



EWPS 1 YEAR SCHOOL DEVELOPMENT PLAN (2018-19)

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A. School Development Process

The Big Picture

The vision of Ellen Wilkinson Primary School is '**Learning to Grow and Succeed Together**'. This underpins all aspects of our school community. In order to achieve our vision the school has adopted a set of core values around which school development is planned. These values are a result of consultation with all members of our school community.

At Ellen Wilkinson Primary School we expect everyone in our community to embody our core values. In order to do this everyone has the right and the responsibility to be:

- ✓ **inspired and inspire others**
- ✓ **respected and respect everyone**
- ✓ **successful and help others to succeed**
- ✓ **resilient and help others to develop resilience**
- ✓ **heard and cared for.**

To ensure that as a school we are always striving for the best possible outcomes for our pupils, a three year strategic development plan has been created. This strategic plan is reviewed at the end of every academic year as part of the school's self-evaluation cycle and is used to inform next steps for development. It is assumed that as the plan progresses, improvements from the previous year are maintained & embedded. The strategic plan is complemented by this School Development Plan (SDP), a shorter term more detailed operational plan extending over the course of an academic year.

Main development priorities for the year are called focus priorities. Other elements that may need to continue as they are not yet embedded or need further development are identified as background priorities.

The timeline for the plan is divided into 4 quarters throughout the year coincided to link with the school Learning Fairs. These quarters are used to track progress towards each priorities success criteria **This can be found in Steps to Success & Evaluation.**

- **Quarter 1 ends ...23/11/18**
- **Quarter 2 ends ...08/02/19**
- **Quarter 3 ends ...03/05/19**
- **Quarter 4 ends ...12/07/19**

This is done through the agreed monitoring evidence which includes a series of quarterly reports & meetings from school leaders at all levels which are evaluated by the Head Teacher, GB Curriculum Committee and ultimately the full Governing Body.

Priorities & progress towards achieving them are shared with staff via school development display in the work room. It is the responsibility of all staff to support development of whole school priorities in order to ensure the best outcomes for pupils.

B. Key priorities 2018-19

Previous development work is embedded. Full curriculum redesign takes place in order to facilitate greater pupil independence, resilience and enjoyment whilst ensuring children continue to meet & exceed national expectations in all key stages. Curriculum redesign is completed in consultation with all stake holders and looks to embed values in our curriculum as well adopt an approach that is more engaging and promotes opportunities for pupil led learning. Greater reflection of local issues and life skills are also incorporated with clear global and career related opportunities. The importance of reading is raised and becomes a more intrinsic part of the school's culture and expectations. Reading champions are created to promote this. The importance of vocabulary and the power that words provide is conveyed across all subjects.

C. Summary of 2018 Data

Summary of most recent standards & achievement (2018)

The following is a summary of end of Key Stage data. Detailed breakdown of this can be found in the 'Magic Numbers File' for 2018 which serves as an appendix to this plan.

Foundation stage

	EWPS	Newham	2018	National	2017
GLD	75.0%	76.0%	-1%	72.0%	+3%
APS	35.0	35.1	-0.1	34.5	+0.5

Our Good Level of Development (GLD) remains broadly in line with the Newham results and above early indications of the national averages.

Our outcomes have dropped from previous years with some of the following context explaining some reasoning for this

Cohort Specific Information

- *5 leavers and 5 mid-phase arrivals*
- *Many SEND concerns with two pupils qualifying for HNF and 5 others with specialist support*
- *Some EAL Eastern European boys have had significant EAL difficulties resulting in SALT interventions*
- *Disruptive teacher trial with one leaving in December on maternity leave (only to return to leave) and one leaving at the end of the Spring term*

Area of learning	EWPS outcomes 2018 (%)	Average Point Score 2018 (APS)	EWPS outcomes 2017 (%)	Average Point Score 2017 (APS)
Communication Language	81.4		91.0	2.37
Physical Development	88.1		98.0	2.55
Personal, Social, Emotional Development	93.2		95.0	2.36
Literacy	74.6		84.0	2.07
Maths	84.7		89.0	2.17
Understanding the World	84.7		96.0	2.38
Expressive Arts & Design	88.1		96.0	2.32

Year 1 Phonics

Phonics Pass %	EWPS	EWPS Boys	EWPS Girls	Newham	National (2017)
Year 1	90.0	92.0	88.0	88.0	81.0
Year 2 re-takes*	55%	45.0	100		

*including those new to Year 2 (Of the 11 re-takes, 2 are girls and 9 are boys.)

5 out of 11 pupils did not pass. 2 pupils have subsequently left us, 1 pupil is in receipt of HNF and 1 is on the SEND register.

Key Stage 1

EXPECTED %	EWPS	Newham		National (2017)	
Reading	85.0	78.0	↑7	75.0	↑10
Writing	81.0	73.0	↑8	68.0	↑13
Maths	85.0	80.0	↑5	75.0	↑10
Science	88.0	83.0	↑5	82.0	↑6
Combined	78.0	70.0	↑8	64.0	↑14

All outcomes are above Newham and National figures.

Combined % is just 3% (2 pupils) below writing showing EWPS commitment to supporting the development to the whole child to making the expected standard.

GREATER DEPTH %	EWPS	Newham		National (2017)	
Reading	20.0	27.0	↓7	25.0	↓2
Writing	22.0	19.0	↑3	15.0	↑7
Maths	20.0	26.0	↓6	20.0	+/-

KS2

EXPECTED %	EWPS	Newham		National (NCER data)	
Reading	77%	80%	↓3	75%	↑2
GPS	83%			77%	
Writing	81%	84%	↓3	78%	↑3
Maths	83%	86%	↓3	75%	↑8
Combined	75%	74%	↑1	64%	↑11

GREATER DEPTH %	EWPS	Newham	National (NCER data)
Reading	30%	29%	28%
GPS	55%		
Writing	21%	24%	20%
Maths	40%	36%	23%
Combined	17%	13%	10%

All EWPS KS2 outcomes for % of pupils at expected + and at greater depth are higher than National.

SCALED SCORES	EWPS	Newham		National	
Reading	106.2	105.8	↑0.4	105.0	↑1.2
GPS	111.0				
Maths	107.4	107.1	↑0.3	104.4	↑3.0

The combined attainment measure of the percentage of pupils reaching the expected level in all of reading, writing and mathematics increased in Newham and nationally. This is also the case at EWPS, where an increase of 7% to 75% means we are above both the local and national figure.

- Expected standard = scaled score of 100 or more.
- Greater depth standard = scaled score of 110 or more. (This is determined by the distribution of scores on the test and not pre-determined.)
- The progress measure is value-added so the pupil's result is compared to that of other pupils nationally with a similar level of prior attainment. There is no target progress measure for individual pupils and instead their progress contributes to the school's progress score.
- Positive values demonstrate that pupils progressed more than those nationally with a similar prior attainment.

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Subject Areas	Attainment at EWPS 2017	Attainment at EWPS 2018
Expected standard reading	75%	77%
Greater depth reading	14%	30%
Expected standard writing	77%	81%
Greater depth writing	0%	21%
Expected standard mathematics	86%	83%
Greater depth mathematics	37%	40%
Expected standard GPS	86%	83%
Greater depth GPS	46%	55%
Expected standard reading, writing and mathematics	68%	75%
Greater depth standard reading, writing and mathematics	0%	17%
Average progress in reading	-0.9	+1.1
Average progress in writing	-1.4	+1.8
Average progress in mathematics	+2.5	+3.5
Average scaled score in reading	104	106.2
Average scaled score in mathematics	108	107.4
Average scaled score in GPS	109	111

Targets/ Success Criteria for 2018-19 – EYFS, Year 1 phonics & KS1

Foundation stage

	Good level of Development	Lit.	Maths	UTW	Exp. Arts	PSED	Physical Dev.	Comm. & Lang.
EWPS (2019)	80%	80%	80%	88%	88%	93%	90%	85%
EWPS (2018)	80%	80%	80%	85%	85%	83%	85%	80%

Percentage have been set to reflect the baseline assessment and to set targets for higher attainment than 2018
 5 pupils are currently being assessed for SEND, with 3 recently receiving a diagnosis.
 3 new pupils this academic year with baselines still to be completed

Year 1 Phonics

Pass
87%

Key Stage 1 -

		Reading	Writing	Maths	Combined
Pupils at & above expected	School Targets	86	81	88	80
	FFT 50 Targets	86	78	85	75
	FFT 20 Targets	91	85	90	82
	School Targets (Greater Depth)	25	25	25	25

Background
 3 pupils with significant SEND needs

Targets/ Success Criteria for 2017-18 – KS2

KS2

		Reading	Writing	GPS	Maths	Combined
Pupils at and above expected	School Targets	83	85	87	87	75
	FFT 50 Targets	75	78	80	80	66
	FFT 20 Targets	81	83	85	85	74
	School Targets (Greater Depth)	30	20	50	40	20

Targets/ Success Criteria for 2017-18 – Year Groups

Year 1

Pupils At and Above Expected Number	Reading	Writing	Phonics	Maths	Combined
%	85	80	85%	85	75
% Greater depth	25	20		25	15

FFT data is currently unavailable for 2018 EYFS pupils

Year 3

Pupils At and Above Expected	Reading	Writing	GPS	Maths	Combined
School Targets	85	80	80	80	78
FFT 50 Targets					
FFT 20 Targets					
Greater depth School Targets	25	25	25	25	20

FFT data is currently unavailable for 2018 Year 3 pupils until the release of the KS1 data

Year 4

Pupils At and Above Expected	Reading	Writing	GPS	Maths	Combined
School Targets	85	85	85	87	80
FFT 50 Targets	79	83	84	83	71
FFT 20 Targets	84	87	89	89	78
Greater depth School Targets	30	30	35	35	25

Year 5

Pupils At and Above Expected	Reading	Writing	GPS	Maths	Combined
School Targets	87	87	90	90	82
FFT 50 Targets	81	83	84	84	74
FFT 20 Targets	85	87	88	89	80
Greater depth School Targets	38	32	49	40	27

These year 5 greater depth targets are particularly aspirational and therefore may be subject to some change

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D.	Focus Priority	SLT Link	Values Addressed
	1. Continue to develop standards in reading	Sheleena Laskar	Successful, Inspiring, Resilience

Area	Success will look like	Evidence	What we will do	Lead	Costings	CPD
1.1 Evaluate current areas of strong and weaker practice	<ul style="list-style-type: none"> Common areas of strength and AFD identified through gap analysis Benchmark established of current practice in relation to the teaching of reading Identify key areas of best practice (incl staffing) Strengths & AFD of current recording systems established. 	<ul style="list-style-type: none"> Gap analysis LTE summaries Reading record evaluations Survey outcomes JGB minutes 	<ul style="list-style-type: none"> Question level analysis of SATs & renaissance LTEs in Q1 to focus on teaching of reading (repeated in Q4 to show impact of development) Reading Champions posts created & appointed Reading records reviewed Reading working party (Eng Lead, SLT link & KS1 &2 Reading Champions) established & summarise main outcomes from current evidence base to inform development Staff consultation on current confidence in teaching of reading Pupil consultation on learning to read 	<p>Eng Lead, Ass Lead & SLT SLT Reading working party (RWP)</p> <p>RWP</p> <p>RWP & JGB</p>	<p>None</p> <p>None</p> <p>£3000 (2 x temp TLR)</p> <p>None</p> <p>Minimal <i>(subject & team teach release already budgeted for)</i></p>	None
1.2 Consistent approach to teaching of reading across the school	<ul style="list-style-type: none"> Consistent timetabling and structure of teaching reading Whole class & guided group texts incorporated Reading handbooks provide clear guidance & expectations RWP support consistent delivery and approach 	<ul style="list-style-type: none"> Planning Handbooks CPD outcomes Reading records Data LTE Better Reading Partner outcomes 	<ul style="list-style-type: none"> Use findings from 3.1 to refine current provision Investigate Big Read (Shirley Clarke) Visit CLPE – investigate current trends (promote enjoyment of reading and language boost) EYFS, KS1 & KS2 reading handbooks created to establish consistent approach across key stages CPD delivered to support this Exemplars of model lessons to be demonstrated (use team teach opportunities) Support in PPA for planning reading Reading team to devise supporting documents on questioning styles and strategies Clear monitoring and evaluation timetable established to assess impact Better Reading Partners to continue and where possible practice & expectation built into whole class sessions 	<p>RWP RWP</p> <p>RWP RWP</p> <p>RWP RWP</p> <p>RWP RWP RWP</p> <p>RWP & SLT</p> <p>RWP, support staff</p>	<p>None</p> <p>2 day release</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>1 day release</p> <p>None</p> <p>None</p>	<ul style="list-style-type: none"> 3 x PDM Team Teach Visits to other schools CLPE
1.3 Assessment informs	<ul style="list-style-type: none"> Assessment/ reading records consistently completed Progress towards end of year 	<ul style="list-style-type: none"> Reading records Planning Gap analysis 	<ul style="list-style-type: none"> Reading planning & assessment formats reviewed and amended Revised formats shared with staff and RWP 	<p>RWP</p> <p>RWP</p>	<p>None</p> <p>None</p>	

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<p>planning</p>	<p>expectations clearly indicated</p> <ul style="list-style-type: none"> • Planning is informed from the assessment with identified groups/children that need targeted learning. • Renaissance gap analysis used each quarter to review impact & inform future planning • Bug club used proactively to support individualised learning 	<ul style="list-style-type: none"> • Pupil outcomes • Monitoring & moderation outcomes • Bug club evaluation records 	<p>support implementation for focus classes.</p> <ul style="list-style-type: none"> • Quarterly gap analysis informs focus for next quarters • Bug club re-established in class and subsequent guidance sent home for parents • Targeted texts and activities in Bug Club used to support home & individualised learning 	<p>Ass Lead & English Lead</p> <p>RWP</p>	<p>None</p> <p>None</p> <p>None</p>	<p>1 x PDM Bug Club</p> <p>1 x PDM library use</p>
<p>1.4 Resourcing</p>	<ul style="list-style-type: none"> • Library books re-categorised • Library use consistent across the school • Bug club texts and activities used proactively 	<ul style="list-style-type: none"> • Library records • PDM records • Pupil survey • Bug club outcomes 	<ul style="list-style-type: none"> • Library recording system reconfigured • Guided reading books re-categorised • Bug club texts reviewed • Wordsmith texts reviewed • Whole class texts purchased where applicable • Non-fiction books purchased to support curriculum redesign where necessary. 	<p>Net.Manager</p> <p>RWP</p> <p>RWP</p> <p>RWP</p> <p>RWP & CLT</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>TBC</p> <p>TBC</p>	<p>None</p>
<p>1.5 Status of reading raised across school</p>	<ul style="list-style-type: none"> • Learning environment reflects importance of reading • Class reading areas developed • Curriculum redesign incorporates greater focus across subjects • Library used and maintained by ALL classes • Support of parents reading with children at home developed • Evidence that pupil attitudes to reading have improved 	<ul style="list-style-type: none"> • Displays • Monitoring • Library records • Parent info & events • Reading event outcomes • Records • Attitudes to reading • Data 	<ul style="list-style-type: none"> • Reading to be incorporated into displays across curriculum • Classroom reading areas redeveloped • Programme of reading events across the year • Development of reading page on website • Reading tips incorporated into newsletter • Parent support materials and events about reading established • Reciprocal reading system established? • JGB role in promoting reading to be considered 	<p>RWP & Phase links</p> <p>As above</p> <p>RWP</p> <p>RWP & Net. Manger</p> <p>RWP</p> <p>RWP</p> <p>RWP & ZK</p>	<p>None</p> <p>None</p> <p>TBC</p> <p>None</p> <p>None</p> <p>TBC</p> <p>None</p>	<p>None</p>

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Focus Priority			SLT Link	Values Addressed		
2. Assessment informs planning			Janice Owen-Amadasun	Successful, Inspiring, Resilience		
Area	Success will look like	Evidence	What we will do	Lead	Costings	CPD
2.1 Refine current tracking systems	<ul style="list-style-type: none"> Visual pupil progress tracker developed Access to tracking available to all relevant stakeholders Renaissance outcomes utilised more proactively (including question level analysis) 	<ul style="list-style-type: none"> Visual pupil progress trackers Tracking documents Renaissance data TLT books Planning 	<ul style="list-style-type: none"> Transfer tracking onto cloud based system Visual tracking format developed Training delivered on refined use of Renaissance reports including question level analysis Planning support in place to ensure impacts on planning Monitoring and moderation processes in place to ensure accuracy of assessments 	Net.Manager Ass Lead/SLT AH Phase Links & CLT CLT	TBC None None None	TBC
2.2 Class development plans (CDP)	<ul style="list-style-type: none"> Class Development Plans reflect the next steps required for planning and intervention. Target groups & individuals identified Plans used to inform and amend planning & provision Pupil progress of target groups secured 	<ul style="list-style-type: none"> Class development plans Pupil Progress outcomes Data Planning PDM TLT books 	<ul style="list-style-type: none"> Refine format of CDP CDP's completed for all classes and referenced in planning & use of TLT. CPD's RAG rated for each quarter pupil progress meeting Phase meetings used to share these across year groups to facilitate good practice Monitoring to cross reference against LTE & TLT provision 	SLT, Eng & Maths & Ass Leads CT's Phase Links	None None Minimal <i>(subject & team teach release already budgeted for)</i>	Phase meetings
2.3 Refine use of expectations documents	<ul style="list-style-type: none"> Expectations document used to identify next steps for targeted children. Teaching and Planning will reflect the next steps from the end of year expectations document. Foundation subject assessments used in planning 	<ul style="list-style-type: none"> Planning Pupil outcomes LTE's Monitoring TLT books CDP plans 	<ul style="list-style-type: none"> Reintroduce reformatted end of year expectation document All year groups reflected on to one page to support understanding of progress of knowledge Staff use the end of year expectations as a guide in their weekly planning and assessment. Foundation subject assessments to be used to inform unit planning Phase link & SLT support as needed 	SLT & CLT Phase Links Phase Links Phase links	None None None None	1 x PDM Phase meetings to support
2.4 SEND provision	<ul style="list-style-type: none"> SEND records used to inform targeted planning Provision mapping increasingly supports 	<ul style="list-style-type: none"> SEND records Planning Provision mapping 	<ul style="list-style-type: none"> SEND records (orange folders) used to personalise planning to meet individual needs Provision mapping software introduced CPD takes place Provision mapping used 	CT DHTs DHTs DHT's	None £500 None None	PDM – use of provision mapping
2.5 Assessment to planning in curriculum redesign	<ul style="list-style-type: none"> Cloud based system so all assessment documents are easily accessible Planning format reviewed to clearly identify focus from assessment 	<ul style="list-style-type: none"> Infrastructure development plan Revised planning format 	<ul style="list-style-type: none"> See IT infrastructure development plan See target 3 	See target 3	See target 3	See target 3

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F.	Focus Priority	SLT Link	Values Addressed
	3. Curriculum Redesign	Sue Ferguson	Successful, Inspiring, Resilience

Area	Success will look like	Evidence	What we will do	Lead	Costings	CPD
3.1 Review areas of strength and development	<ul style="list-style-type: none"> Current strengths and areas for development identified Pedagogical strength & AOD identified 	<ul style="list-style-type: none"> Data analysis (including QLA) Quarterly reports Stakeholder consultations LTE's 	<ul style="list-style-type: none"> Review quarterly reports & data to identify strengths & areas for development Pupils, staff, parents and governors consulted on current strengths and areas for development (see 3.2) LTE's reviewed to identify commonalities in approach across most successful practitioners Consider impact of current schemes on pupil outcomes as part of this 	SLT & CLT HT PH	None None None	N/A
3.2 Establish common vision for curriculum	<ul style="list-style-type: none"> All stakeholders will have been consulted Examples of good practice & outcomes of research reviewed to inform discussions Agreement of core principles that directly link to vision and values of school & long term SDP 	<ul style="list-style-type: none"> Stakeholder consultations Meeting notes JGB minutes Newsletters Draft principles GB minutes 	<ul style="list-style-type: none"> Staff discussions at PDM to identify commonalities of ideas Stakeholder consultation format designed. Stakeholder consultations take place Outcomes analysed Reality check overview created. Innovative practice & outcomes of educational research reviewed Core principles drafted Principles shared with all stakeholders & amended where necessary in light of feedback 	HT SLT, AH & JGB Link As above As above HT SLT & staff HT HT	None None £50 (printing) None None None	Whole staff consultation (03/09/18 & 12/11/18)
3.3 Curriculum structure and content redesigned	<ul style="list-style-type: none"> Curriculum redesigned Reflects principles in 1.2 Incorporates aspects in 1.4 National curriculum requirements met Resource development at start of new financial year meets needs of redesign <i>Long term : pupil engagement & outcomes improve</i> 	<ul style="list-style-type: none"> Curriculum matrices Curriculum policy See also 3.2 & 3.3 GB minutes 	<ul style="list-style-type: none"> Principles used to create structure for curriculum redesign Cross curricular big question approach reintroduced Units per year group agreed CLT work with SLT to create curriculum matrix of objectives that covers NC requirements NB particular note to content of history curriculum & incorporation of music curriculum 'Glass floor' of outcomes established for each unit 	CLT & SLT CLT & SLT CLT & SLT Humanities Lead & CA Lead SLT CLT & HT	None None None None None None TBC	INSET Day 15/01/19 3 weekly CLT working party meeting (see PDM timetable) Additional subject leader release where applicable <i>(£0 costs as covered)</i>

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			<ul style="list-style-type: none"> Resource implications assessed and financial plan to address established. 			<i>internally)</i>
3.4 Revised curriculum specifically incorporate additional strands	<ul style="list-style-type: none"> Following curriculum matrices created & built into redesign <ul style="list-style-type: none"> British Values Social Justice/Prevent Local Issues Careers/employment Global SMSC Life skills? 	<ul style="list-style-type: none"> Curriculum matrices Related audits (careers & SMSC) 	<ul style="list-style-type: none"> Agree curriculum matrices of skill and understanding for the 6 areas. Cross reference against PSHE curriculum Consult with community resilience team and Claire Clinton in relation to proposals Link with enterprise network & previously completed careers audit to ensure addresses areas of weakness Review SMSC audit to ensure any areas of development are addressed 	PSHE/RE Lead, SLT, Humanities Lead, Global Lead & Enterprise Lead	£1000 consultancy & release costs	Consultancy days Feb/March
3.5 Enquiry based learning reintroduced	<ul style="list-style-type: none"> Enquiry based learning reintroduced Planning reflects above Outcomes show greater range of pupil led learning Greater pupil ownership of content & prep of Learning Fairs Pupils articulate how learning is developing and next steps 	<ul style="list-style-type: none"> Class learning books Indiv. learning logs Planning Pupil conferencing Books Displays LTEs JGB minutes 	<ul style="list-style-type: none"> Class learning books introduced to support transition to more creative approach Pupil learning logs trialled to support individual self-reflection Big question format reintroduced with pupil to promote greater enquiry based learning Learning Fair format reviewed in light of above 	SLT Phase Links All staff CLT	£350 £100 TBC None	1 x PDM Phase link training (0.5 day) 3x PDM (Q3) CLT support
3.6 Workload review	<ul style="list-style-type: none"> All staff consulted on current practices & procedures (focus: time vs impact) Planning and assessment processes and paperwork amended in light of this School systems developed to facilitate this including the IT environment <i>Long term: well-being audits show positive impact on staff, impact on staff absence?</i> 	<ul style="list-style-type: none"> Workload review Stakeholder feedback Planning & assessment formats IT development plan & related documentation IT infrastructure 	<ul style="list-style-type: none"> Workload reviewed (DFE toolkit to support if necessary) and focus group established Current planning and assessment formats reviewed & amended in light of curriculum redesign and workload review Annual report format reviewed & amended (including parent consultation group feedback) Range of exercise books to be reviewed in light of redesign and above School IT infrastructure development plan created & delivered to support move to cloud based collaborative working 	SLT with focus group As above As above As above As above DHT & Network Manager	None None None TBC See IT infras. plan	None 1 x PDM 1 x PDM None Training plan developed to support staff use
3.7 Support & development of CLT	<ul style="list-style-type: none"> Support programme created and delivered. CLT members can: articulate their vision, discuss standards & progress, identify strengths 	<ul style="list-style-type: none"> CLT support programme Minutes Evidence base for strand Quarterly reports 	<ul style="list-style-type: none"> CLT meet 3 weekly Bespoke support plan created by DHT's Coaching model implemented See support plans 	DHTs DHTs DHTs	Minimal <i>(subject & team teach release already budgeted for)</i>	As target

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	<p>& AFD in practice</p> <ul style="list-style-type: none">• Quarterly Reports show increased evaluation of IMPACT	<ul style="list-style-type: none">• Development plans• Monitoring evidence				
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Steps To Success & Evaluation

FOCUS PRIORITY 1: Continue to develop standards in reading

Priority	S2S – Q1 (by 23/11/18)	S2S – Q2 (by 08/02/19)	S2S – Q3 (by 03/05/19)	S2S – Q4 (by 12/07/19)
1.1 Evaluate current provision	<ul style="list-style-type: none"> Gap analysis Reading champion JDs created Reading champions appointed Reading LTEs completed Audit of reading records Staff consultation on teaching of reading 	<ul style="list-style-type: none"> Pupil consultation on learning to read Reading working party (RWP) reviews all evidence bases to inform next steps See other strands 	<ul style="list-style-type: none"> Parents surveyed on supporting reading at home Parent support materials in teaching of reading reviewed & developed 	<ul style="list-style-type: none"> Parent support for reading at home events
1.2 Consistent approach to teaching of reading	<ul style="list-style-type: none"> LTE focus on evaluating effectiveness of guided reading to establish where we are at and identify next steps Interview and appoint staff reading champions to focus on whole school development of reading 	<ul style="list-style-type: none"> Reading team to conduct evaluation of bug club and wordsmith Investigate Big Read (Shirley Clarke) Visit CLPE (Centre of Literacy in Primary Education - Southbank) to investigate current trends (promote enjoyment of reading and language boost – Power of Reading) Develop an agreed structure of teaching of reading Handbooks created for each phase 	<ul style="list-style-type: none"> Update resources Teachers annotate and adapt planning to meet the needs of the children. Exemplars of model lessons to be demonstrated (using team teach opportunities) Implement and develop supporting documents on questioning styles and strategies Renaissance gap analysis built into planning Investigate assessment procedures based on findings from Big Read/CLPE Monitoring & moderation procedures in place 	<ul style="list-style-type: none"> Teachers continue to annotate and adapt planning to meet the needs of the children. LTEs focus on guided reading to look at consistency of implementation and development Reading team to evaluate effectiveness of supporting documents on questioning styles and strategies Monitoring & moderation procedures in place Reading LTEs conducted & compared with Q1 outcomes
1.3 Assessment informs planning				
1.4 Resourcing	<ul style="list-style-type: none"> Library system re-established 	<ul style="list-style-type: none"> Guided reading books re-categorised Library relaunch Bug club audit Wordsmith audit <p>From Q1</p> <ul style="list-style-type: none"> Library system re-established 	<ul style="list-style-type: none"> New books published to support curriculum redesign if necessary Additional whole class texts purchased if necessary 	<ul style="list-style-type: none"> TBC
1.5 Raise profile of reading	<ul style="list-style-type: none"> Main corridor display Base line attitudes to reading survey completed 	<ul style="list-style-type: none"> Bug club relaunch Library relaunch Reading event TBC Class reading areas redeveloped Evidence of reading in 20% of class displays 	<ul style="list-style-type: none"> Book day & classics week Parent events Reading help on website Reading tips on newsletter Evidence of reading in 50% of class displays JGB support with reading events 	<ul style="list-style-type: none"> Reading event TBC Reciprocal reading? Repeat attitudes to reading survey Evidence of reading in majority of class displays JGB support with reading events Parent support events

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FOCUS PRIORITY 2: assessment to inform planning				
Priority	S2S – Q1 (by 23/11/18)	S2S – Q2 (by 08/02/19)	S2S – Q3 (by 03/05/19)	S2S – Q4 (by 12/07/19)
2.1 Tracking systems refined	<ul style="list-style-type: none"> • SLT to agree the criteria with subject leads (Maths & English) • Each class teacher will analyse their data quarterly and update the tracker. • 	<ul style="list-style-type: none"> • Each class teacher will analyse their data quarterly and update the tracker. • 	<ul style="list-style-type: none"> • Each class teacher will analyse their data quarterly and update the tracker. • 	<ul style="list-style-type: none"> • Each class teacher will analyse their data quarterly and update the tracker. •
2.2 Class Development Plans (CDP)	<ul style="list-style-type: none"> • SLT to agree the format of CDP with subject leads (Maths & English) • Phase meetings used to share these across year groups to facilitate good practice 	<ul style="list-style-type: none"> • Trial and refine format of CDP • CDP's RAG rated for each quarter pupil progress meeting • Monitoring to cross reference against LTE & TLT provision • 	<ul style="list-style-type: none"> • Each class teacher will complete the CDP and bring this to the PPM to enhance the discussion further thus ensuring accountability and progress for children. • CDP continues to be completed effectively 	<ul style="list-style-type: none"> • CDP's completed for all classes and referenced in planning & use of TLT.
2.3 Refine use of expectations document	<ul style="list-style-type: none"> • Evaluate previous use of end of year expectation document • All year groups reflected on to one page to support understanding of progress of knowledge • Foundation subject assessments to be used to inform unit planning • Phase link & SLT support as needed 	<ul style="list-style-type: none"> • PDM to introduce the reformatted end of year expectation document on to landscape. • All year groups reflected on to one page. • Staff use the end of year expectations as a guide in their weekly planning and assessment. • 	<ul style="list-style-type: none"> • Staff use the end of year expectations as a guide in their weekly planning and assessment. • Foundation subject assessments to be used to inform unit planning • Phase link & SLT support as needed 	<ul style="list-style-type: none"> • Staff use the end of year expectations as a guide in their weekly planning and assessment. • Foundation subject assessments to be used to inform unit planning • Phase link & SLT support as needed
2.4 SEND Provision	<ul style="list-style-type: none"> • SEND records used to inform targeted planning • Review of specialist intervention to inform planning 	<ul style="list-style-type: none"> • Provision mapping software introduced • CPD takes place • Provision mapping used 	<ul style="list-style-type: none"> • Provision mapping increasingly supports recording and tracking of SEND (Edukey) 	<ul style="list-style-type: none"> •
2.5 Assessment to planning in curric redesign	<ul style="list-style-type: none"> • See target 3 	<ul style="list-style-type: none"> • Cloud based system so all assessment documents are easily accessible 	<ul style="list-style-type: none"> • Planning format reviewed to clearly identify focus from assessment 	

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FOCUS PRIORITY 3: Curriculum redesign				
Priority	S2S – Q1 (by 23/11/18)	S2S – Q2 (by 08/02/19)	S2S – Q3 (by 03/05/19)	S2S – Q4 (by 12/07/19)
3.1 Evaluation of current practice	<ul style="list-style-type: none"> • Data analysis • Question level analysis • Review of previous LTEs • Review of last 2 years of quarterly reports • Summary of most effective practice • Evaluation with staff 	<ul style="list-style-type: none"> • Pupil consultation • Parent consultation • Staff consultation • Governor consultation • Analysis of results • Strengths & areas of current SOW's evaluated 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • See strands 3.3, 3.4 & 3.5
3.2 Curriculum consultation & vision	<ul style="list-style-type: none"> • Initial discussions with staff • Link with vision & values of the school • Stakeholder consultation formats agreed 	<ul style="list-style-type: none"> • Pupil consultation • Parent consultation • Staff consultation • Governor consultation • Analysis of results • Realty check created • Golden absolutes drafted 	<ul style="list-style-type: none"> • Golden absolutes finalised with all stakeholders • Golden absolutes used to support curriculum redesign • 	<ul style="list-style-type: none"> • Pupil outcomes and experiences in trial unit evaluated against golden absolutes
3.3 Curriculum redesign	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • Big question structure reintroduced • Cross curricular approach explored • Quarter model to be maintained • CLT agree skill progression matrices • CLT agree subject content progression 	<ul style="list-style-type: none"> • Units, questions & content finalised • Glass floor outcomes established • Resourcing issues addressed • Staff plan trial unit for Q4 • CLT to support & challenge as applicable • New planning format implemented 	<ul style="list-style-type: none"> • Trial unit delivered • Monitoring • Evaluation of impact (to include pupil conf). • Comparison with pupil outcomes from previous years • Lessons learnt shared with staff •
3.4 Curriculum Redesign (BV, social justice, local issues, global careers, life skills)	<ul style="list-style-type: none"> • Enterprise audit to be completed • SMSC audit to be completed • External advisors contacted 	<ul style="list-style-type: none"> • CLT focus group begin to develop matrices for skill/knowledge development for each year group • Subject leaders consult with external advisors to support this as applicable • Outcomes of audits used to support this 	<ul style="list-style-type: none"> • CLT focus group finalise matrices • Strands incorporated into main curriculum units • Elements for Q4 trial unit identified • Support resources sourced where applicable 	<ul style="list-style-type: none"> • Trial unit coverage and understanding in these areas evaluated • Coverage? • Pupil knowledge? • Types of outcome?
3.5 Enquiry based learning reintroduced	<ul style="list-style-type: none"> • Class learning books purchased • Class learning books introduced 	<ul style="list-style-type: none"> • Use of class learning books reviewed • Strong practice shared across phase & school • Big question format implemented in curriculum redesign 	<ul style="list-style-type: none"> • CPD on big question delivered • Staff work with classes to plan trial unit based on redesign • Plans reviewed by CLT to ensure sufficient challenge & enquiry based learning approach • Pupil enquiry books trialled by 	<ul style="list-style-type: none"> • Trial unit delivered • Monitoring • Evaluation of impact (to include pupil conf). • Comparison with pupil outcomes from previous years • Lessons learnt shared with staff

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			<p>phase leaders</p> <ul style="list-style-type: none"> Phase leaders trial greater pupil involvement in ongoing planning of learning fairs 	<ul style="list-style-type: none"> Staff work with new classes to plan enquiry trail of next big question unit Pupil enquiry books trialled by phase leaders
<p>3.6 Workload review</p>	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Focus group established 5 principles of work load management agreed Staff survey & drop in sessions held Parent focus group on annual report format Annual report format reviewed (& linked to IT infrastructure development) 	<ul style="list-style-type: none"> Planning format reviewed in light of curriculum redesign (see 3.3) IT infrastructure changes to be trialled by focus group 	<ul style="list-style-type: none"> IT infrastructure changes to be implemented across the school Annual reports completed using new format Trial unit planned using new format Exercise book formats purchased ready for September
<p>3.7 Development of CLT</p>	<ul style="list-style-type: none"> Support programme developed External quality assurance processes established Development plans reviewed 	<ul style="list-style-type: none"> Programme introduced Subject Leader files reviewed 	<ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> TBC