

# Flying High Trust – Edwalton Primary School



# School Development Plan 2016-17

UPDATED JANUARY 2017

Edwalton Primary School – School Development Plan – 2016-17

SCHOOL DEVELOPMENT PLAN: Foundation Stage								
School: Edwalton Primary School				Year: 2016-17				
1.								
<p><b>Priority for improvement:</b> (what exactly do we want to improve?)</p> <ul style="list-style-type: none"> <li>• Overall last year 55% of children made a GLD compared to the national average of 69%.</li> <li>• To have a GLD level this year of at least 69%.</li> <li>• To continue to raise standards in writing: Continue to develop writing areas within continuous provision- to have more children writing independently within continuous provision (inside and outside) and to develop a more of a desire/passion to write. Practicing writing during continuous provision should have an impact on their writing in writing sessions.</li> <li>• To improve Handwriting and letter formation.</li> <li>• To revise Guided reading sessions and how to make these more engaging for children.</li> <li>• To continue to develop staff training- Charlotte Hamer new class teacher and Lisa Graham taking more responsibility for teaching groups.</li> <li>• To Stretch gifted and talented children.</li> <li>• Develop a tracking system for Foundation and to closely track children's development throughout the year.</li> <li>• Continue to develop speech and language activities and to build parents awareness of its importance.</li> </ul>								
<p><b>Success Criteria:</b> (We will know we have succeeded when?)</p> <ul style="list-style-type: none"> <li>• Improvement of handwriting- letter formed correctly and consistently.</li> <li>• Children want to write independently.</li> <li>• Children to be in red band book for reading.</li> <li>• Staff to feel confident with teaching and for children to make good to outstanding progress (4 steps progress).</li> <li>• Gifted and talented children to be targeted.</li> <li>• Children to reach ELG in CLL.</li> </ul>								
<b>Overall responsibility for leading :</b>				<b>Evaluation:</b> (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)				
Timeline/ half term slot	Issue	Lead responsibility	Require d resource s linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
Book to be brought for the start of academic year.  Handwriting to be started within first 3 weeks of school	To improve Handwriting and letter formation.	LP	Cost of books	KF	New Literacy and handwriting books – with handwriting lines  Handwriting sessions to be started earlier within the year.	ASAP  Autumn 1 term-wk beg 26.9.16  Autumn 2 term-wk beg 31.10	Feedback in Literacy scrutiny- handwriting was better due to lines in books.	Continue with this.

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<p>Handwriting blasts/interventions from after October half term Holidays</p>					<p>Handwriting blasts 4 days a week Fine motor Intervention sessions</p>	<p>Autumn 2 term- wk beg 31.10</p>		
<p>Routine of tidying and replenishing of resources- by end of Autumn 1 term.  Ideas onto the long planner- before academic year.  Sheds arriving during Autumn 2 term.  Giving writing ideas to be an importance all year.</p>	<p>To continue to raise standards in writing: Continue to develop writing areas within continuous provision- to have more children writing independently (inside and outside) and continue to develop a more of a desire/passion to write. Practicing writing during continuous provision should have an impact on their writing in writing sessions. look at room layout, can we hide resources not open to children but also make writing equipment more accessible. Staff to know exactly where children are working and how to extend. Link most challenges to literacy within planning  Develop writing wall so children can see their writing is important.</p>	<p>LP/CH</p>	<p>£1,000</p>	<p>All Team</p>	<p>To continue to embed the importance of writing within continuous provision- continuous provision planning template revised to make writing opportunities clearer.  Writing ideas written onto Long term planner  Writing equipment more accessible outside- staff will refresh/change weekly  New accessible shed brought</p>	<p>All year  Summer 16-done  All year  Autumn 2- delivery due from 31-10</p>	<p>Children are writing more within continuous provision. Strategies from Emma Spiers implemented at the end of Autumn term- to be continued after Christmas to see impact.</p>	<p>To continue with strategies given by Emma.</p>

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Revisited termly.	Revise Guided reading sessions to make sessions engaging. Ideas taken from Emma Spiers- Emma to email more ideas.	LP	-	LP/CH	Term 1- Reading sessions to concentrate on Phonics and Language skills  From Spring term- Start to incorporate sentences and comprehension	Autumn 1- from wk beg 3-10  Spring 1- wk beg 9-1-17	Guided reading sessions have been revised to have an emphasis on Phonics. This is more manageable and purposeful and children have enjoyed the sessions more.	To continue with strategies from Emms to see impact.
Revisited termly	Staff development through observations- Charlotte and Lisa new to role.  Lisa has had an action plan for the autumn term to cover marking and Development Matters.  Charlotte- Math mastery course and Early years hub training	LP	Dependent on need.	All team	Charlotte to be observed half termly from Autumn 2 term.  Charlotte to attend EYFS hub meetings.  LP and CH to visit other schools to see practice.  Lisa to buddy with Liz to work through new parts of role.	Half termly from Autumn 2- tues 15th  3 per year  To be arranged.  From Autumn 2- wk beg 31 <sup>st</sup> Oct	Lisa has done really well to take new concepts on board that- has met all targets on action plan.	Lisa is now working at a TA level rather than a care assistant role.
Autumn 1	Planning templates revised to target groups of children- more detail for each group.  Planning templates to look at being more objective led and encourage children's ideas/ become more independent	LP	-	LP/CH	Planning templates to be amended to include target children. More detail allowed on planning.	Autumn 1 (be could be changed throughout year if needed)	All planning templates have been updated. The impact of this will be seen at the end of Spring 1 term.	To continue with the planning templates.

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<p>Tracking grid to ready for Autumn 1.</p> <p>Grid written from Baselines assessments</p> <p>Target children written on timetable ready for Autumn 2.</p>	<p>To develop a tracking system for Foundation children and revise regularly. Children tracked and discussed weekly.</p>	<p>LP</p>	<p>-</p>	<p>All team</p>	<p>Tracking grid set up.</p> <p>Grid written and updated half termly to see which children are on track/not on track.</p> <p>Target children and intervention identified included gifted and talented children.</p>	<p>During summer 1- done</p> <p>Start of Autumn 2 term.</p> <p>Start of Autumn 2 term wk beg 31.10.16</p>	<p>Tracking system is used to track children progress and where they are within Development matters. This data is used to identify and target next steps for children.</p>	<p>Continue to use.</p>
<p>Throughout year</p>	<p>Continue to develop speech and language activities and to build parents awareness of its importance.</p>	<p>LP</p>	<p>-</p>	<p>All team</p>	<p>Activities for parents to do with children added to long term/medium term planning- these will be sent out weekly through class dojo.</p> <p>17<sup>th</sup> October- Parents meeting- curriculum and Phonics</p> <p>Speech and Language activities send every other week.</p> <p>Phonics cards and tricky words to be sent home.</p>	<p>Throughout year</p> <p>Autumn 1- 17<sup>th</sup> Oct</p> <p>Throughout year</p> <p>Autumn 1 term wk beg 17-10</p>	<p>All children targeted for speech and language have made progress, especially with their confidence to talk. Karen Roberts assess and track these children.</p>	<p>Continue to target children.</p>
	<p>Added after Emma Spiers visit-2<sup>nd</sup> November.</p>							

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SCHOOL DEVELOPMENT PLAN: KS1								
School: Edwalton Primary School					Year: 2016-17			
<p><b>Priority for improvement:</b> <i>(what exactly do we want to improve?)</i></p> <ul style="list-style-type: none"> <li>Teaching is at least consistently good and strives to be outstanding.</li> <li>Writing attainment continues to be improved across KS1 and SPAG (rainbow grammar) embedded.</li> <li>Embed high quality new curriculum</li> <li>High quality formative assessment is embedded and impacts on learning and outcomes.</li> <li>To continue to strengthen leadership and to build a strong KS1 team and ensure ethos, expectations, policies and procedures are clear.</li> </ul>								
<p><b>Success Criteria:</b> <i>(We will know we have succeeded when?)</i></p> <p>T1: (i) 80% of lessons are good or better with 30% outstanding. Lessons are well planned, paced and challenging in order to raise standards. The play based provision is embedded and supports, extends and challenges all learners.                      (ii) All classes have 70% of children above ARE</p> <p>T2: End of Key stage results in writing will be at least in line with National or better. Children’s progress will be evident in books through regular scrutinies at KS meetings/SLT time, through learning walks, displays and assessments. Impact of Rainbow Grammar will be evident in planning, book scrutinties, learning walks and assessments.</p> <p>T3: Continue to embed new curriculum implemented last year. Evident in planning, delivery of lessons, progress and expectations regarding attainment.</p> <p>T4: Formative assessments inform planning and interventions for specific groups/individuals in order to ‘close the gap’. End of Key stage results in reading, writing and maths will be at least in line with National or better.</p> <p>T5: To build a strong KS1 team and maintain this throughout the year in the absence of KS1 lead. To work cohesively with KS2 and ensure the ethos of KS1 is understood by all staff.</p>								
<b>Overall responsibility for leading :</b>			<b>Evaluation:</b> <i>(Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)</i>					
Timeline/ half term slot	Issue	Lead respon sibility	Required resources linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
Autumn Reviewed half termly	Continue outstanding teaching and learning <ul style="list-style-type: none"> <li>LW carried out across KS1 by NM initially and with support from other members of SLT.</li> <li>Feedback given and areas for development focused on.</li> <li>Best practice to be shared through observations across team e.g. shadow role of floating adult, observe</li> </ul>	NM LP/KF from Autumn 2  Overse en by BJO	SLT release time.	KS1 staff	Learning walks  Book scrutinties, planning audits, sharing practice to take place fortnightly at the beginning of each KS1 meeting.	To begin October and at least 2 per term.  Team meetings.  SLT release time.	Feedback regarding Maths in Year 2- implemented changes regarding Mastery Maths. Phonics lessons have been observed- one team meeting for feedback	Lessons to be continually monitored over the next two term.

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	<p>phonics groups to develop practice. 1 team meeting completed one more after Christmas holidays. Lucy been on a Phonics course with Emma Spiers</p> <ul style="list-style-type: none"> <li>Regular book scrutinties to be carried out, planning audits, shared practice at fortnightly KS1 meetings and SLT release time literacy book scan, phonics planning-Monitoring plan followed.</li> </ul>						<p>Katie has given feedback for English books with next steps</p>	<p>Work book scrutiny at the end of January to see if next steps have been implemented.</p>
<p>Autumn Reviewed half termly</p>	<p>Continue to raise standards in writing</p> <ul style="list-style-type: none"> <li>Children on track to achieve ARE is continually monitored in Year 1 and 2. Completed for autumn term.</li> <li>Children are identified to achieve GD across KS1 and targeted effectively through teaching, boosters, and extensions.</li> <li>SMART targeting is used to ensure children reach their full potential in Year 1 and 2. Ongoing</li> <li>Ensure work scrutiny and regular moderation takes place using ARE grids to continue to raise standards in writing and ensure significant progress is being made. Followed Monitoring plan for Autumn term.</li> </ul>	<p>NM/KF LP/KF from Autumn 2  Overse en by BJO</p>	<p>SLT release time to oversee data/ targeting.</p>	<p>KS1 staff</p>	<p>Data analysis Moderation SMART targeting Reflecting on practice and provision.  Use of Rising Stars diagnostic/White Rose termly  ARE writing/reading grids  Learning walks  Book scrutinties, planning audits, sharing practice to take place fortnightly at the beginning of each KS1 meeting.</p>	<p>SLT release time  KS1 meetings including moderation.</p>	<p>Data have been put on school tracker. Children identified for interventions.</p>	<p>Children to be targeted within Spring 1 term and then groups re assessed.</p>

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<p><i>Autumn Reviewed half termly</i></p>	<p>Embed high quality curriculum</p> <ul style="list-style-type: none"> <li>To build on the practice and lessons learned from previous year e.g. use of common exception words, bar model etc. <b>lessons observed in Maths in year 2.</b></li> <li>To maintain high standards that are true to KS1 ethos.</li> <li>To ensure Challenges curriculum continues to challenge and meet the needs of all.</li> </ul>	<p>NM/KF LP/KF from Autumn 2 Overseen by BJO</p>	<p>SLT release time.</p>	<p>KS1 staff</p>	<p>Learning walks Standards raised those achieving ARE and GD. Higher percentage achieving ARE in all three areas.</p>	<p>SLT release time KS1 meetings Moderation</p>	<p><i>Tom working with Year 2 for Maths. Maths to be reviewed in year 1.</i></p>	<p><i>Impact to be monitored in Spring term.</i></p>
	<p>End of KS1 results continue to rise in all subjects and are at least in line with national.</p> <ul style="list-style-type: none"> <li>Children on track to achieve ARE is continually monitored in Year 1 and 2 through use of formative assessments and ARE grids. <b>Ongoing</b></li> <li>Children are identified to achieve GD across KS1 and targeted effectively through teaching, boosters, and extensions. <b>ongoing</b></li> <li>SMART targeting is used to ensure children reach their full potential in Year 1 and 2. <b>ongoing</b></li> </ul>	<p>NM LP/KF from Autumn 2 Overseen by BJO</p>	<p>SLT release time to oversee data/targeting/book scans etc.</p>	<p>KS1 staff</p>	<p>Data analysis Moderation SMART targeting Reflecting on practice and provision. Learning walks Book scrutinties, planning audits, sharing practice to take place fortnightly at the beginning of each KS1 meeting.</p>	<p>SLT release time KS1 meetings including moderation.</p>	<p><i>Year 1 and 2 assessments have been used at the end of Autumn term to make sure children are still at ARE. Intervention children identified.</i></p>	
	<p>Build and maintain a strong KS1 team whose ethos is shared and understood by the whole school.</p> <ul style="list-style-type: none"> <li><b>NM leaving at October half term as KS1 Lead</b></li> <li><b>LP/KF to monitor Year 1 and Year 2 overseen by BJO.</b></li> <li>New TAs to Year 1 and Year 2</li> </ul>	<p>NM LP/KF from Autumn 2 Overseen by BJO</p>	<p>SLT time KS1 meetings SLT meetings Staff meetings</p>	<p>All KS1 staff All KS2 staff</p>	<p>Regular KS1 meetings Strengths of the team identified and used effectively. SLT meetings</p>	<p>SLT release time KS1 meetings KS1/ lower KS2 moderation/joint meetings</p>	<p><i>TA have had a positive impact within their teams.</i></p>	



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	<ul style="list-style-type: none"> <li>• Build positive relationships and create supportive team.</li> <li>• Identify and utilise individual's strengths and support areas for development.</li> <li>• Ensure Year 1 and Year 2 continue to meet regularly as a team to ensure the above targets are met and maintained. <i>ongoing</i></li> <li>• To ensure KS1 and KS2 Leads discuss and agree whole school issues at SLT before decisions are made and shared to the whole school.</li> <li>• To ensure whole school policy takes into the account the ethos of both KS1 and KS2.</li> </ul>	<p>NM/DG RS/KF/ LD</p>			<p>KS1/2 joint Learning walks.  At SLT meetings whole school policy takes into the account the ethos of both KS1 and KS2.</p>	<p>where necessary  Staff meetings</p>	<p><i>Charlotte has been on a Mastery Math's course- changes implemented in FS. Year 2 implemented mastery math's.</i></p>	<p><i>Dan to work with Laura regarding Math's, especially in year 1.</i></p>
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SCHOOL DEVELOPMENT PLAN: Key Stage 2 (Dan Graney / Rachel Steer)								
School: Edwalton Primary School					2016 -2017			
<p><b>Priorities for improvement:</b> (Broad themes in which the priority is located: standards teaching and learning, and leadership and management )</p> <ol style="list-style-type: none"> <li>1. Improve quality and consistency of teaching and learning (KPI 3)</li> <li>2. SMSC implemented consistently</li> <li>3. Ensure formative assessment is used effectively across the Key Stage to inform immediate intervention groups (KPI 5)</li> <li>4. Strengthen the leadership of staff across the key Stage (KPI 6)</li> </ol>								
<p><b>Success Criteria:</b> (We will know we have succeeded when)</p> <ol style="list-style-type: none"> <li>1. 80% (11/14) of lessons are good or better with 30% (4/14) outstanding. None are unsatisfactory. All classes have 75% at or above ARE this year.</li> <li>2. Opportunities for SMSC: noted on plans, evident in learning walks and when talking to children.</li> <li>3. RAG rated cups used as well as other formative assessment to inform intervention strategy. Interventions are flexible and as immediate as possible in order to ensure children don't fall behind.</li> <li>4. Subject leaders and TA's access CPD across the TSA, FHT and other partnership organisations. This is then disseminated to staff back at school.</li> </ol>								
<b>Overall responsibility for leading :</b>			<b>Evaluation:</b> (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)					
Timel ine/ half term slot	Issue	Lea d	Requir ed resour ces linked to budget plan	Action			Impact	Next Steps
				How?	Who?	When?		
Autumn	1) Improve quality and consistency of teaching and learning	DG		Learning walks, observation feedback and staff meetings.	RS/DG	Autumn Term	Maths and English focused staff meetings have enhanced CPD.	Teachers have been asked to identify a personal target upon videoing their own

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				<p>Allowing each teacher to take part in their own learning walk to see best practice across the school.</p>	RS/DG	Spring Term (wb23.1.17)		<p><i>teaching. Target to be shared wb 30.1.17. These will be used as a focus for future learning walks</i></p>
				<p>Teachers create individual targets following video appraisal.</p>	DG	Spring Term		
Autumn	2) SMSC implemented consistently	RS DG		<p>SLE deployment to share ideas for SMSC and to make a plan.</p> <p>Learning walks and monitoring of planning to assess impact.</p> <p>Team meetings to discuss use of SMSC and share ideas</p>	RS/ DG	Autumn/ ongoing	<p>SMSC noted on all weekly timetables following audit.</p> <p>More ideas and best practice shared in KS meetings.</p>	<p>Monitor weekly plans and class environments for consistency.</p>
Autumn	3) RAG rated cups and other assessment used to inform interventions.	DG		<p>Talk to children to ascertain use of RAG cups in lessons. This should also be seen during walk arounds and observations. KS1 weren't using the cups for AFL and it was decided we would start with year 2.</p> <p>Weekly plans should show interventions and learning walks should see this taking place immediately after Maths (where possible) and in the afternoons for writing .</p> <p>Carried out 2 learning walks to check this – results showed they were happening in all year groups however not consistently and weren't as effective/ efficient as they could be.</p>	RS/ DG	Autumn Term and ongoing	<p>Found gaps in use and adressed</p> <p>Staff meeting to discuss and gain consistency. When maths was practical it was decided teachers will focus on below ARE or HA groups.</p>	<p>All year groups from year 2 upwards to have RAG rated cups.</p> <p>Learning walks to assess progress</p>

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Autumn	4) Strengthen the leadership of staff across the key Stage	DG		All staff to access CPd across the Trust and TSA. The correct forms completed and shared with other staff.	All Staff	Ongoing	<i>Forms being completed but need higher profile in staff room or verbal updates in briefing,</i>	<i>Decide on suitable location for display board and promote at morning briefing.</i>
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SCHOOL DEVELOPMENT PLAN: Phonics								
School: Edwalton Primary School				Year: 2016-17				
<p><b>Priority for improvement:</b> (what exactly do we want to improve?)</p> <ul style="list-style-type: none"> <li>To continue to provide high quality phonics lessons from EYFS- end of Year 2</li> <li>To provide high quality phonics interventions, to include EYFS, Key Stage 1 and Year 3</li> <li>To continue to raise standards in phonics</li> </ul>								
<p><b>Success Criteria:</b> (We will know we have succeeded when?)</p> <p>T1. i) Phonics sessions needs to be hands on, contextualized and stimulating                      ii)80% of lessons good or better, 30% outstanding</p> <p>T2. i) Try alternative methods such as analytical phonics where children aren't progressing with synthetic phonics (Y2-3)                      ii) Year 3 to continue phonics interventions for Phase 5 and 6 into the Autumn Term</p> <p>T 3. i) To get at least 75% pass rate for Year Phonics Screening Test/ stay in line with national results                      ii) Year 2 phonics results should be in line with national results</p>								
<p><b>Overall responsibility for leading :</b> Lucy Davis</p>			<p><b>Evaluation:</b> (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)                      Lucy Davis and Brian Owens through learning walks, planning scrutinies, pupil interviews and book scrutinies.                      Discussions between Lucy Davis, EYFS and Key Stage 1 teams and TAs.</p>					
Timeline/ half term slot	Issue	Lead respon sibility	Required resources linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
Autumn 2	<p>To continue to provide high quality phonics lessons from EYFS- end of Year 2. With staff modeling pure sounds and good segmenting and blending. – feedback given on this and is an ongoing target for next term.</p> <p>Planning scrutinies will demonstrate the four step model.</p> <p>Lessons will encompass different learning styles- outdoor, computer, tactile.</p> <p>Lessons will focus on reading and writing, tricky words and sounds across the week.</p> <p>Most skilled staff to teach phonics to ensure best outcomes.</p>	LD	Renewal of phonics play- £120/ year (Feb)	The EYFS and Key Stage 1 teams, to include TAs.	Learning walks will be good or better.  Planning scrutinies.	Wb 28.11.16	<p>100% of lessons taught in EYFS and KS1 included a variety of learning styles.</p> <p>100% of lesson plans used the four step model.</p> <p>100% of lesson plans focused on a variety of reading, TW and sounds.</p>	<p>Targets for next term include the importance of pure sounds, blending and segmenting. A staff meeting was done to improve staff subject knowledge and a follow up meeting is planned for 10.01.17</p> <p>Will continue to monitor planning throughout the year to maintain standards.</p>

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	(see action plan for updates)							
Autumn 2	<p>To provide high quality phonics interventions, to include EYFS, Key Stage 1 and Year 3.</p> <p>Phonics screening test to ensure progress within phonics lessons and intervention (see action plan for updates)</p> <p>Sound check to monitor progress using Twinkl sheets and inform staff so they can update their planning.</p> <p>(see action plan for updates)</p>	LD	N/A	The EYFS and Key Stage 1 teams, to include TAs.	<p>Intervention learning walks to be good or better.</p> <p>Analyse screening test results.</p> <p>Check fluidity of planning through planning scrutinies and staff feedback.</p>	Wb 5.12.16	<p>100% of children made progress in the retesting across Year 1 and 2.</p> <p>100% of phonics intervention planning deemed to be good or better.</p>	<p>To maintain standards of interventions.</p> <p>Continue to use screening checks/ Twinkl sheets as means of tracking progress.</p>
Autumn 2	<p>To continue to raise standards in phonics.</p> <p>Improve parental/ home involvement.</p> <p>Phonics to be taught in small groups and appropriate, quiet places.</p> <p>(see action plan for updates)</p>	LD	N/A	The EYFS and Key Stage 1 teams, to include TAs.	<p>Tricky words home and through Class Dojo.</p> <p>Regularly look at phonics timetable.</p> <p>Monitor through practice screening tests and target appropriately in Year 1 and 2.</p>	Wb 5.12.16	Ongoing	Further discussion to be had at staff meeting on 10.01.17 to ensure parental/ home involvement.
Spring 1	<p>To ensure that staff respond to feedback given in Autumn term, and that actions from the staff meeting are implemented.</p> <p>To continue to provide high quality phonics lessons from EYFS- end of Year 2. With staff modeling pure sounds and good segmenting and blending.</p>	LD	N/A	The EYFS and Key Stage 1 teams, to include TAs.	<p>Learning walks will be good or better.</p> <p>Planning scrutinies.</p>	Wb 23.01.17		

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	(see action plan for details of this).							
Spring 1	To ensure that the results from the full phonics screening check are used to inform grouping, interventions, planning and to fill gaps.  (see action plan for details of this).	LD	N/A	The EYFS and Key Stage 1 teams, to include TAs.	Planning scrutinies.  Group scrutinies and intervention scrutinies.	Wb 09.01.17		
Spring 2	Children to apply their phonics across the curriculum and understand its value in reading and writing.  (see action plan for details of this).	LD	N/A	The EYFS and Key Stage 1 teams, to include TAs.	Book band scrutinies/ read with the children, to identify phase they should be reading at.  English book scrutinies to identify if ch are using the sounds from their phase.	Wb 27.02.17		
Spring 2	Planning scrutinies will continue to demonstrate the four step model.  Lessons will continue to encompass different learning styles- outdoor, computer, tactile.  Lessons will continue to focus on reading and writing, tricky words and sounds across the week.  Most skilled staff to continue to teach phonics to ensure best outcomes.	LD	Renewal of phonics play- £120/ year (Feb)	The EYFS and Key Stage 1 teams, to include TAs.	Learning walks will be good or better.  Planning scrutinies.	Wb 27.02.17		
Spring 2	To continue to raise standards in attainment in phonics.	LD	n/a	The EYFS and Key Stage 1 teams,	70% or more of the children will pass the practice screening check. All children will have made	Wb 20.02.17		

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				to include TAs.	progress in the results of the screening check.			
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Edwalton Primary School – School Development Plan – 2016-17

SCHOOL DEVELOPMENT PLAN: Science								
School: Edwalton Primary School					Year: 2016-17			
2.								
<p><b>Priority for improvement:</b> (what exactly do we want to improve?)</p> <ul style="list-style-type: none"> <li>To continue to raise standards in science by encouraging staff to plan and deliver science lessons that build on individual pupils' prior knowledge and provide feedback that genuinely helps pupils to improve their work in science</li> <li>Science lessons should provide opportunity for children to explore different lines of enquiry</li> <li>Identify a way to assess and record children's achievements and progress in science</li> <li>Raise the standards and consistency of science books; focusing on content (use of scientific vocabulary) and quality of marking (including feedback)</li> <li>Improve opportunities for learning science outside of the classroom</li> </ul>								
<p><b>Success Criteria:</b> (We will know we have succeeded when?)</p> <ul style="list-style-type: none"> <li>Teachers are clear on the aims of the new curriculum and these are demonstrated in all lessons and planning</li> <li>All teachers will be confident at providing lessons which incorporate the different lines of enquiry</li> <li>Implement a whole school approach of assessing science without levels</li> <li>Ensure books are consistent across year groups, all marking addresses misconceptions and children are suitably challenged and supported</li> <li>All teachers will be confident at providing lessons which may utilise : woods, gardens, food-share, farm, science clubs, external visits or guest speakers</li> </ul>								
<b>Overall responsibility for leading :</b>				<b>Evaluation:</b> (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)				
Timeline/ half term slot	Issue	Lead responsibility	Required resources linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
Ongoing from Autumn 2	Planning scrutinies will demonstrate appropriate cover of the science curriculum including different lines of enquiry and working scientifically.	RS	N/A	RS/ link governor	Planning scrutinies- MTP Learning Walks	Autumn Term Completed w/e 13.1.17	Children are being adequately challenged and given varied opportunities within science lessons.	Extend scope of lessons to include of use woods, gardens, food-share, farm, or external visits or guest speakers.
Ongoing from Autumn 2	Ensure that children are having access to a high quality and embedded science curriculum	RS	N/A	RS/ link governor	Discussions with teachers at Key Stage meetings Learning Walks	Spring term		

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	Science lessons will include the different lines of enquiry and provide opportunity for the children to work scientifically.				<i>Pupil interviews</i>			
Ongoing from Autumn 2	Review current assessment strategies used – focus groups Y2 and Y6.  Identify effective range of AfL strategies which may be used to promote children's learning in science  Identify how staff can integrate and embed assessment practices into their science teaching.	<i>RS</i>	<i>N/A</i>	<i>RS</i>	<i>Discussions with teachers at Key Stage meetings</i>  <i>Liaise with Teaching School Alliance Science Network Group</i>	<i>Spring term</i>		
Ongoing from Autumn 2	Ensure that children produce quality pieces of work linked to science.  Books are consistent across year groups and include marking -self and peer, corrections and extensions.	<i>RS</i>	<i>N/A</i>	<i>RS/ link governor</i>	<i>Book scrutinies</i>  <i>Books taken into team and staff meetings for all to see and discuss.</i>  <i>Planning scrutinies- MTP</i>  <i>Extended Write scrutinies</i>	<i>Spring term</i>  <i>1<sup>st</sup> Book scrutiny completed Dec 2016</i>	<i>Specific feedback given to each year group highlighting any areas for improvement.</i>  <i>These targets will be reviewed during the next book scrutiny.</i>	<i>All teachers to record enquiry type covered either on their planning or on LO label.</i>
Ongoing from Autumn 2	Increase the opportunities for children to learn outside the classroom to support the science curriculum.	<i>RS</i>	<i>N/A</i>	<i>RS/ link governor</i>	<i>Planning scrutinies- MTP</i>  <i>Discussions with teachers at Key Stage meetings</i>  <i>Learning Walks</i>	<i>Spring term</i>		

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SCHOOL DEVELOPMENT PLAN: Computing								
School: Edwalton Primary School					Year: 2016-17			
3.								
<p><b>Priority for improvement:</b> (what exactly do we want to improve?)</p> <ul style="list-style-type: none"> <li>To improve the planning, provision and assessment of computing teaching</li> <li>Review and plan the migration from Dropbox to OneDrive</li> <li>Review investment requirements for new hardware in school to enable effective computing teaching</li> </ul>								
<p><b>Success Criteria:</b> (We will know we have succeeded when?)</p> <ul style="list-style-type: none"> <li>Teachers are clear on the aims of the new curriculum and these are demonstrated in all lessons and planning</li> <li>All teachers will be confident at providing lessons which cover all areas of the National Curriculum</li> <li>All key documents will be migrated to One Drive</li> <li>All year groups will use One Drive to store planning</li> <li>An updated review of hardware used to deliver the computing curriculum (e.g. laptops/computers) will outline investment requirements</li> </ul>								
<b>Overall responsibility for leading : Danny Thompson</b>			<b>Evaluation:</b> (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)					
Timeline/ half term slot	Issue	Lead responsibility	Required resources linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
Ongoing from Autumn 2	<p>Ensure all areas of the computing curriculum, particularly the coding element are being taught consistently in school.</p> <p>A review of teaching is required to identify gaps which will include: Timetable review, pupil and staff interviews to identify any gaps in the provision of computing.</p>	DT	N/A	DT	Timetable scrutinies- Pupil and staff interviews	Before end of Autumn 2	Limited evidence from timetables computing is being explicitly taught. Some evidence that technology is being used to deliver in other areas of the curriculum e.g. Year 1 for producing digital art.	<p>Staff and pupil interviews still to be undertaken which will be completed by end of Jan.</p> <p>Staff meeting – training on code.org to show accessibility of coding curriculum and how to monitor and track progress.</p>
Ongoing from Autumn 2	<p>Ensure that teachers have access to curriculum plans and training so they are confident in delivering what is required for the computing curriculums.</p>	DT	N/A	DT	Discussions with teachers at Key Stage meetings	WB 05/12/16	Postponed until Spring	<p>On agenda for KS2 meeting 18.01.17.</p> <p>To complete training as part of a staff meeting.</p>



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SCHOOL DEVELOPMENT PLAN: History								
School: Edwalton Primary School				Year: 2016-17				
<p><b>Priority for improvement:</b> (what exactly do we want to improve?)</p> <ul style="list-style-type: none"> <li>ensure that the quality of writing in History shows that children can be confident writers in all contexts.</li> <li>embed high quality, creative, wider curriculum lessons and outcomes with high levels of child engagement.</li> <li>independence in learning about History through interesting creative lessons.</li> <li>use local community links to bring History 'alive' to children.</li> </ul>								
<p><b>Success Criteria:</b> (We will know we have succeeded when?)</p> <p>T1. i) Progress in writing will be evident across the curriculum.            ii) There is at least one high quality and lengthy piece of writing per topic in History.            iii) Pupils can articulate that being a 'writer is not just in English.</p> <p>T2. i) children enjoy History lessons and understand when they are leaning History.            ii) Planning and lessons show a range of resources and strategies being used to promote engagement by pupils.</p> <p>T3. i) children can use questioning skills to extend their learning and understand their role in the lessons and how they can use previously studied lessons to help their learning            ii) children feel they have access to a curriculum that they have helped to choose and that engages them</p> <p>T4. i) Planning, outcomes and pupils demonstrate the use of our community and the positive impact this has on pupil engagement and outcomes.</p>								
<p><b>Overall responsibility for leading :</b> CH</p>			<p><b>Evaluation:</b> (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)</p> <ul style="list-style-type: none"> <li>CH, SLT and link governor</li> <li>Impact will be assessed through quality of work in books, pupil interviews, learning walks and evidence in planning</li> </ul>					
Timeline/ half term slot	Issue	Lead respon sibility	Required resources linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
All through year	Ensure that children produce quality pieces of extended writing linked to History if their topic is History led	CH	N/A	CH/ link gov	Book scrutinies Planning scrutinies- LTP Extended Write scrutinies	1 <sup>st</sup> one in Aut 2		

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All through year	Ensure that children are having access to a high quality, engaging, creative curriculum	CH	N/A	CH/ link gov	Learning Walks Pupil interviews planning	All through the year		
All through year	Ensure that children know that they are learning History and that they have been give chance to contribute to learning outcomes	CH	N/A	CH/ link gov	Learning Walks Lotus plans (or similar such as thought shower examples)	As they are done (may depend on topic)		
All through year	Create opportunities for children to use and find out about the local community in History lessons	CH	N/A	CH/ link gov	Evidence in planning and books	During the year		

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SCHOOL DEVELOPMENT PLAN: MUSIC								
School: Edwalton Primary School				Year: 2016-17				
4.								
<b>Priority for improvement:</b> (what exactly do we want to improve?) <ul style="list-style-type: none"> <li>• Ensure staff feel confident delivering a range of musical concepts and skills, particularly new teachers as we have</li> <li>• Provide more opportunities for children to develop music in school.</li> <li>• To raise the profile of music in school!</li> </ul>								
<b>Success Criteria:</b> (We will know we have succeeded when?) <ul style="list-style-type: none"> <li>• Regular music lessons based on Music Express programme of study in all year groups.</li> <li>• Increased understanding of the music curriculum and how to teach it.</li> <li>• Positive feedback from the parents, students and community regarding music</li> <li>• Greater uptake in music clubs and peripatetic lessons</li> </ul>								
<b>Overall responsibility for leading :</b> Hannah Moss			<b>Evaluation:</b> (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?					
Timeline/ half term slot	Issue	Lead respons ibility	Required resources linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
Autumn term initially but rolling throughout the year	Sharing music with the wider community	Hannah Moss	Time to take children to events	HM, Goven ors, Parents	Singing and performing in the community	Initially Dec Christmas event	Children sang with purpose representing the school and had positive comments from parents and the audience	Organise an event to invite the community into school.
				Parents assosci ation	Community into school	Spring term		
				Trust music events		June 17		
				Young Voices at Sheffield Arena		Jan 17		
					Promoting on school story		Numerous likes and comments which means engaging parents. Over subscribed clubs - samba photos and advertised	Continue to use it as a means of sharing musical events happening in school.

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					Sing2sign	Feb 17		
Initially Autumn term 1 but then throughout the year.	Provide a wider range of musical opportunities in school to support all groups	Hannah Moss	PPA time	HM Outside providers Parents	Questionnaire to parents  New club opportunities  Pupil interviews or children through SCouncil  Trust meetings - Discussing with other schools about opportunities they provide	Wb 30.01.17  Autumn 1 then throughout the year.	Samba club has children who do not access any other club in school or learn another instrument.	Continue to develop other music opportunities and experiences – not just clubs but could be assemblies
Autumn term 2	Ensure there is a range of inspiring and modern song books to teach the children as whole school singing or part of the curriculum and that there are the instruments needed to support class teaching and clubs	Hannah Moss	Release time for meetings and inventory	HM Jo M Parents association	Inventory  Asking local businesses for sponsorship or raising money  Trust meetings - Discussing with other schools about resources they use	Autumn term – Nov 16  Spring term fundraiser – link to sign2sing	Completed inventory so all staff aware of the resources. Centralised resources and a list of instruments to be purchased to extend collection created  Money generated from Samba club	Raising money to purchase new instruments to widen collection. Regularly checking off against the inventory.
Spring 17 – Term 1	classroom music – ensure that it is delivered at least fortnightly and teachers are confident in it and the resources to deliver.	Hannah Moss	Staff meeting slot then follow up time	HM Outside provider?	Staff questionnaire  Training  Learning walks  Paired teaching	Wb 30.01.17  Second half term after the questionnaires		



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					Timetables			
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SCHOOL DEVELOPMENT PLAN: Eco								
School: Edwalton Primary School					Year: 2016-17			
<p><b>Priority for improvement:</b> (what exactly do we want to improve?)</p> <ul style="list-style-type: none"> <li>• The autonomy of the children within Eco Club</li> <li>• The role of the children in the upkeep of our school grounds</li> <li>• The efficiency of the school.</li> <li>• Community links.</li> <li>• Outdoor curriculum</li> </ul>								
<p><b>Success Criteria:</b> (We will know we have succeeded when?)</p> <p>T1. i) The children plan and deliver assemblies independently. ii) The children plan Eco sessions based on their opinions and findings.</p> <p>T2. i) Children identify areas for improvement and carry out the improvement.</p> <p>T3. i) Pupils can monitor and analyse the energy/ water graphs and identify areas/ strategies for improvement. ii) Pupils see an improvement in monitoring and identify any problems in the 'red book'.</p> <p>T4. i) Eco Club enhance community links through tidy up, bag packing, promotion, foodshare etc.</p> <p>T5. i) More teachers are using the outdoors to enhance learning experiences particularly regarding sustainability. ii) This is evident in planning and learning outcomes- cross-curricular.</p>								
<p><b>Overall responsibility for leading :</b></p> <ul style="list-style-type: none"> <li>- Lucy Davis and Hugh McCahon</li> </ul>			<p><b>Evaluation:</b> (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)</p> <ul style="list-style-type: none"> <li>- Lucy Davis, Hugh McCahon, Brian Owens and link governor</li> <li>- Impact will be assessed through pupil opinions, Eco action plan, a ground audit, energy audits and teacher opinions.</li> </ul>					
Timeline/ half term slot	Issue	Lead respon sibility	Required resources linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
Ongoing from Autumn 2	Ensure that children take responsibility for our school Eco Club.	LD/ HMc	N/A	LD/ HMc/ Eco Club	Independently led and planned assemblies by children.	Ongoing review end of Autumn 2	A survey of the children has showed that 100% of them have enjoyed the	This action will continue for the rest of the year. The children will continue to

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	6 <sup>th</sup> Eco Flag awarded and assessors shown around by children.				Children led activities, ideas and sessions at Eco Club.  Ask for pupil and teacher feedback to assess impact.		ownership of Eco club and have preferred this to previous organization. This was also noted during our Green Flag visit.	research and deliver assemblies on topics that are important to them. The children will also continue to plan our Eco sessions.
Ongoing from Autumn 2	Enhance the children's role and responsibility in taking care of our school grounds.  6 <sup>th</sup> Eco Flag awarded and assessors shown around by children.	LD/ HMc	N/A	LD/ HMc/ Eco Club	Children led activities, ideas and sessions at Eco Club.  Respond to pupil feedback always updating and improving based on their ideas.  Ask for pupil and teacher feedback to assess impact.	Ongoing review end of Autumn 2	Improve the appearance of our school's grounds and encourage pupil autonomy.	This action will continue for the rest of the year. This is something we are going to focus on for the Spring Term.
Ongoing from Autumn 2	Improve the efficiency of the school's gas, electric and water consumption/waste.  The website has been down this term- we will focus on this in the following two terms.	LD/ HMc	N/A	LD/ HMc/ Eco Club	Analyse and evaluate half-termly water, electricity and gas consumption/waste.  Report any problems immediately to the site manager.  Promote 'switching off'  Ask for pupil and teacher feedback to assess impact.	Ongoing review end of Autumn 2		
Ongoing from Autumn 2	Improve community links.	LD/ HMc	N/A	LD/ HMc/ Eco Club/ Food Share	Involvement in more community events, Food Share and helping the community.	Ongoing review end of Autumn 2		

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					<i>Ask for pupil, community and teacher feedback to assess impact.</i>			
Ongoing from Autumn 2	Enhance the outdoor curriculum.	<i>LD/ HMc</i>	<i>N/A</i>	<i>LD/ HMc/ Eco Club/ Food Share</i>	<i>Planning audits and scrutinies. Pupil interviews.</i>	Ongoing review end of Autumn 2		

## SCHOOL DEVELOPMENT PLAN: Art and DT

**School: Edwalton Primary School**

**Year: 2016-17**

**Priority for improvement:** (what exactly do we want to improve?)

- **Ensure progression of knowledge, skills and understanding in Art and DT**
- **Children to make connections with other subjects**
- **Develop the use of sketch books within KS2 in order to be in line with new Art curriculum**
- **To develop opportunities for children to work with artists**

**Success Criteria:** (We will know we have succeeded when?)

T1: Clear schemes of work for Art and DT

T2: Evidence of cross curricular planning

T3: Regular use of sketch books in KS2

T4: Evidence of children working outside artists

**Overall responsibility for leading :** LD

**Evaluation:** (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?) LD to BJO

**Key Tasks :** in order to address the area for improvement we will have to:

**Lead responsibility**

**Resources**  
(Time & money costs and sources of funding)

**Timeline**  
(to be completed by...)

**Monitoring:** (Who will check it is happening, when and how?)

T1	Develop whole school Art curriculum <b>Now to be looked at as a staff</b>	HL	Staff meeting time	Aut Term	HL/BJO
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T2	Staff to provide examples of cross curricular planning	HL	Staff meeting time	Termly	HL/BJO
T3	Ensure all KS2 children have sketch books. Develop ideas for teachers in how to use sketch books All KS2 children now have sketch books Gathering sketch book ideas	HL	KS2 team meeting time	Autumn Term	HL/BJO
T3	New - To develop opportunities for children to work with outside artists Agreed with BJO and discussed at staff meeting. Visits to be booked throughout year.			Termly	HL/BJO
		<b>Total cost for this priority</b>	No extra cost		

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SCHOOL DEVELOPMENT PLAN: Geography								
School: Edwalton Primary School				Year: 2016-17				
<p><b>Priority for improvement:</b> (what exactly do we want to improve?)</p> <ul style="list-style-type: none"> <li>The quality and quantity of writing produced in geography to show the children they can be 'writers' in all contexts</li> <li>Embed high quality, creative wider curriculum lessons and outcomes with high levels of child engagement</li> <li>Pupil autonomy of their learning as geographers</li> <li>The use of outdoor space/ community</li> </ul>								
<p><b>Success Criteria:</b> (We will know we have succeeded when?)</p> <p>T1. i) Progress in writing will be evident across the curriculum.            ii) There is at least one high quality and lengthy piece of writing per term in geography.            iii) Pupils can articulate that being a 'writer is not just in English.</p> <p>T2. i) All children demonstrate a joy and enthusiasm for geography lessons.            ii) Planning and outcome show a range of resources and strategies being used.</p> <p>T3. i) Pupils can identify themselves as 'geographers' and can explain and understand their role in the lessons as well as the planning process.            ii) All pupils feel they have access to a curriculum that they have helped to shape and can communicate the impact that this has had.</p> <p>T4. i) Planning, outcomes and pupils demonstrate the use of our outdoors/ community and the positive impact this has on pupil engagement and outcomes.</p>								
<p><b>Overall responsibility for leading :</b></p> <ul style="list-style-type: none"> <li>Lucy Davis</li> </ul>				<p><b>Evaluation:</b> (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)</p> <ul style="list-style-type: none"> <li>Lucy Davis, Brian Owens and link governor</li> <li>Impact will be assessed through quality of work in books, pupil opinions, learning walks and planning scrutinies</li> </ul>				
Timeline/ half term slot	Issue	Lead respon sibility	Required resources linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
Ongoing from Autumn 2	Ensure that children produce quality pieces of extended writing linked to geography.  After a discussion with teachers- most have taught History this half-term so points highlighted in the SIP	LD	N/A	LD/ link govern or	Book scrutinies Planning scrutinies- LTP Extended Write scrutinies	WB 5.12.16  Rescheduled for wb 13.03.17	Will be assessed after 13.03.17.	To complete target by set date.

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Ongoing from Autumn 2	<p>Ensure that children are having access to a high quality and embedded creative curriculum</p> <p>After a discussion with teachers- most have taught History this half-term so points highlighted in the SIP</p>	LD	N/A	LD/ link governor	<p>Discussions with teachers at Key Stage meetings</p> <p>Learning Walks</p> <p>Pupil interviews</p>	<p>WB 21.11.16</p> <p>LW- Rescheduled for wb 06.02.17</p> <p>PI- Rescheduled for 23.01.17</p>	Will be assessed after 23.01.17.	To complete target by set date.
Ongoing from Autumn 2	<p>Ensure that children know that they are learning to be `Geographers` and have some autonomy over the geography units that they are studying.</p> <p>After a discussion with teachers- most have taught History this half-term so points highlighted in the SIP</p>	LD	N/A	LD/ link governor	<p>Discussions with teachers at Key Stage meetings</p> <p>Learning Walks</p>	<p>Discussions by 14.11.16</p> <p>discussions showed most teachers are teaching history this term</p> <p>PI- Rescheduled for 23.01.17</p>	Will be assessed after 23.01.17	To complete target by set date.
Ongoing from Autumn 2	<p>Create opportunities for children to learn outside the classroom to support the geography curriculum.</p> <p>After a discussion with teachers- most have taught History this half-term so points highlighted in the SIP</p>	LD	N/A	LD/ link governor	<p>Planning scrutinies- LTP</p> <p>Discussions with teachers at Key Stage meetings</p> <p>Learning Walks</p>	<p>WB 5.12.16</p> <p>Discussions by 14.11.16- discussions showed</p>	Will be assessed after 13.03.17.	To complete target by set date.

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						<i>most teachers are teaching history this term</i> <i>Rescheduled for w/b 13.03.17</i>		
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SCHOOL DEVELOPMENT PLAN: International								
School: Edwalton Primary School				Year: 2016-17				
<p><b>Priority for improvement:</b> (what exactly do we want to improve?)</p> <ul style="list-style-type: none"> <li>To embed internationalism into the curriculum and extend cross-curricular learning</li> <li>To use internationalism to promote and improve standards in writing</li> <li>Embed and extend links with Army Public School, Bangalore, India across KS2 classes.</li> <li>To share culturally with peers in other cultures, forming links with new schools on different continents</li> <li>To enable CPD on an international scale for school staff – teaching and learning.</li> </ul>								
<p><b>Success Criteria:</b> (We will know we have succeeded when?)</p> <ul style="list-style-type: none"> <li>International links are visible in Medium Term Plans and Lesson Plans across a range of subjects</li> <li>Use of Skype in classes in KS2 to communicate with established international links.</li> <li>Letter writing between schools to embed skills in English and written Spanish.</li> <li>Discourse and conversation happening between class teachers of Edwalton and partner schools.</li> <li>Visit from Manjula (Army Public School, Bangalore) to conclude the Connecting Classrooms grant.</li> <li>Hold at least 3 whole school events to the scale of last year’s Carnival and Remembrance weeks.</li> <li>Successful mentoring of other schools in the FHT to achieve the ISA.</li> </ul>								
<p><b>Overall responsibility for leading :</b>                  Sophie Robinson, International Coordinator (with support from Alex Knight – previous International Coordinator)</p>				<p><b>Evaluation:</b> (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)</p> <ul style="list-style-type: none"> <li>Link governor</li> <li>British Council re. awards</li> <li>Brian Owens (head teacher)</li> <li>Further impact assessed through parent and staff opinions</li> </ul>				
Timeline/ half term slot	Issue	Lead respons- -ibility	Required resources linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
Ongoing from Autumn 1	Three whole school international / global events. Ideas bank: - Caribbean carnival	SR (IC)	Lesson Time, staff meeting time, SLT time, School	Links to School Council via COJ	Led by International coordinator with links to Eco,	Ongoing until Summer End	SR undertook Harvest Festival assembly on International Harvesting, focusing on how it is celebrated across the world, what	

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	<ul style="list-style-type: none"> <li>- Spanish Week</li> <li>- Harvest festival</li> <li>- Remembrance week</li> <li>- Parliament week (with links to the FHT school parliament)</li> <li>- Green Week</li> <li>- International languages week</li> </ul>		council/Eco meetings	<i>Eco club via HMc and LD PTA?</i>	<p><i>School Council and PTA.</i></p> <p><i>Additionally, using community connections – Healthy Eating, FoodShare etc..</i></p>	Review September '17	<p>crops are produced, and the similarities/differences to the UK.</p> <p>School assemblies on Remembrance week allowed children to collaborate and share ideas.</p> <p>Various schemes of work undertaken in class with CCL e.g. within English and Art from all year groups.</p>	
Ongoing from Autumn 1	<p>Maintain links with existing schools including CEIP Santo Tomas (Spanish speaking school) and Army Public School, Bangalore.</p> <ul style="list-style-type: none"> <li>- Link teacher in India: Manjula Raman – co-hosting with Lovers Lane – Visit during December 2016.</li> <li>- Link teacher in Spain: Gloria Garbajosa</li> <li>- Consider the purchase of webcams for Skype</li> </ul>	SR	<p>Lesson Time</p> <p>Time to have dialogue via email / Skype with Spanish school</p> <p>Postage costs for sending work to Spain</p>	<p>SR</p> <p>AK (previous IC)</p> <p>RG (Spanish Teacher)</p>	<p><i>Two day visit to Edwalton - activities across the entire school and visits around local area. Link activities to continue pre- and post-visit.</i></p> <p><i>Letter-writing and Skype activities in-class.</i></p> <p><i>Team meetings / Subject leaders to plan curriculum enriched activities for Skype.</i></p> <p><i>Conversation and discourse between teachers.</i></p> <p><i>Sharing practice and planning.</i></p>	<p>Autumn 2</p> <p>Ongoing until Summer End</p> <p>Review September '17</p>	<p>Visit completed 5<sup>th</sup> and 7<sup>th</sup> December.</p> <p>Excellent opportunity to share practices, undertake a shared activity ('Looking through the window') where work from Edwalton/Army Public school was shared. Manjula presented her work through the British Council. Great SMSC links throughout the school. Classes encompassed it in the body of their English work for that week. (See evidence folder for photos and work shared.)</p>	

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					<i>Work and case-studies in Spanish.</i>			
<b>Ongoing from Autumn 1</b>	<p><b>Begin to establish links elsewhere in the world and begin an exchange of work between pupils, as well as teachers, to enrich the curriculum and pupil experience.</b></p> <ul style="list-style-type: none"> <li>- Feedback from British Council regarding finding a partner school in Europe and a partner school in South America</li> <li>- Consider revitalizing links with Dol Bhanjyang Higher Secondary School, Dhading in Nepal</li> <li>- Follow-up links with BJO's connections in New Zealand.</li> </ul>	<i>SR</i>	<i>IC to use non-contact time to contact other schools to make links</i>	<i>AK</i>	<p><i>Using the British Council's <b>Connecting Classrooms</b> tool to contact other schools.</i></p> <p><i>Contacting schools previously worked with to establish new 'Partner Schools'</i></p>	<p>Ongoing until Summer 2</p> <p>Review September '17</p>		
<b>Ongoing from Autumn 1</b>	<p><b>To establish a time period, a day or a week, where the school investigates, learns and celebrates another European language besides English and Spanish</b></p> <ul style="list-style-type: none"> <li>- Following-up feedback from British Council</li> <li>- Can link to T1</li> <li>- Alternative language week – <b>SR and RG arranged to meet and discuss ideas.</b></li> </ul>	<i>SR</i>	<i>Cost of external language expert</i>	<p><i>RG</i></p> <p><i>School Council/COJ</i></p> <p><i>External support? Rushcliffe?</i></p>	<p><i>Plan a slot and find support – perhaps during one Spanish lesson this year?</i></p> <p><b>Children learn the basics of another language, from Foundation up to Y6.</b></p>	<p>By Summer 1</p> <p>Review Summer 2</p>	<b>RG starting a French club as of Spring term.</b>	

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<p><b>During Summer Term</b></p>	<p><b>Host one community internationalism day where the diversity of the Edwalton community is celebrated.</b></p> <ul style="list-style-type: none"> <li>- ISA report praised our parents and community as a real help and resource – imperative that this is seen to be utilized</li> </ul>	<p><i>SR</i></p>	<p><i>N/A</i></p>	<p><i>School Council/COJ</i></p>	<p>Whole school workshops or carousel? Utilise parent and community helpers? International parade on field? Show and tell?</p>	<p>By Summer End  Review successes September '17</p>		
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**SCHOOL DEVELOPMENT PLAN: Physical Education**

**School: Edwalton Primary School**

**Year: 2016-17**

**Context:** (Why is this a priority? How is it linked to the outcomes of any self-evaluation activities?)

Support for all pupil groups including vulnerable children to participate in / benefit from PE lessons / club and sports festivals / competitions (link to pupil premium money)  
 Offer activities / opportunities for all children, not just the “sporty” ones, listen to the children’s ideas through sports council and regular meetings with pupil panel.  
 Extend links with local community clubs to encourage further opportunities for children to be active out of school hours to extend health and well being.

**Priority for improvement:** (what exactly do we want to improve?)

1. Continue to offer a wide range of after school activities which aim to engage all children and ensure that we maintain appropriate %’s of SEN, FSM and ethnicity groups attending clubs.
2. Introduction of new activities to engage a wider group of students. Breakfast club activities to run to reach a more diverse group of participants (fitness club- Term 1 Thursday 8.15-8.45am) and holiday club opportunities.
3. Range of resources to enable the delivery of new activity areas. Indoor Rowing Machine, Boccia Kit, Table Tennis Table (Bats and Balls).
4. Ensure that we maintain appropriate %’s of SEN, FSM and ethnicity groups having opportunities to represent the school at festivals / competitions, A, B and C teams (multiple entries at each event)
5. Young Leader role developed and maintained within the school using Young Ambassadors to lead at clubs/lunch times and support at inter-school fixtures and intra-school events managing teams or refereeing games. Work with Sports Council to provide leadership opportunities for Y2-Y6
6. More staff to take on responsibility to lead a sports club/activity area so less over-reliance on Julia Kang to provide all extra-curricular activities or co-ordinate inter-school teams/fixtures. (Football, Netball, Hockey, Table Tennis). This is particularly important now Julia down to 4 day Time Table and has reduced availability to run clubs/activities.
7. Continue to use a way of tracking progress in PE through termly fitness test results, sports hall athletics results (Decathlon/Pentathlon Awards), swimming assessment data. Attendance at extra-curricular clubs, inter-school competitions logged on the Sports Premium Web App. (SPWA)

**Success Criteria:** (We will know we have succeeded when?)

- After-School Clubs Target Non Attenders evidenced by registers of club attendance and % engaged using SPWA Web tool.
- Club money to develop resources (new equipment purchased to support the delivery of these clubs)
- Attendance at family events continues to thrive with A, B and C teams representing the school at same event and teams finishing in Top 3.
- Sports Ambassadors deployed to deliver competitive events and supported at Intra-school level and supporting running of clubs/activities at Lunchtime/after school.
- Sports Council established to raise the profile of school sports and create pupil voice and support to ambassadors programme and create leadership opportunities.
- Continued high profile of PE/School Sports through sports awards and ‘non sports’ children recognized for effort, progress and achievements.
- Community Club links in place to support talented performers, Boots Hockey Club, Notts Athletic Development Academy (NADA), new links with West Bridgford Table Tennis Club

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- Tracking data in place to monitor progression of KS2 pupils in Fitness, Swimming and Athletics
- All pupils involved in intra-school opportunities other than sports day (evident on SPWA data collection of intra-school engagement).
- Sports day delivered with support from Parent committee for refreshments and smoother running of event. Sports Leaders from Rushcliffe School deployed to help run KS2 event and Y6 to run KS1 event
- Sainsbury's School Games Sports Mark status achieved by the end of this academic year with minimum award level Silver Status

Overall responsibility for leading :		Evaluation: (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)						
Timeline/ half term slot	Issue	Lead responsibil ity	Required resources linked to budget plan	Action			Impact	Next Steps
				How?	Who?	When?		
Autumn	1. Target non-attenders and provide opportunities at 'new activity' clubs to include a club which runs before school 8.15-8.45	JK		Breakfast Table Tennis Club	Stefan Beck	November Term 1	Pupil Premium, other target groups attending out of school hours clubs (lunchtimes/breakfast) as evidenced on the SPWA	Introduce new activities to appeal to non participants.  Pupils voice survey to establish which clubs they would like to see run in school.
				Lunch Time Rowing Club	Julia Kang Sports Leader/Staff Volunteers A Knight D Thompson	Ongoing		
				Breakfast Fitness Club	Julia Kang	January Term 2		
Autumn	2. Club money to update resources	JK	Rowing Machine  Replace worn equipment  Netballs – Footballs- Trophies-	Funds raised from Extra-curricular clubs: Cross Country (term 1) £438 raised Fitness Club (term 2) tbc Hockey Club (term 1 £120 year, term 2 tbc) Athletics Club (term 3) tbc	Julia Kang Judy Phillips (netball)	Term 1  Term 1  Term 1,2,3	Rowing machine purchased £400  End of term sports awards are able to be purchased using club funds to help maintain high profile of PE/School Sport.  PE tree prizes funded through Club Money.	Look at other staff engaging in clubs/activities to help finance club/pe and sport funds.  New team kits needed for hockey fixtures.
Autumn	1.	JK	Big Dance Entry Cost		All staff	Ongoing	Planned Events on Calendar 2016-2017	Other staff to help with a sport that they are confident in

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	<p>Family festival invitations accepted and Edwalton representing some events with A, B and C Teams Focus sports highlighted so that specialisms strengthen team performances:</p> <p>Rowing Athletics Tag Rugby Hockey Dance</p>		<p>£30</p>	<p>Julia Kang plus additional staff required to support events which run during school day:</p> <p>Tag Festival, Trust Athletics, Bronze Ambassadors, Boccia, Year 2 Gym, Y2 Top Link, Y3 Invasion Games</p> <p>Parental support for transport to and from events.</p> <p>Danny Thompson/Judy Phillips deployed to provide help with events or cover Julia Kang's lessons if fixtures occur during lesson time.</p> <p>Other staff to support the attendance at fixtures where multiple team participation is occurring (athletics, rowing, hockey, cross country, mini biathlon, netball)</p>		<p>Y3/4 Mini Biathlon – 16 children Y5/6 Tag Rugby – 20 children Y5/6 Cross Country – 16 children Y5/6 County Tag Finals – 10 KS2 Inclusive Festival – 8 pupils Y5/6 Mini Biathlon – 16 pupils Y5/6 Sports Hall Athletics – 30 Y5/6 Hockey – 30 pupils Y2 Gym Festival – 30 pupils Y5/6 Cross Country Champs – 10 pupils Y5/6 Girls Football – 10 pupils Y5/6 Boys Football – 20 pupils Y3/4 Sports Hall Athletics – 30 Y5/6 Indoor Rowing -24 Y3/4 Invasion games festival – 30 Y5/6 Indoor Rowing Finals – 16 Y5/6 Hockey – 18 pupils KS2 Cross Country Relays – 10 Y5/6 In2Hockey – 18 Y5/6 Mini Basketball – 8 Year 5/6 In2Hockey Finals – 18 High 5 netball – 10 Y6 7-a-side Netball – 9 Y5/6 Tri Golf Festival- 20 KS2 Boccia – 3 Festival of Girls Tag Rugby 16</p>	<p>delivering/supporting so this is structured from the start of term 1 and not asking for help last minute.</p> <p>Fixtures clearly indicated on calendar after PLT meeting in September and staff commit to helping from the start.</p>
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							<p>Y3/4 Mini Tenis heats – 8                  Y3/4 mini tennis finals – 4                  Trust Athletics Event – 12                  Y5/6 mini tennis – 4                  Y5/6 Rounders - 9                  Y4/5 Quad Kids - 8                  Y2 Top Link – 30                  Family Athletics – 40</p> <p>ie more opportunities for participation through multiple team entries at events</p>	
Autumn	4.Young Ambassador Programme	JK COJ Middays		Young Ambassadors Training	JP 4 pupils	.Nov 2016	<p>Regular competitive activities are taking place</p> <p>Sports Council linked to school council to strengthen ambassador programme.</p> <p>Children supporting younger peers in PE lessons</p> <p>Sports Leaders and Ambassadors to help run lunchtime activities                  New Kit bag for lunchtime use</p>	<i>Raised intra-school opportunities, higher profile of sports leaders</i>
				Sports Council planning group	COJ DT JK Sports Leaders Bronze Ambassadors	Termly		
T5	Raise the profile of school sports through sports awards, PE Performance Tree and PE Leaf	JK	Club fund money to purchase awards. £120	<p>Purchase new shield and medals</p> <p>Presentation of awards termly</p>	JK	<p>PE Tree Weekly</p> <p>PE Leaf Termly</p> <p>Sports Awards Termly</p>		



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T6	Maintain links with local clubs and establish new links to support our most able pupils	JK		<p>Hockey – Tash O’Flaherty supporting KS lessons and running KS2 and KS1 club</p> <p>NADA – Talented athletics academy Emmanuel new members. Testing occurred for all year 3 pupils in term 2.</p> <p>Edwalton Golf Club coaching support pupil premium club</p> <p>West Bridgford table tennis club taster session</p> <p>West Bridgford tennis club (term 3)</p>	JK	<p>Term 1 &amp; 2</p> <p>Term 2</p> <p>Term 3</p> <p>Term 1</p> <p>Term 3</p>	<p>Increased participation at Boots Hockey Club</p> <p>60 x year 3 children tested</p> <p>Increase in pupil premium opportunities</p> <p>Pupil premium club</p> <p>Able to field Y5/6, 3/4 teams for the inter-school tennis competition term 3 with multiple entries A &amp; B teams.</p>	<p>NADA attendance continues for new academic year and older participants (from year 1 &amp; 2 round of testing) are retained</p> <p>Fun fit to access table tennis equipment</p> <p>New links with community group in a different sport (rowing talent identification).</p> <p>Children to access tennis equipment at lunchtimes in summer term, rota managed by sports leaders.</p>
T7	Pupil Progress Tracked through PE Fitness Testing Assessment, Swimming, British Indoor Athletics	JK		<p>Julia to modify PE passport so it reflects a selection of sports on the Programme of Activities (swimming, fitness testing, indoor athletics). Make these available to class teachers for parents’ evenings and discussions</p> <p>Completion of progress reports</p>	JK	<p>In place Sept 2016 and termly</p> <p>Final input June/July</p> <p>Termly</p>	<p>Able to monitor progress by academic year groups and across year groups.</p>	<p>Practical performance data Linked to class teacher assessments.</p> <p>SPWA web app assessment package purchased to support evidencing assessment in PE.</p>
T8	Sainsbury’s Sports Mark Status	JK		<p>Evaluate last year’s success criteria and areas for development</p> <p>Re-register with school games</p> <p>Update School Games Notice Board and bi-weekly sports reports through blogs/tweets</p>	JK	<p>Ongoing</p> <p>Final submission due July 2017</p>	<p>Moved from Bronze to Silver Sports Mark Status</p>	<p>Aiming for Gold Sports Mark Status</p>

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				Log participation at Intra-Schools and Inter-school events using SPWA Web tool Sports Council running				
T9	Sports Day	JK		Evaluate last year's success/areas for improvement using Feedback forms distributed July 2016 immediately after Sports Day Parent/pupil questionnaires Planned Support from Parent Committee to provide refreshments Liaise with Rushcliffe School to provide sports leaders Date set early in Calendar and reported to parents early	Whole School	July 2016	Whole school intra school competitive opportunities, leadership opportunities, link with community and parents' association Celebrating skills and success	NADA talent scout and Notts AC invited to scout talent across KS2 event
T10	Julia timetabled to teach school swimming	JK		Timetabled activity		September 2016-July 2017	Increased confidence of non-swimmers, 60% of non swimmers now swimming unaided. Each year, fewer non swimmers leaving in year 6	

**APPENDIX**

- Typically the same children attend after –school clubs and representation at sporting events does not always include ‘new’ children. New activities have been introduced to try and encourage attendance from those children who have previously showed little interest in engagement. Circus skills clubs, Fitness Club, Golf. Look to include other activities Indoor Rowing, Table Tennis (linking with West Bridgford Table Tennis Club), to attract new faces and those children who do not normally participate. Include a new breakfast club to run from 8.15-8.45 weekly as a potential slot for engagement of target groups.
- The attendance at after-school clubs continues to be high for all activity thus providing a source of funding for new equipment. A new rowing machine has been purchased to allow for provision at lunchtimes to increase participation and intra-school competition as well as leadership opportunities as the children take responsibility for running the rowing ladder.
- Young Bronze Ambassadors Training is taking place on 15<sup>th</sup> November. 4 pupils to attend a workshop at Nottingham Trent University run in conjunction with the Rushcliffe Schools Sports Partnership. The Bronze Ambassadors will support the delivery of after school clubs, take the lead on the sports council, mentoring class PE reps and support the delivery of more intra-school competitions.

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- The ambassadors are looking to develop an ongoing timetable of intra-school mini competitions on a half term basis, to raise intra-school competition opportunities for all pupils. This will be integral to helping us maintain a Silver Sports Mark Status or reach the Gold Mark. They will work alongside the class sports leaders who have been appointed from Y2-Y6.
- We will look to develop other intra-school competition opportunities by using a virtual indoor athletics league, using the results they have achieved on their Sports Hall athletics programme, using the British Athletics Virtual league. Link the lunchtime rowing club with the Concept 2 Indoor Rowing Virtual League.
- The sports awards Julia introduced have been a huge success and this will continue with the same format. This has helped to recognize those children who work tirelessly during their PE lessons showing determination and progress but are not necessarily high achievers. This has helped to attach positive values/attitudes to PE/school sport and all children are working with effort and enthusiasm being encouraged by the awards.
- The PE Performance Tree continues to be a motivational class tool for engagement and this is supported with Individual Leaf to recognize children who work hard in a lesson.
- Edwalton continues to make and maintain links with local clubs / companies- Nottingham Rugby who will be delivering a 'Day of Rugby' Autumn Term 2; Score Coaching ( Nick Gordon-Brown); Hockey with Tash O'Flaherty (Boots Hockey Club Coach and parent volunteer), to receive support with the delivery of hockey in PE lessons and after-school clubs. We hope to increase the number of children attending Boots Hockey club. We are looking to develop a new link with West Bridgford Table Tennis Club promoting their sessions and securing the delivery of a taster session after school, delivered by the West Bridgford TTC Coaches.  
We continue our links with the Nottinghamshire Talented Athlete Academy which will be coming in to screen the Year 3, Term 2. Fitness tests are completed on a termly basis and activities tailored to help enable pupils to make progress through these fitness components. These are an informative way of demonstrating progress and are useful to track and monitor progress across a year and across a Key Stage. Decathlon/Pentathlon ladder of success helps assess athletic performance in more detail, and swimming stages are monitored through the Nottinghamshire County Council Swimmers Learning Journey Assessment Scheme. We have also bought in a new Web tool to help monitor participation in school sports. This will help with sports Mark application and Sports Premium evidence.
- We are evidencing our schools sports involvement through club registers, links with local clubs, bronze ambassador's programmes, newsletters and notice boards of teams at events. We will aim to report our sporting achievements more regularly than half termly newsletters, using blogging and tweeting by-weekly so that we meet the Sainsbury/s Sports Mark Status of Silver or above.
- Julia Kang has been attached to the non-swimmer groups at Rushcliffe and has been able to provide 1 on 1 support in the water with those pupils who cannot swim unaided. All non-swimmers will have had access to this support and with a goal of having all pupils in year 3-6 who are able to swim without floating aids. This is timetabled in for the whole academic year and Julia will spend 9 weeks working with each year group.
- Sports day success will be carried over and a planning group created to link with Parent Committee so that the event can run smoothly. Feedback forms distributed straight after sports day so planning can commence earlier and feedback used to make changes to the outline of the day and format of the event.