



School Development Plan 2019-2020

Helping each other to learn and grow



We are a learning community aiming to provide an outstanding education in a stimulating and safe environment. We want everyone in our school to be happy and valued, respectful of their environment and each other. We value diversity and individuality and strive to achieve full potential in a nurturing atmosphere of mutual friendship, support and encouragement.

Mulbarton Primary School came into being in September 2017 with the amalgamation of the infant and junior schools. The development points in this document have arisen from discussion and surveys carried out with staff, governors, children and parents and reflect their concerns. It also addresses the issues raised following the results of the 2019 national tests. All of the school community are committed to working together to achieve the best possible outcomes for children socially, emotionally and academically.

It is our aim for the school to move from its current ofsted rating of Good to Outstanding in three years. The governors have worked closely with the SLT to put together the following targets to ensure this improvement.

TARGET 1- To raise outcomes in writing and SPaG across the whole school (Quality of Education)

TARGET 2- To ensure our curriculum is embedded securely and consistently across the whole school (Quality of Education)

TARGET 3- To empower children to be self-regulating in behaviour and attitudes (Behaviour and Attitudes)

TARGET 4 -To ensure our curriculum offers children the opportunity to widen and enhance their life experiences. (Personal Development)

TARGET 5 - To embed across the school quality Social, Moral, Spiritual and Cultural development (Personal Development)

TARGET 6 - To ensure the leadership of the school is robust and sustainable (Leadership and Management)

TARGET 7 -- To continue to work with the governing body to ensure successful monitoring and challenge (Leadership and Management)

The SLT have added the following actions to these targets and have shared them with staff, children and parents

Target 1 Raise outcomes in writing and SPaG across the whole school (Quality of education)

How we will achieve this target	Actions	How will we know we have achieved this target?	Governors and staff linked to this strand	How Monitoring
<p>Staff CPD around quality first teaching of writing and SPaG</p> <p>Children to experience quality “hooks” for writing</p> <p>Monitoring of teaching and learning</p> <p>High expectations around quality of writing produced by children</p>	<ul style="list-style-type: none"> • Invite Emma Adcock to lead the development of quality teaching and assessing of writing and SPaG • English leads to put long term overview in place to ensure coverage and progression • Continue to embed Power of Reading format for the teaching of writing and SPaG • Use drama and enrichment experiences to develop vocabulary. • In Reception use story scribing to encourage writing of stories • SLT and subject leads observe lessons and discuss outcomes with teachers • English lead to become a county moderator • Half termly SPaG quiz and weekly spelling quiz to ensure children have grasped concepts taught • SLT and subject leads discuss writing with children across school • Use celebration assemblies to praise improvements • Cursive handwriting to be introduced across the whole school 	<p>Staff attend and implement the training in class.</p> <p>English overview in place.</p> <p>Evidence in planning of “hooks”, drama and story scribing being used for writing.</p> <p>Termly data shows an improvement in writing and SPAG outcomes</p> <p>National test outcomes for writing and SPAG are at or above national across all key stages.</p> <p>Quality of writing clearly improved as seen in book looks.</p>	<p><u>Governors</u> Glynis Tucker Kay Aldous</p> <p><u>Staff</u> SLT Deborah Fairhurst Tracey Taylor All staff</p>	<p>Subject leads have developed a monitoring timetable for the year</p> <p>SLT have included monitoring of writing and SPaG on their schedule</p> <p>Weekly spelling quiz in place</p> <p>Half termly SPaG quiz.</p>

<u>Progress against actions</u> <ul style="list-style-type: none"> • Emma Adcock delivered training around SPAG • Whole school SPAG quiz (autumn term) • Children receiving awards for writing 	<u>Impact</u> <ul style="list-style-type: none"> • Staff delivering quality lessons to raise children’s understanding and outcomes • Children’s understanding starting to be evidenced • Writing being given a higher profile with children engaging in higher quality pieces of work
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End of year 2019 Attainment and Progress data

Whole school data analysis summer 2019

Statutory outcomes	School	School	National	National
Subject/Key Stage	Expected	Greater Depth	Expected	Greater depth
GLD EYFS	81%		72%	
Y1 Phonics	82%		82%	
KS1 Reading	78%	22%	75%	25%
KS1 Writing	63%	9%	69%	15%
KS1 Maths	85%	19%	76%	22%
KS1 Science	93%		82%	
KS1 RWM	60%	7%	75%	11%
KS2 Reading Progress	1.5		0	
KS2 Writing Progress	-1.3		0	
KS2 Maths Progress	-1.3		0	
KS2 Reading	84%	35%	73%	27%
KS2 Writing	72%	19%	78%	20%
KS2 Maths	81%	26%	79%	27%
KS2 Science	82%		83%	
KS2 GPS	72%	25%	78%	36%
KS2 RWM	67%	9%	65%	11%

Subject	Attainment	National KS2 2018	Progress since Spr 2019	Notes
Reading	81% (+5% from Spr) +6% nat 24% (+4% Spr) -4% nat	75% Nat 28% Nat	94% making expected or better progress (-1% Spr)	Above national at expected, just below exceeding
Writing	66% (+1% Spr) -12% nat 11% (+2% Spr) -9% nat	78% 20%	92% making expected or better progress (-2%)	Below national for expected and exceeding
Maths	78% (+2% Spr) +2% nat 17% (+2% Spr) -7% nat	76% 24%	95% making expected or better progress (-1%)	Above national at expected and below at exceeding.
Science	88% (+1% Spr) 10% (+4% Spr)	No national measure	94% making expected or better progress (+13%)	No national measure

Costs: Staff training including cover for observations-£10,000

Target 2 To ensure the curriculum is embedded securely and consistently across the whole school (Quality of Education)

How we will achieve this target	Actions	How will we know we have achieved this?	Governor and staff linked to this strand	How Monitoring
<p>Appoint a curriculum lead to the SLT</p> <p>Allocate weekly Teaching and Learning sessions for curriculum</p> <p>Subject leaders to monitor the curriculum and its delivery</p> <p>SLT to receive feedback from subject leads and to discuss and action where necessary</p>	<ul style="list-style-type: none"> Curriculum lead to attend a 6 week curriculum course Join the curriculum network through VNET Timetabled three sessions for staff to discuss the current curriculum and any necessary changes Action plans to be reviewed and written for new year All subject leads to be allocated a half termly non-contact morning to enable them to complete monitoring The format in the toolkit to be used by all subject leads to report back. 	<p>Curriculum lead confidently leading staff around intent, implementation and impact.</p> <p>Minutes from T and L to outline actions to be taken by staff</p> <p>Monitoring sheets clearly showing the consistent use of the curriculum content to impact on outcomes</p> <p>Discussion with children about their experiences and knowledge acquisition will match what is being taught.</p>	<p><u>Governors</u> Kevin Holland Glynis Tucker</p> <p><u>Staff</u> SLT All subject leads Emily Cobb</p>	<p>Headteacher to mentor curriculum lead</p> <p>SLT to consider minutes</p> <p>Subject leader's notes to be seen by SLT and support action if necessary</p>
<p><u>Progress against actions</u></p> <ul style="list-style-type: none"> All subject leads have had two sessions of release time (autumn term) Throughout the autumn term every subject has been discussed and tracked Emily C has started the curriculum lead course and has fed back ro school 		<p><u>Impact</u></p> <ul style="list-style-type: none"> Staff clearer about the quality of their subject and the direction it needs to take All teachers have a growing awareness of the teaching of all subjects across school The school has a more robust system for tracking and monitoring all subjects 		

Costs:£2500 for training and cover

Target 3 To empower children to be self-regulating in behaviour and attitudes (Behaviour and Attitudes)

How we will achieve this target	Actions	How will we know we have achieved this?	Governor and staff linked to this strand	Monitoring/evaluation
<p>Use the GR8 AS UR programme</p> <p>Continue with the seven Wonders of Learning</p> <p>Consistent use of the Child of the Day routine</p> <p>Develop the role of learning ambassador</p> <p>Continue to develop the roles of head boy and girl as well as prefects</p> <p>All staff to have high expectations and consistency of routines in class and when moving around school</p>	<ul style="list-style-type: none"> Engage with training across whole school and implement the lessons and assemblies to support the programme Reinforce the seven wonders of learning through assembly stories and characters Staff to ensure they are appointing a child of the day and giving privileges to the child. Child of the day to be clear about the days learning so they can explain to visitors Discuss with children the roles and any improvements they feel are needed SLT to ensure all staff are aware of behaviour expectations and are following the expected routines. 	<p>GR8 AS UR in place and impacting on children's behaviour and attitudes</p> <p>Children using the seven Wonders of Learning</p> <p>Evidence that Child of the Day is in place through daily observation</p> <p>Visitors' comments on Child of the Day's interaction</p> <p>Notes from discussion with head boy and girl</p> <p>All children displaying positive behaviour and aware of routines.</p>	<p><u>Governors</u> Suzanne Larke Jane Barber</p> <p><u>Staff</u> SLT All staff Nikki Fowler Lynsey Kaszcak</p>	<p>SLT monitoring schedule</p> <p>Children's view in discussion and circle time</p>
<p><u>Progress against actions</u></p> <ul style="list-style-type: none"> We have started the GR8 AS UR programme (autumn) Learning ambassador role established in all classrooms Wonderful walking and other routines starting to impact on movement around school 		<p><u>Impact</u></p> <ul style="list-style-type: none"> Children and staff beginning to embed the principles which is impacting on behaviour The majority of children able to talk about learning in their classroom Calmer atmosphere at transition times but not yet embedded 		

Cost:£100 for badges etc

TARGET 4 -To ensure our curriculum offers children the opportunity to widen and enhance their life experiences. (Personal Development)

How we will achieve this target	Actions	How will we know we have achieved this?	Governor and staff linked to this strand	Monitoring/evaluation
<p>Widen the children’s experiences outside of school</p> <p>Publically acknowledge the value of learning outside of school</p> <p>Allocate time in the timetable to broader experiences</p>	<ul style="list-style-type: none"> • Every child to attend a wow day or trip related to the half termly topic • To increase the number of After School Clubs available • Engage with sports partnership so every child has the opportunity to attend a sporting event outside of school • Take part in enrichment activities outside of school eg opera and Dance Showcase • School to be involved with a Swedish exchange programme • Displays in school showing the achievements of children outside of school. • Home learning to include challenges from National Trust’s “50 things to do before you’re 11 ¾” • Continue to offer instrument lessons, Relaxation Club, The Hub and Forest School as well as enrichment activities such as sewing and cooking 	<p>Increased attendance by children at activities-to be monitored by class teacher</p> <p>By recording attendance at After School Clubs and enrichment events</p> <p>Evidence of children’s out of school achievements added to public displays</p> <p>Evidence in home learning books of completed challenges</p> <p>Timetables reflecting a broad curriculum which enables children to have opportunities for personal development</p>	<p><u>Governors</u> Chris Rivett David Hall</p> <p><u>Staff</u> SLT All staff including office staff</p>	<p>Class teacher to monitor attendance on trips and wow days</p> <p>Office to keep a record of attendance at After School Clubs and events</p> <p>SLT to monitor the displays and home learning books</p> <p>SLT to observe enrichment activities and lunchtime clubs</p>
<p><u>Progress against actions</u></p> <ul style="list-style-type: none"> • All children have experienced a wow day • Displays in school to celebrate achievements outside of school 		<p><u>Impact</u></p> <ul style="list-style-type: none"> • Increased experiences for all children • A growing awareness amongst children that all learning is valued 		

<ul style="list-style-type: none"> Increased number of lunchtime and after school clubs Data shows more children are participating in our sports activities 	<ul style="list-style-type: none"> More children able to access extra-curricular learning Improved numbers participating in sport which should impact on health
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Cost:£10,000 for sports partnership and wow days as well as sundry items for enrichment

TARGET 5 - To embed quality Social, Moral, Spiritual and Cultural development across school (Personal Development)

How we will achieve this target	Actions	How will we know we have achieved this?	Governor and staff linked to this strand	Monitoring/Evaluation
Monitor the delivery of SMSC across school	Include SMSC in every observation and learning walk	Monitoring sheets to show the quality and delivery of SMSC	<u>Governors</u> James Turner Kay Aldous	SLT and subject leads to consider planning and delivery documents
Ensure children are aware of British Values and their relevance	Weekly assembly to consider a British Value and relate to children's experiences in school	Children able to talk about British Values when asked as well as demonstrating them in school life	<u>Staff</u> SLT	Learning walks to ensure displays reflecting Wonders of Learning
Continue to embed the seven Wonders of Learning ensuring they are understood by all children	In Circle Time use stories written by children to explore the seven Wonders of Learning	Children displaying the seven Wonders of Learning in the classroom and around school.	All staff	Children's voice during Circle time monitored by Headteacher
Staff to be confident in the delivery of the new RSE curriculum	Train staff in the delivery of RSE ready for 2020 deadline. Appoint an RSE champion.	Staff empowered to deliver the new curriculum.	Nikki Fowler Kate Bird	
Widen experience of children to other cultures	School to be involved in a Swedish exchange scheme Invite visitors into school from other cultures Continue to be involved with Norfolk Welcomes Ensure Power of Reading and library books reflect all cultures.	Children aware of other cultures and talking about them positively and with growing interest		Staff to evaluate quality of visitors and visits and report back to SLT

<u>Progress against actions</u>	<u>Impact</u>
<ul style="list-style-type: none"> Swedish visit completed British values assemblies completed and seven wonders of learning revisited RSHE training attended by the vast majority of staff RSHE lead appointed and trained 	<ul style="list-style-type: none"> Discussion with other English schools on how to implement the lessons learnt Children have a growing awareness of British values. Wonders of learning embedded The process of introducing the new curriculum has begun Lead has begun to alert staff to needs of the new curriculum

Costs : SRE training costs £500

TARGET 6 - To ensure the leadership of the school is robust and sustainable (Leadership and Management)

How we will achieve this target	Actions	How will we know we have achieved this?	Governor and staff linked to this strand	Monitoring/Evaluation
SLT to be accountable to each other	Continue with weekly SLT meetings ensuring a HLTA is also present	Minutes reflect robust and challenging conversations	<u>Governors</u> Kevin Holland Ben Goode Glynis Tucker	SLT minutes
Strengthen the leadership of SEND	Appoint an assistant to the SENDco. SENDco to complete training for SENDco award	SENDco able to delegate some roles and successfully completes the award training		SENCO and Headteacher reports to governors
Establish lead for curriculum across whole school	Member of SLT to have responsibility for curriculum and to attend training	Staff supported in delivery of curriculum with clear intent, implementation and impact	<u>Staff</u> SLT All subject leads	Subject leaders' reports
Continue to develop the role of subject lead	Subject leads to have dedicated non-contact time half termly with clear guidance and proformas for recording outcomes.	Subject leads supporting staff to deliver quality teaching which is impacting on outcomes		

Enable SLT to have time to monitor and lead the school	Appointment of an apprentice teacher to give non-contact time Clear monitoring schedule.	SLT able to monitor effectively with clear outcomes in teaching and learning		
<u>Progress against actions</u> <ul style="list-style-type: none"> • SLT meeting regularly to discuss monitoring outcomes and any concerns/celebrations • SENCO has started the SENCO award • Apprentice teacher in place and teaching sessions for SLT 		<u>Impact</u> <ul style="list-style-type: none"> • Improved quality of teaching and experience for children • Increased knowledge of SENCO impacting on procedures in school • Non-contact time for SENCO and SLT which has improved the monitoring across school 		

Cost £11,000 for apprentice teacher

Target 7 - To continue to work with the governing body to ensure successful monitoring and challenge (Leadership and Management)

How we will achieve this target	Actions	How will we know we have achieved this?	Governor and staff linked to this strand	Monitoring/Evaluation
Continue with the clear and strong leadership put in place since becoming a primary school Strengthen the role of governing body by ensuring all skills and knowledge needed are covered	Appoint a new chair of governing body who is able to build on what has gone before Complete skills audit and decide from this any new appointments Assign an aspect of the SIDP to individual governors for them to monitor and support	Successful appointment which impacts on way Forward Governing body embodies all necessary skills and knowledge to be successful All Governors clear about the impact they are having and support they can give.	<u>Governors</u> All governors <u>Staff</u> All staff	Governor minutes Skills audit Governors feedback reports

<p>Ensure governors are making robust and significant contributions to School Improvement and Development</p> <p>Governors to have a clear understanding of the school's strengths as well as areas for development</p>	<p>Continue with Deep Dive days to enable governors to monitor the school's performance</p>	<p>Governors able to speak confidently about the school and to offer support and challenge in an informed and helpful way</p>		<p>Deep dive reports</p>
<p><u>Progress against actions</u></p> <ul style="list-style-type: none"> • New Chair of Governors appointed and meeting regularly with Head • All Governors have an area of the SIDP to monitor 		<p><u>Impact</u></p> <ul style="list-style-type: none"> • Governance strengthened 		

Cost: Governor services £400