



# Blackwater Community Primary School

## Development Plan

### 2019 - 2020

This School Development Plan enables the school's vision to be shared and understood by the whole community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise our staff training. The School Development Plan is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through the mediums such as questionnaires, informal sessions and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

There are several key priorities for the plan. We wish to achieve each target as fully as possible, therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff undertake training throughout the year in order to further their own development and to strengthen the subject expertise on the staff.

Subject Leaders develop their own Curriculum Action Plan which identifies key areas for development within their own curriculum area for the academic year.

### Our Vision

We believe our wonderful children learn most effectively in an environment where they are safe, happy, nurtured, challenged, and supported. To facilitate this, we ensure that we have good communication between school, child and parents and value teamwork and collaboration very highly. We strive to be innovative, reference history while looking to the future making good use of resources with a clear understanding that the children are the most important group in the school and our staff our greatest resource.

Our ethos and vision is encapsulated by the concept of **RAISE** which is embedded in all we do:

**R** Resilience Respect    **A** Achieve Aspire    **I** Independent Individual    **S** Standards Sensitive    **E** Enriching Experimental



**Curriculum statement**

<p><b>INTENT</b></p> <p>What we intend to achieve through our curriculum</p>	<p><b>IMPLEMENTATION</b></p> <p>How we will deliver our curriculum</p>	<p><b>IMPACT</b></p> <p>How we will measure the effectiveness of our curriculum</p>
<p><b>We aim to develop pupils who:</b></p> <ul style="list-style-type: none"> <li>• have a solid sense of self, purpose and personal identity.</li> <li>• sense of responsibility for themselves, others, for the world and the environment.</li> <li>• mentally and emotionally resilient.</li> <li>• are the best versions of themselves.</li> <li>• be a global citizen.</li> <li>• show respect to themselves and others.</li> <li>• read for pleasure</li> <li>• are caring for themselves, others and the environment.</li> <li>• are active, independent and motivated learners.</li> <li>• are able to challenge injustice and handle conflict appropriately.</li> <li>• able to work well independently and collaboratively.</li> <li>• understand, respect, celebrate and enjoy Cornish culture and heritage.</li> <li>• understand and follow our British values.</li> <li>• feel part of the team within the school.</li> <li>• aim high in all areas.</li> </ul>	<p>At Blackwater, we endeavour to choose topics that interests the children and complementing this with how they want to learn. We are very excited about our curriculum approach which delivers a rich, broad and varied learning experience for pupils at our school.</p> <p>Our curriculum is underpinned by three elements: <b>local, global and environmental</b>. These elements thread through each topic creating pupils who will have a sense of place, understand global issues and care for the environment.</p> <p>Topics are based on a two-year rolling programme, with subjects such as 'Space' which ensures a full and rigorous curriculum coverage in all year groups. Each half term, the curriculum is planned around a question or statement which drives the children's learning and teacher's planning. This balanced curriculum has been tailored to satisfy the needs of each child and help them to develop their full potential.</p> <p>Our curriculum will start with a "WOW" day to hook the children into the topic and to allow them to take ownership of their learning. Involving the children at the early stages helps promote self-awareness, self-discovery, curiosity and investigation. Projects have a clear timeline with milestones and mini outcomes for pupils to achieve, all leading to a final outcome, which involves inviting the children's family into school to share. The children's learning is enhanced by visits / visitors and real-life tasks or challenges.</p> <p>In Key Stage 1 and 2, children have daily English and mathematics lessons. As a school, we recognise the importance of reading for all children therefore, have a comprehensive and thorough approach to the teaching of reading across the school. EYFS and KS1 have daily phonics lessons, which are designed around Optimus and Read Write Inc. Guided reading is taught daily across the school and we also finish the day with DEAR (Drop Everything And Read) for the last fifteen minutes which each class has a half termly novel to read collectively. Over the year they will explore a range of genre and develop confidence using a range of reading strategies. Writing is taught through a topic-based approach in order to provide purpose and audience for the children. Grammatical accuracy is embedded in the English lesson but also as a discrete element through spellings and handwriting.</p> <p>Our maths is taught using the mastery approach. Through small step planning, assessing and teaching, the children master objectives using a variety of concepts, images, conjectures and missing numbers. Throughout the lesson, the children attempt a task which is differentiated to support their learning, ensuring there is challenge and high expectations. The teacher will move their learning forwards again by providing a challenge at a deeper level or addressing any misconceptions they might have.</p> <p>We will also collapse the curriculum for specific days throughout the year in support of vital life learning foci e.g. national E-safety day, National Poetry day, World Book Day, Money Week. These are designed to break traditional barriers of curriculum and age group to give the pupils the chance to demonstrate their talents and passions by immersing them in an enriched and inspiring environment.</p> <p>We believe that all children should have the opportunity to use the outdoors as a learning environment. Forest school is available for ALL pupils throughout the year. Two team building trips take place throughout the year to strengthen relationships between children and staff, giving the children opportunities to experience the outdoors and life lessons that are harder to access in a school environment.</p>	<ul style="list-style-type: none"> <li>• Progress and attainment is measured through regular marking, assessment and feedback as part of everyday teaching. Teachers assess each individual's learning through assessment for learning techniques and identify where there are gaps.</li> <li>• Strategies used will vary according to the subject and learning objective taught. These include different levels of questioning from adults or peers, self and peer assessment based on the learning objectives and success criteria.</li> <li>• At the end of every half term, we hold an assessment week using formal testing in Maths, Reading and GPS. These tests give a good indication of whether the pupils are working below, towards, meeting or exceeding age-related expectations.</li> <li>• We hold termly Pupil Progress meetings with the class teacher and headteacher to analyse the children's progress, strengths and barriers to learning. We then plan appropriate next steps to support.</li> <li>• Nationally standardised summative assessments provide information on how our children are performing in comparison to pupils nationally and the effectiveness of our curriculum provision.</li> <li>• Performance management of all staff, including peer learning observations, support the development of professional development.</li> <li>• Governor's visits are organised each year to analyse, give feedback and possible next steps on how to continue to develop the curriculum.</li> <li>• Discussions with parents, staff and pupils take place throughout the year through the school council, questionnaires and informal meetings.</li> </ul>

Inspection data summary report indicates;

KS2 progress over time	KS2 attainment over time	KS1 attainment over time	Y1 Phonics over time	GLD over time																																																																																																																																																												
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<p><b>Analysis (inc any other focus groups)</b></p> <p>Reading and writing progress was significantly raised this year. PP group was above 0. Mathematics had a progress score of -1.4 overall and -3.9 for PP children. This will be one of our focus points for 2019/2020.</p>	<p><b>Analysis (inc any other focus groups)</b></p> <p>RWM scores were below National average at 57%. This needs a great emphasis on early intervention to support children achieving in all three areas.</p> <p>Reading and Writing percentages were above national expectations however Maths fell short at 71% overall and 67% for PP children.</p>	<p><b>Analysis (inc any other focus groups)</b></p> <p>All areas are slightly below the national expectation. This was due to a challenging boy heavy year group but more can be put in place to support early intervention and targeting key groups.</p>	<p><b>Analysis (inc any other focus groups)</b></p> <p>Phonics percentage was maintained at 75% for the last two years. Continued development needed of early intervention and analysis of focus groups to ensure children can meet national expectations.</p>	<p><b>Analysis (inc any other focus groups)</b></p> <p>Fantastic improvement on GLD over three years, now currently above national expectations. 2019 cohort = 73% boys, 2020 cohort = 46% boys therefore need to ensure learning is child led to support both genders.</p>																																																																																																																																																												

SDP Priority Area 1: Quality of education					
<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>		<ul style="list-style-type: none"> <li>An ambitious and rich curriculum embedded that excites all children and is planned and delivered effectively. Planning looks and pupil conferencing to confirm this.</li> <li>Teaching is consistently good or better with emphasis on mastery approaches, effectively differentiation/challenge, effective feedback and assessment for learning.</li> <li>Assessment and tracking system is effective in providing accurate formative assessment, clear tracking and appropriate interventions / support analysis.</li> <li>Stakeholder questionnaires show high levels of impact with the new curriculum. Staff feel confident in their own practice and positive attitudes towards collaborative learning with colleagues.</li> <li>Monitoring and evaluation process show clear progress and development with positive learning dialogues moving learning forward.</li> <li>KS2 Y6 Reading, writing and maths annual attainment and progress targets are at least in line with national averages or demonstrating rapid progress.</li> <li>Attainment of approximately 75% (in line with national) age related expectations for Y1 – Y6 cohorts for reading, writing and maths.</li> <li>Good Level of Development continues to be above or in line with national expectations.</li> </ul>			
<b>Rationale behind objectives</b>		To open minds through the delivery of a creative mastery curriculum, encouraging independent, self motivated and active learners. To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.			
Success criteria link	Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (Autumn, Spring, Summer)
	1a. To meet or exceed English and mathematics annual attainment and progress charts in: Reading – 73% Writing – 78% Mathematics – 79% SPAG – 78% RWM – 65% At the National Standard or progressing rapidly.	Evey Evison  SLT  All teachers	<ul style="list-style-type: none"> <li>Ensure that pivotal groups of pupils are assessed and targeted early at the start of the academic year (SEPT 2019).</li> <li>Ensure effective intervention is delivered and monitored for maximum impact. (ALL YEAR)</li> <li>Ensure that there is a plan in place to ensure all Year 6 pupils have all opportunities possible (strategies, perseverance etc..) to succeed in their SATS. (SEPT 2019)</li> <li>Ensure learning for higher attaining pupils is effectively differentiated. (ALL YEAR)</li> </ul>	CPD as appropriate and release time if required.	

	<p>1b. To create an ambitious and rich curriculum.</p>	<p>Evey Evison  SLT  All teachers</p>	<ul style="list-style-type: none"> <li>• Use of evidence-based research to support curriculum design and decision making (HALF TERMLY IN STAFF MEETINGS)</li> <li>• Creation of a two-year rolling programme to ensure curriculum coverage and high-quality opportunities (SEPT 2019)</li> <li>• To plan in detail the milestone outcomes, curriculum coverage and WOW and SHOWCASE days. (SEPT 2019)</li> <li>• To ensure all subjects have a lead to drive each area forward, ensuring training and resources are required if needed (SEPT 2019)</li> </ul>	<p>3 x INSET days SEPT 2019</p> <p>CPD as appropriate and release time if required.</p>	
	<p>1c. To develop a rigorous approach to the teaching of reading.</p> <p>Ensuring consistency across the school and a strong focus on 'reading for pleasure.'</p> <p>(SEE ENGLISH ACTION PLAN)</p>	<p>SLT  Lorna Burton</p>	<ul style="list-style-type: none"> <li>• Provide LB with weekly time to monitor and evaluate the use of reading across the school (FROM SEPT 2019).</li> <li>• LB to analyse current strengths and weaknesses in reading (teacher feedback, pupil feedback, book looks, assessment reviews) (OCT 2019)</li> <li>• Create and develop the purpose of the Class Read at the end of the day 'Drop Everything And Read – DEAR time', a whole class shared text approach. (SEPT 2019)</li> <li>• Ensure teacher knowledge and confidence in teaching of reading is secure. (OCT 2019)</li> <li>• Ensure the consistency of the teaching of reading approaches is embedded and teacher confidence in the assessment of reading is secure and consistent (Target tracker and Jason Hurr) (ALL YEAR)</li> <li>• Focus on comprehension skills to improve reading for meaning. Embed VIPERS strategy. (SEPT 2019)</li> <li>• Ensure the library is used effectively, and action plan the development of the library with possible change of space (JAN 2019)</li> <li>• Create reading displays that promote a love of reading in school. (ALL YEAR)</li> </ul>	<p>Time required by LB.</p> <p>Possibly CPD / training, purchase of reading resources, books, novels.</p>	



			<ul style="list-style-type: none"> <li>• Teachers to give regular and effective feedback through reading sessions that impacts upon attainment (ALL YEAR).</li> <li>• Monitor pupil's progress to ensure targets are met for pupil, develop next steps where needed (TERMLY MEETINGS).</li> <li>• Provide workshops for parents and families to provide details of how to support (NOV 2019).</li> <li>• Analysis of KS2 SATS questions to plan effectively for improvement. (OCT 2019)</li> <li>• Continue of successful vertical reading grouping sessions to support all pupils develop a love of reading with their peers. (ALL YEAR)</li> <li>• Books available at lunchtimes (ALL YEAR)</li> <li>• Create reading passports which give children an expectation of the quality of book appropriate for their age group. Ten books chosen per academic year. (SEPT 2019)</li> </ul>		
1d.	To develop the use of assessment to ensure all children reach their academic potential.	Evey Evison SLT All staff	<ul style="list-style-type: none"> <li>• Monitor the use of marking throughout the school to ensure effectiveness and staff workload. (JAN 2020)</li> <li>• Half termly book looks carried out by subject leads and Head to embed consistency and high expectations. (ALL YEAR)</li> <li>• Support pupils in developing a pupil voice in feedback in order to improve ownership of learning and development. (JAN 2020)</li> <li>• Introduction of the 'Jason Hurr' assessment tracker to ensure all children are on the correct flight plan throughout their academic career. (SEPT 2019)</li> <li>• Develop effective use of data analysis with all staff to ensure there is fluency when discussing children's individual / group and cohort trends. (OCT 2019)</li> <li>• Half termly pupil voice reviews to take place for Eng, maths and wider curriculum to support and direct next steps. (ALL YEAR)</li> </ul>	Release time for subject leads.  Possible CPD training costs.	



			<ul style="list-style-type: none"> <li>• Termly Pupil Progress Meetings to take place termly by class teacher and Head to ensure all children are reaching their potential and have their needs met. (ALL YEAR)</li> </ul>		
1e.	<p>To continue the development and implementation of maths mastery approaches to teaching to ensure pupils in KS1 and KS2 attain higher standards consistently in maths.</p> <p>(SEE MATHS ACTION PLAN)</p>	<p>Evey Evison</p> <p>Fiona Shuttleworth</p>	<ul style="list-style-type: none"> <li>• Ensure the Maths Mastery Curriculum is effectively implemented – FS to continue to work with the Maths Hub re: mixed age teaching. (ALL YEAR)</li> <li>• Continue staff development of maths mastery approaches, specifically looking at mixed age teaching. (ALL YEAR)</li> <li>• Ensure maths manipulatives are well resourced and there is a clear spine of resources running throughout the school. (OCT 2019)</li> <li>• Monitor, review and evaluate the teaching of mathematics across the school. (ALL YEAR)</li> <li>• Facilitate observations, team teaching and planning between teachers to develop teacher knowledge and confidence in mastery teaching. (ALL YEAR)</li> <li>• Implement an effective system of x tables practice across the school to ensure secure recall from Y4. (OCT 2019)</li> <li>• Ensure the disadvantaged children in each year group continue on their flight path to reach Nat. Exp. By Year 6. Early intervention to be put in place (OCT 2019)</li> </ul>	<p>FS weekly maths lead time.</p> <p>Possible training and CPD</p>	
1f.	<p>To maintain the consistency of strong, effective teaching across the school.</p>	<p>SLT</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• Maintain and develop a collaborative culture between staff – sharing good practice, by colleagues as a means of development and improvement. (ALL YEAR)</li> <li>• Regular monitoring of teaching and learning conducted through a well thought out and rigorous evaluation system. (ALL YEAR)</li> <li>• Well organised training through staff meetings and INSET days planned in advance (ALL YEAR)</li> <li>• Embed consistency in all classrooms to provide the children with a safe and dependable learning environment. (JAN 2020)</li> </ul>	<p>Possible CPD opportunities.</p>	

	<p>1g. To enhance the provision and opportunity for sporting activities at Blackwater.</p> <p>(SEE P.E. ACTION PLAN)</p>	<p>Evey Evison</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• To ensure that all children have access to the correct weekly P.E. entitlement weekly through the use of REAL P.E. scheme and consistent timetabling for weekly coverage. (ALL YEAR)</li> <li>• Certain sports to be taught by professionals for ALL children to take part in a series of lessons. (currently dance and football provided for) (SEPT 2019)</li> <li>• To provide extra-curricular sporting clubs throughout the year to enthuse and ensure children are participating in sport at an early age. (ALL YEAR)</li> <li>• To build a culture of equal opportunities for male and females in sport through: assemblies, 'This girl can' displays, monitoring of participation. (ALL YEAR)</li> <li>• To re-introduce the daily mile into the school day (JAN 2020)</li> </ul>	<p>REAL PE Scheme of work.</p> <p>External clubs providers (Plymouth and Dance – Aut)</p>	
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SDP Priority Area 2: Behaviour and attitudes				
<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>	<ul style="list-style-type: none"> <li>• Blackwater School maintains the happy, vibrant learning community with high expectations for all.</li> <li>• Pupils demonstrate and can articulate a positive approach to learning.</li> <li>• Blackwater School continues to implement the RAISE approach to positive behaviour attitudes.</li> <li>• Attendance to be improving and in line with National Average (96%) including persistent absence. Targeted approach with the EWO to support those families.</li> <li>• Further refine the safeguarding systems through the staff by ensuring all have up to date training with CPOMS online system.</li> <li>• Development of the PSHE curriculum to ensure all children have the right age appropriate knowledge to keep them safe in and out of school.</li> <li>• Ensure consistency in behaviour systems and reporting across the school to maintain the established excellent behaviour, manners and mutual respect.</li> </ul>			
<b>Rationale behind objectives</b>	<p>To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well being of each and every individual is a priority.</p> <p>To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within school and the wider community.</p>			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (Autumn, Spring, Summer)
2a.  To continue to develop high expectations for learner's behaviour	Evey Evison  SLT  All staff	<ul style="list-style-type: none"> <li>• Update behaviour policy to ensure there is consistency across staff and the whole school. (SEPT 2019)</li> <li>• RAISE approach to continued to be develop as part of the PSHE curriculum. (ALL YEAR)</li> <li>• Children are clear on rules and know the process of what happens when they make the right and wrong choices. (SEPT 2019)</li> <li>• Inject new energy into 'Learner of the week' and 'Citizen of the Week' for the individuals to be given specific privileges across the school. (SEPT 2019)</li> </ul>	Prefect badges	

		<ul style="list-style-type: none"> <li>• Introduction of Year 6 prefects to role model positive behaviour to all. (OCT 2019)</li> </ul>		
<p>2b.</p> <p>All children are independent, resilient learners who are confident to be challenged.</p>	<p>Evey Evison</p> <p>SLT</p> <p>All staff</p> <p>Ellie Watkins</p>	<ul style="list-style-type: none"> <li>• Introduce a Class Dojo in Year 5/6 to develop positive praise and responsibility in the oldest class (SEPT 2019)</li> <li>• Independent learning training for all staff – LB lead in INSET. (SEPT 2019)</li> <li>• Created and embed the PSHE curriculum across the school. (SEPT 2019)</li> </ul>	<p>Possible CPD if needed.</p>	
<p>2c.</p> <p>To improve the attendance of a small minority of pupils.</p>	<p>Evey Evison</p> <p>SLT</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• Analyse attendance and lateness data to ensure all cases are acted upon (HALF TERM)</li> <li>• Devise three waves of letters to be given out dependent on the severity. Use of infographics to secure message to parents. (OCT 2019)</li> <li>• To launch Project 100 to support attendance of disadvantaged children. (SEPT 2019)</li> <li>• Continue to work closely with the EWO to maintain direct and targeted approach to raising attendance. (ALL YEAR)</li> <li>• Support children who are persistently late by giving them opportunities to certain children before the start of school. (JAN 2019)</li> <li>• Band attendance: Gold (98%+) Silver (97%+) Bronze (95%+) certificates at the end of each academic term. All children to be given a token termly if 100% attendance. End of the year, one child picked out of a hat to be given a prize (NOV 2019)</li> </ul>	<p>Cost of EWO</p> <p>Project 100 - £100 per child</p> <p>Prize at the end of the year e.g. bike</p>	

<p>2d.</p> <p>To ensure that all children are safe in school and online.</p>	<p>Evey Evison</p> <p>SLT</p> <p>Ellie Watkins</p> <p>Holly Keane</p>	<ul style="list-style-type: none"> <li>• Maintain rigorous safeguarding policies and procedures – including SCR. (ALL YEAR)</li> <li>• Continue to develop the use of CPOMS for safeguarding and behaviour. (ALL YEAR)</li> <li>• Analyse patterns and data from CPOMS to guide next steps.(ALL YEAR)</li> <li>• Ensure staff training of CP and Prevent is current and up to date. (SEPT 2019)</li> <li>• EW to ensure e-safety is implemented effectively in the curriculum. (OCT 2019)</li> <li>• To ensure that first aid provision is up to date and carried out effectively. (SEPT 2019)</li> </ul>	<p>CPOM licence</p> <p>Possible CPD during the year.</p> <p>First aid provision updates</p>	
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SDP Priority Area 3: Personal development				
<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>	<ul style="list-style-type: none"> <li>• Our curriculum offer is designed to extend beyond academic skills.</li> <li>• To offer, in particular, our disadvantaged pupils the opportunities to develop and discover their interests and talents.</li> <li>• To be mindful of the physical and mental well being of the pupils and to tailor the opportunities both within the school day and outside of this to meet the needs of the cohorts of pupils.</li> <li>• For Blackwater pupils to be good citizens and feel part of the community.</li> <li>• For the children to celebrate and embrace diversity and the enrichment diversity brings to the school.</li> </ul>			
<b>Rationale behind objectives</b>	We want to ensure the physical and mental health is a high priority for school and home. To be able to enthuse and motivate pupils and families to take part in an active and healthy life style.			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (Autumn, Spring, Summer)
3a. Ensure that mental health of our pupils and staff is a high priority for all staff and SLT.	Evey Evison	<ul style="list-style-type: none"> <li>• To establish a mental health lead for staff from SLT (SEPT 2019)</li> <li>• Weekly support staff meetings to have an agenda item for raising concerns around pupil's well being. External support identified for the most vulnerable pupils. (ALL YEAR)</li> <li>• Supervision sessions put in place in the Autumn term to support staff well-being. (OCT 2019)</li> </ul>	Possible CPD  Post of supervision.	
3b. Ensure all pupils are given opportunities to discover new talents and interests.	Evey Evison All staff	<ul style="list-style-type: none"> <li>• Golden time to be re-launched as 'Fun Friday' where children are mixed R to Y6 and choose certain activities to develop talents and social skills (SEPT 2019)</li> <li>• Career day to be launched allowing pupils to explore career opportunities and skills for aspirational jobs. (MAY 2020)</li> </ul>	Visitors in for career day	

<p>3c. Ensure our pupils know what it means to be a good citizen</p>	<p>Evey Evison All staff</p>	<ul style="list-style-type: none"> <li>• Develop links with community members and places. (ALL YEAR)</li> <li>• Random acts of kindness awards celebrated in Celebration assembly. (JAN 2020)</li> <li>• Ensure RE syllabus as clear coverage including visits to local places of worship. (JAN 2020)</li> <li>• ‘Have I got news for you’ Monday / Tuesday assemblies give opportunities for children to discuss and listen to challenging topical questions and debates. (SEPT 2019)</li> <li>• Improve the understanding of R.A.I.S.E approach with children (SEPT 2019)</li> </ul>	<p>Picture news subscription.</p>	
<p>3d. To design the curriculum to also plan for beyond academic skills and knowledge.</p>	<p>Evey Evison</p>	<ul style="list-style-type: none"> <li>• Carry out the first September ‘Team Building’ days for each class at Camp Kernow. Year 5/6 to camp over. (SEPT 2019)</li> <li>• Give opportunity for all children to go on a school camp, from Y1 to Y6. (Y1/2 – Carnyorth, Y3/4 Beaver Camp, Y5/6 London). (ALL YEAR).</li> <li>• To begin to teach Forest School weekly. All children to be able to take part at some point throughout the year. (ALL YEAR)</li> </ul>	<p>Team building days subsidy.  Forest School – 1 x pm per week TA time.</p>	



SDP Priority Area 4: Leadership and Management				
<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>	<ul style="list-style-type: none"> <li>All leaders, including governors, are highly ambitious for the school and lead by example.</li> <li>A strong emphasis on distributive leadership, with clearly defined roles for members of the SLT and all staff.</li> <li>Teachers, support staff and governors are invested in and their professional development is vital to the school's continuing success.</li> <li>The governing body is stable and experienced, playing an active part at monitoring and reviewing practice in school.</li> <li>Staff workload is taken into consideration and minimised so it has a positive impact on children's learning.</li> <li>All staff understand and research the EEF toolkit to support any changes and developments within the school.</li> <li>Governors and all teachers have a clear, accurate and consistent picture of the data for their subject area / cohort. Pupil progress meetings are carried out to confirm and analyse targeted intervention.</li> </ul>			
<b>Rationale behind objectives</b>	To provide a happy, caring and secure learning environment where everyone thrives and feels safe, confident and valued and the well-being of each and every individual is a priority.			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (Autumn, Spring, Summer)
4a. To clarify the vision, ethos and current practices of the school	Evey Evison  All staff	<ul style="list-style-type: none"> <li>Gather opinions through a questionnaire regarding what is working well and thoughts on next steps (JULY 2019)</li> <li>Develop a unified vision for the school through developing a three year development plan. (JAN 2019)</li> <li>Re-write the Vision statement to match the changes in the school (JAN 2019)</li> <li>Ensure all policies are up to date and current practice (OCT 2019)</li> </ul>	Possible CPD when needed.	
4b. To improve staff workload through planning, marking and communication.	Evey Evison  SLT	<ul style="list-style-type: none"> <li>Trial new marking process 'whole class feedback' (SEPT 2019)</li> <li>Minimise mathematics planning through implementing 'pyramid planning'. (SEPT 2019)</li> <li>Improve internal communication – online calendar, what's on guide, management plan, TA meetings, SLT meetings to ensure clarity on what is happening when. (SEPT 2019)</li> </ul>	Feedback stamps	

<p>4c. Improve the professional development of all staff.</p>	<p>Evey Evison SLT</p>	<ul style="list-style-type: none"> <li>• Develop the role of the teaching assistant through training sessions, weekly TA meetings and links with other TPAT schools. (ALL YEAR)</li> <li>• Develop the role of the subject lead through training, modelling and teachers been given time. (OCT 2019)</li> <li>• Secure robust and transparent appraisal system for all staff in the organisation. (SEPT 2019)</li> </ul>	<p>Possible CPD opportunities</p>	
<p>4d. Develop the use of the education endowment foundation (EEF) research tools to ensure any initiatives introduced are proven to be high impact, low cost.</p>	<p>Evey Evison SLT</p>	<ul style="list-style-type: none"> <li>• Staff training session on EEF resources for all staff and relevance to our context. (JAN 2019)</li> <li>• Core subject leaders to study one research project and report back to staff. (JAN 2019)</li> </ul>		
<p>4e. Ensure governors and senior leaders have a full and realistic picture of the impact of the school improvement priorities using an increased range of monitoring processes.</p>	<p>Evey Evison</p>	<ul style="list-style-type: none"> <li>• Structure the 12 yearly meetings to ensure there is coverage of all areas of responsibility. (SEPT 2019)</li> <li>• Each governor to commit to a minimum of two monitoring opportunities per year. (SEPT 2019)</li> <li>• Ensure all governors have the correct professional development to support the school. (ALL YEAR)</li> </ul>	<p>Possible CPD opportunities</p>	
<p>4f. Ensure senior leaders, governors and teachers have a consistently accurate picture of pupil's attainment and progress.</p>	<p>Evey Evison SLT</p>	<ul style="list-style-type: none"> <li>• Introduce Jason Hurr's tracking spreadsheet to ensure children's progress (and flight plans) are visible. (OCT 2019)</li> <li>• Training for all staff on how to fluently explain the data for their subject / cohort. Training on JH system to support this (OCT 2019)</li> <li>• Training on how to accurately pinpoint individuals who fall off their flight plan. (OCT 2019)</li> </ul>	<p>Jason Hurr's system  NFER testing</p>	

		<ul style="list-style-type: none"> <li>• Effective use of external standardised tests for all year groups. (TERMLY)</li> <li>• Target Tracker / JH system judgements moderated with outcomes of standardised tests and discussed in pupil progress meetings. Reports to GB submitted. (TERMLY)</li> <li>• Review of impact of intervention from previous term discussed in subsequent PP meetings (TERMLY)</li> </ul>	Target Tracker	
4g. To develop the role of the leadership team	Evey Evison  SLT	<ul style="list-style-type: none"> <li>• To meet weekly/ fortnightly to ensure that the school is developing at a fast pace (SEPT 2019)</li> <li>• For Eng / maths / Pupil Premium to have dedicated time out of the classroom to monitor and evaluate the impact. (SEPT 2019)</li> <li>• Analysis of data on a termly cycle to ensure all stakeholders have a clear understanding of next steps within their subject. (ALL YEAR)</li> </ul>	Lead time out of class.	
4h. To improve the communication and positive image of the school to therefore engage with the community more effectively.	Evey Evison  All staff	<ul style="list-style-type: none"> <li>• Wider positive communication with parents through social media and weekly newsletters. (SEPT 2019)</li> <li>• Parents meetings held on a rolling programme to support families understand current practices for: phonics, maths, English and SATS. (ALL YEAR)</li> <li>• Classes to take part in a class assembly once a term. (JAN 2019)</li> <li>• Greater use of Eschools to support the website and parental communication. Extra training put in place for staff to develop class pages. (NOV 2019)</li> <li>• Create annual cycle of staff, pupil and parent feedback. (SEPT 2019)</li> </ul>	Eschools licence and training.  Possible CPD opportunities	

SDP priority Area 5: Early Years				
<p><b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i></p>	<ul style="list-style-type: none"> <li>• There is an increase of Nursery children attending Blackwater.</li> <li>• Children’s PSED needs are met and supported through quality first teaching and provision.</li> <li>• Writing is given more of an emphasis in EYFS, creating more opportunities for children to write.</li> <li>• High quality and rigorous phonics teaching.</li> <li>• Drive on early reading, with progress monitored through termly tracking.</li> <li>• Areas of continuous provision, inside and outside the classroom, to be used independently by children.</li> <li>• Develop the already successful outdoor area, including the teaching of outdoor skills as well as self-led learning.</li> </ul>			
<p><b>Rationale behind objectives</b></p>	<p>For all EYFS children to feel confident and safe in our environment to be ready to learn and grow as individuals.</p>			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (Autumn, Spring, Summer)
<p>5a. Increase the number of children attending Nursery. Increasing the Nursery hours from am to am &amp; pm.</p>	<p>Evey Evison Holly Keane</p>	<ul style="list-style-type: none"> <li>• Advertise in the local area and on social media to promote a greater presence in the community (ALL YEAR).</li> <li>• Change settings on all family service websites (SEPT 2019)</li> <li>• Adapt teaching and learning to support Nursery children in the afternoon (SEPT 2019).</li> <li>• Realign staffing to support new intake. (SEPT 2019)</li> <li>• Develop a Nursery local hub to support consistency and high expectations in the local community (JAN 2020)</li> </ul>	<p>Advert in paper</p>	
<p>5b. To improve children’s PSED to ensure it meets the national expectation ELG.</p>	<p>Holly Keane</p>	<ul style="list-style-type: none"> <li>• Develop the continuous provision to ensure that there is a consistent PSED area inside and outside (SEPT 2019).</li> <li>• Weekly ‘Circle Time’ introduced to develop children ability to empathise and discuss emotions. This will be linked to a social story each week (SEPT 2019).</li> <li>• Staff training to support the forward development of PSED (ALL YEAR).</li> </ul>	<p>Resources  Possible CPD opportunities.</p>	

		<ul style="list-style-type: none"> <li>Analyse data, including baseline, to support children’s need on a half termly basis. Using Tapestry and 0-9s. Interventions put in place as and when needed (ALL YEAR).</li> <li>Introduce whole class Thrive assessments to analyse and action where needed (OCT 2019).</li> </ul>		
5c. To improve writing to meet the national expectation ELG.	Holly Keane	<ul style="list-style-type: none"> <li>Weekly story maker session with external expert (AUTUMN TERM).</li> <li>Half termly independent writing to become in line with the school’s writing moderation (ALL YEAR).</li> <li>Weekly ‘shared write, guided write and exciting write’ sessions to support independence in writing for Nursery and Rec children (ALL YEAR).</li> </ul>	Cost of expert.	
5d. Develop a secure understanding of data in EYFS to fluency discuss impact of provision provided.	Holly Keane Evey Evison	<ul style="list-style-type: none"> <li>Implement the 0-9 assessment system to develop understanding of how data can support teaching and learning (SEPT 2019).</li> <li>Write termly reports analysing results and children’s development (ALL YEAR).</li> <li>TA training in Tapestry to ensure quality observations are made (OCT 2019)</li> </ul>	0-9 assessment  TA training in Tapestry	
5e. Enhance the quality of outdoor learning taking place.	Holly Keane	<ul style="list-style-type: none"> <li>Weekly visits to the wild area to develop den building and exploring the environment. (ALL YEAR)</li> <li>Weekly forest school activities to teach standalone outdoor skills (ALL YEAR)</li> </ul>	Forest school development.	