Key Objectives – To improve the quality of all areas of learning across the EYFS and into early KS1.  
To provide outstanding indoor and outdoor provision that is carefully planned and used effectively.

| Outcomes  | Actions  | Who      | Resource/Cost | Timescale   | Monitoring  |
|---|--|----------|---------------|-------------|---|
| To develop opportunities for imaginative and role play both inside and outside. | Plan indoor and outdoor areas so that there are opportunities for language acquisition, imagination and role play on offer both inside and outside | AP/SK/DD | None          | ongoing     | SW- to monitor planning<br><br>SW – lesson observations, learning walks to look at indoor/outdoor provision |
|   | Outside area to be set up for daily use as free-flow, both in the mornings and when Owlets in school in the afternoons                             | AP/SK    | None          | ongoing     |   |
|   | Purchase of outdoor equipment to promote imaginative/role play   | AP/SW    | £6500         | Autumn term |   |

|  |  |       |                           |             |                                     |
|--|--|-------|---------------------------|-------------|-------------------------------------|
| To develop good quality language experiences through play.                                 | Develop outdoor role play area for children to access, linking with topic where possible                                 | AP/SK | Included in overall costs | Autumn term | Lesson observations, learning walks |
|  | Develop outdoor reading space, have opportunities for children to read outside   | AP/SK | £500                      | Autumn term |                                     |
| To offer the opportunities for continuous provision, free-flow between inside and outside. | Plan indoor and outdoor areas so that there is some mirroring between the opportunities on offer both inside and outside | AP/SK | None                      | Autumn term | Lesson observations, learning walks |
|  | Outdoor environment set up each week with good quality learning experiences both child initiated and adult led.          | AP/SK | None                      | Ongoing     |                                     |
|  | Children have the opportunity to access the outdoor provision at all times (free-flow)                                   | AP/SK | None                      | Ongoing     |                                     |

Governor Involvement and Monitoring

Governor curriculum champion for EYFS to meet with coordinator and review process

Evaluation against Success Criteria

Governor's evidence EYFS outstanding practice both inside and outside in their Buddy visits and learning walks reports.

Curriculum champion to report on progress at FGB.

Head Teacher reports against success criteria to FGB.

**Priority 3** Develop outstanding outdoor learning provision across the school.

Background/ Rationale

Fantastic outdoor spaces around the school, but underutilised and with limited opportunities for imaginative learning. Linking to priority 1  
 Use of ambitious vocabulary in writing limited.  
 Opportunities needed to write from first-hand experience using the outdoor space to stimulate ideas and imagination.  
 Developing awe and wonder, offering opportunities to enjoy and achieve

Success Criteria

20% of children at both KS1 and 2 to be writing at greater depth.  
 Team-building and problem-solving skills to be developed through the use of outdoor spaces.

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OFSTED - **Effectiveness of Leadership**      Quality of Teaching      **Personal development, Behaviour and Welfare**      Outcomes for learners

Key Objectives – To use the outdoor spaces for the development of imagination and for problem-solving and team-building.  
 To take calculated risks  
 To promote active learning and thereby promoting health and well-being

| Outcomes   | Actions  | Who   | Resource/Cost | Timescale                | Monitoring  |
|--|--|-------|---------------|--------------------------|---|
| To investigate outdoor learning CPD and train staff in the use of outdoor spaces for outstanding, meaningful learning. | Nominated Staff to attend CPD in outdoor learning.                                 | SG/RC | £500          | Autumn/Spring term       | SW – through learning walks, lesson observations etc. |
|  | Trained staff to feedback and train the rest of the staff in the outdoor learning. | SG/RC | None          | Spring term training day |   |
|  | Action plan to be put in place to develop the outdoor learning spaces.             | SG/RC | None          |                          |   |



|  |   |                |       |             |   |
|--|---|----------------|-------|-------------|---|
| To build opportunities for outdoor learning throughout the curriculum.                     | Staff to look carefully at planning and highlight opportunities to use the outside spaces in all areas of the curriculum. | All staff      | None  | Spring term |   |
|  | PPA time when outdoor learning taking place to be planned to show development of skills.                                  | SG             | None  | Spring term |   |
| To develop areas for language enrichment and use of imagination in the outdoor spaces.     | Discuss opportunities for outdoor learning with the children. Pupil perception. What would they like in the area?         | SG/SW          | £2000 | Spring term | SW – through learning walks, lesson observations etc. |
|  | Collect and purchase resources to develop outdoor learning area to encourage imaginative play.                            | School Council |       |             |   |
| To develop problem-solving, team building and risk taking activities in the outdoor spaces | To create a story-telling/ reading area in the outdoor spaces.  | SW/SG/RC       |       |             |   |
|  | To develop a campfire-area in outdoor space.  |                |       |             |   |

Governor Involvement and Monitoring

Governor curriculum champion for outdoor learning to meet with coordinator and review process

Evaluation against Success Criteria

Governor's evidence use of outdoor spaces in their Buddy visits and learning walks reports.

Curriculum champion to report on progress at FGB.

Head Teacher reports against success criteria to FGB.

**Priority 4** To provide appropriate levels of challenge for our more able children. Ensure there are no 'glass' ceilings.

Background/ Rationale

KS1-80% of children achieved expected standard in writing but no-one achieved greater depth.  
 KS2-83% of children achieved expected standard in writing but no-one achieved greater depth.  
 KS1-20% of children achieved greater depth in reading and maths.  
 KS2- New progress measures show a positive impact of 3.9 for reading and 0.6 for maths, but a negative of 3.4 for writing.

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Key Objectives – For more able children to make at least expected progress between key stages.

| Outcomes  | Actions  | Who                | Resource/Time                        | Timescale   | Monitoring   |
|---|--|--------------------|--------------------------------------|-------------|--|
| To identify more able children and ensure that appropriate levels of challenge are planned for within lessons                   | Each class to have a list of more able children with breakdown of strengths and support, to be reviewed at pupil progress meetings each half term.                   | All staff          | Proforma – PPA time to complete list | Half termly | SW – Learning walks, lesson obs, book scrutiny, pupil progress meetings          |
| To plan different levels of challenge, allowing children to choose the levels of challenge, including open-ended for more able. | Differentiated planning in place. Planning shows extension. Lessons to include levels of challenge for the children to choose and extension materials for more able. | All staff<br>GH/DD | None                                 | Ongoing     | SW,DD,GH - Through lesson observations, book scrutinies, pupil progress meetings |

|  |   |                 |  |                   |  |
|--|---|-----------------|--|-------------------|--|
| To provide opportunities for problem solving and investigation in Maths.       | Use NRich and other problem-solving/investigation resources to plan for open-ended investigations with the whole class which can be taken on by all children to their own levels. | All staff<br>DD | None                                     | Ongoing           |  |
| To make use of My Maths, Testbase and Wonder Maths for extension of more able. | Ensure that the My Maths resources are planned into lesson time and as homework activities.   | All staff<br>DD | £279 – My Maths<br>£175 - Testbase       | Ongoing           |  |
|  | Children highlighted as very able to take part in the Wondermaths course 10 week timetabled intervention to develop higher order maths skills.                                    | CMc/ KH         | £330 plus TA<br>Time to implement course | Spring term       |  |
| In writing, increase the number of children working at greater                 | Refer to Priority One   | GH              | As per priority 1                        | As per priority 1 |  |

Governor Involvement and Monitoring

Governor curriculum champion for more able children to meet with coordinator and review process.

Evaluation against Success Criteria

Governor's evidence use of outdoor spaces in their Buddy visits and learning walks reports.

Curriculum champion to report on progress at FGB.

Head Teacher reports against success criteria to FGB.

**Priority 5 To identify and carry out the key elements of the role of the Governing Body in securing successful outcomes across the school**

Background/ Rationale

To demonstrate the role of the Governing Body in the attainment of the School Development Plan in supporting and holding to account the Head teacher and School Staff.

Success Criteria

To provide support to the Head teacher within the school  
 To ensure that there are safe standards and policies in place for Safeguarding across the School.  
 To ensure that there are safe standards and policies for Health and Safety  
 To ensure there are effective plans to meet the needs of children with SEN.  
 To ensure that the school Website is updated frequently and includes relevant information.  
 All Governors and school staff to prepared for OFSTED inspection in respect of roles, responsibilities and evidence.  
 All Governors to work towards securing the best solution for the leadership development and management of the School to meet Children’s needs

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Key Objectives –

| Outcomes                              | Actions   | Who       | Resource/Time                  | Timescale        | Monitoring                     |
|---------------------------------------|---|-----------|--------------------------------|------------------|--------------------------------|
| To continue to monitor attendance     | COG weekly meeting with HT<br>Termly reports to FGB | COG<br>HT | Tracking system<br>Pupil Asset | Weekly<br>Termly | Meeting reports<br>FGB Minutes |
| To monitor the impact of I.T strategy | Lead Governor learning walk and visits              | MK        |                                | Termly           |                                |

|   |  |   |  |                        |  |
|---|--|---|--|------------------------|--|
|   | HT Report  | HT  |  | Termly                 |  |
|   | Observation at learning walks and buddy visits   | Gov Body  |  | Termly                 |  |
|   | Impact evidenced through data performance  |   |  |                        |  |
| To develop the curriculum champion roles as a method of evaluating, challenging and monitoring the impact of the SIDP | Identify curriculum and key champions within the GB :<br>Literacy<br>Outdoor learning and SEN<br>Gifted and talented<br>Safeguarding<br>Finance and Maths<br>IT<br>Health and Safety<br>Performance Data | KW<br>RW<br>PF<br>ST<br>NW<br>MK<br>EA/SD<br>SD | Learning walks<br>Buddy visits<br>Meeting with curriculum leads<br>Data monitoring | Termly Update          |  |
| Future leadership development and management of the School.   | Representation at the Waveney and Blyth Partnership Steering Group<br>Proposal for School as part of Partnership to convert to join a MAT  | PF/SD/SW  |  | September/October 2016 |  |
| <u>Governor Involvement and Monitoring</u>  |  |   |  |                        |  |
| <u>Evaluation against Success Criteria</u>  |  |   |  |                        |  |