

Windmill Primary Federation

Development Plan

2018/19



Part 1 - The priorities for the 2018/19

Section A – The effectiveness of leadership and management

- A1 - Subject Leaders monitor closely to identify gaps in coverage/learning to ensure early interventions enabling all pupils to make good progress from their starting points
- A2 - Governors to challenge and stringently hold senior leaders more to account for all aspects of the school's performance
- A3 - New management structure is effective and has an impact on outcomes for pupils.

Section B – Quality of teaching, learning and assessment

- B1 - Ensure that assessment judgements are secure and consistent across all schools in all Subjects.
- B2 - Continue to improve the standard of teaching: Percentage of teaching graded Major strength to increase from starting point – Autumn 2018
- B3 - Curriculum ensures that all skills are covered in mixed age classes and children are inspired by the topics taught.

Section C – Personal development, behaviour and welfare

- C1 - To improve attendance across the federation
- C2 - To maintain health mental wellbeing of all children and staff within the federation.

Section D – Outcomes for pupils

- D1 - To raise the attainment of writing throughout the Federation.
- D2 - To improve attainment and progress in Maths for all pupils –
- D3 - To ensure that differences between groups of children (SEN/disadvantaged) and their peers are identified and interventions show differences diminishing
- D4 - To improve phonics across the federation

Section E – The effectiveness for early years provision

- E1 - To increase the % of pupils assessed as exceeding at the end of Reception.

Part 2. –Appendices

- 3 Year Strategic Plan
- Monitoring and Evaluation Timetable

Monitoring and Evaluation

Monitoring and evaluation remains integral to, and focused upon development priorities. This year we have formulated a clear timetable of activities to ensure rigorous self-evaluation of our SDP priorities. See Appendices.

Focus weeks will be planned; 1 per term, in line with priority areas for Teaching and Learning. These weeks will include curriculum review, moderation and standardisation of pupils work, Governor Visits, parent workshops and pupil surveys. Review proformas will be completed and will feed into Curriculum Committee meetings to ensure rigorous evaluations feed into further school improvement.

SECTION A The effectiveness of Leadership and Management Action Plan 2018/19

SDP ref	Objective	Timing	Lead person	Others involved	Resources	Actions	Key Evaluation Questions	Evidence for SEF	Success Criteria
<u>A1</u>	Subject Leaders monitor closely to identify gaps in coverage/learning to ensure early interventions enabling all pupils to make good progress from their starting points.	July 19	AB	ELT teachers	PPA TA costs tbc	Subject leaders ensure curriculum targets are inputted on Balance. Teachers use Balance to update progress of pupils regularly. Subject leaders meet with staff to discuss coverage and identify gaps. Subject leaders monitor that where areas are identified for improvement, leaders can evidence where interventions have taken place and their impact. Subject leaders produce an action plan for their subject that is reviewed at least termly. This should be discussed with relevant Governors during visits or at Governor meetings if requested.	Are subject leaders monitoring planning and books as well as checking coverage on Balance? Do subject leaders have a grasp of the progress and attainment of groups and any gaps that might occur? Are issues identified early? Do subject leaders' feedback to governors?	Subject leader reports and analysis of their subject data. Pupil progress meetings.	Subject leaders know how their subject is being delivered across the Federation. Where improvements need to be made, they can show, (through their action plans and subject file), that they have discussed this with staff/ELT and that an impact has been made. Reports to be shared with Governors at curriculum meetings and governor visits. Subject files are standardized and up to date.
		Check points -							
		Oct 18 Jan 19 Mar 19 May 19 Jul 19							
		Autumn							
Spring									
Summer									
<u>A2</u>	Governors to challenge and stringently hold senior leaders more to account for all aspects of the school's performance	Termly	C of G	Chair of committees	Governor training Release time for Governor visits	Governors to visit school regularly to monitor their link subjects. Governor visit reports to be presented at full governors and feedback given to ELT. Governors to monitor progress towards development points. Committees to create and update impact statement for website.	- Are governors visiting school at least termly? - Are visit reports recording an evaluation of the subject area and giving action points? - Are these action points being revisited by governors to monitor progress? - Are the impact statements on the website and do they reflect the work of the governors?	Gov visit reports Gov meeting minutes Website	Records show that governors have completed school visits on a regular basis. Action points that have arisen have been addressed and minutes show that these have been revisited in governor meetings.
		Autumn							
		Spring							
		Summer							
<u>A3</u>	New management structure is effective and has an impact on outcomes for pupils.	Half termly	EHT	C of G		Performance management targets linked to SIP priorities. AHT inclusion - impact on SEN and vulnerable pupils. AHT pastoral, impact on attendance, safeguarding and behavior. Pupil q's re lunchtime in sept/Dec	Do action plans address identified areas of need? Are resources being deployed effectively to drive improvement in outcomes? Are leaders managing teams effectively?	Reports to governors PM reviews	Attendance % is at least in line with national. Behaviour incidents recorded are declining (particularly at lunchtime) Gaps between Sen and other identified groups are diminishing.

<u>D3</u>	To ensure that differences between groups of children (SEN/disadvantaged) and their peers are identified and interventions show differences diminishing.	Half termly	RG	CT	Leadership time to monitor delivery of interventions /provide training tbc	RG to ensure that each school within the federation knows who PP/SEN children are. CTs to ensure that provision addresses gaps and that timely/effective interventions are in place. Use of pupil surgeries to share expertise and discuss strategies to have a positive impact on outcomes. Achievement teams provide timely and effective interventions monitored by RG. RG to monitor data of all SEN within the federation to identify differences and monitor the impact of interventions.	- are disadvantaged children falling behind their peers identified early? - are teachers planning activities to enable gaps in skill and understanding to be filled? -Are early and effective interventions in place? - Are quality interventions having an impact on the small cohorts of SEN children within the smaller schools, or would they benefit from access to more tailored provision within a different setting?	Data Books Pupil questionnaires. CT/TA intervention records.	Data shows the difference between the outcomes for disadvantaged/ SEN children is diminishing
	Autumn								
	Spring								
	Summer								
<u>D4</u>	To improve phonics across the federation	Half termly	KD	Yr R/KS1 CT/TAs	Release time to monitor Resources to ensure effective provision/training	KD to audit provision of phonics across the federation. Sharing of good practice to improve outcomes. Training arranged for NQTs and those new to setting to improve practice. KD to monitor provision to ensure standards are high.	Is phonics being taught consistently across EYFS/KS1 within schools and across the Federation? Is the % of children passing phonics screening test increasing?	Phonics assessment shows progress throughout the year.	Greater % of pupils pass phonics in year 1. All children to pass phonics by the end of year 2
	Autumn								
	Spring								
	Summer								

The Windmill Federation - 3 Year Strategic Plan

Strategic Area	Nature of direction / activity	Key Outcomes	Time 17/18 18/19 20/21	Resources	Lead Person
1. The effectiveness of Leadership and Management	WH To be judged as good by Ofsted.	School receives Good judgement at next inspections.	#	Governor training	AB/RW
	Continue to develop an exciting and engaging curriculum to meet the needs of, and inspire, all pupils.	Children, parents and teachers enthusiastic about learning.	#	Inspire workshop budget Resources CPD	AB
	To use funds effectively and efficiently to ensure a continued healthy budget	The school monitors the use of funds to ensure financial stability under new funding formula.	# # #		AB/FW
	Systems introduced to reduce workload and improve efficiency.	CPOMS and Perspective and Balance to be used to reduce paperwork and workload. Both provide efficient systems to monitor and track performance and safeguarding issues across the federation to ensure better outcomes in all areas.	#	Cpoms - £956 Perspective - £4500 (3yr presecrption) Balance The Key Marvellous me - £550	
2. Quality of teaching, learning and assessment	Teaching judged as at least Stength			CPD cost SIP visits	AB
	All staff to undertake CPD to enhance their professional development. (ongoing)	Teaching is at least good. Subject leaders have good understanding of their areas and are able to monitor and advise across the whole school.	# #	CPD cost	ELT
	Cyclical performance management show all staff (including TAs and admin staff), meet targets linked to pupil outcomes. ongoing	Pupil progress targets met.	# # #	Management time	ELT/ST
	Further develop effective assessment and tracking systems by introduction of curriculum targets	School has a robust system of assessment and tracking of progress of all groups of children throughout the school. - Balance trialled to replace Pupil Asset	#	Pupil Asset - £7000 per annum Balance	CT/ELT
	Teachers from across the federation qualify as LA moderators - EYFS, KS1, KS2	Staff trained as moderators receive quality CDP to improve understanding of judgments and evidence by staff. Staff moderate for LA and visit other schools and share good practice.	#	Release time	CT/ELT
3. Personal development, behaviour and welfare	Behaviour consistently good/os across the federation	Behaviour is judged as Good/outstanding. Behaviour incidents are rare. Pupils engage enthusiastically and are respectful of others and their environments	#	External validation	ST/ELT
	Improve parental engagement with the school to strengthen relationships between home and school to improve outcomes for children.	Training for staff to recognize and identify individuals with MH issues. Introduction of therapy animals. Staff bother box/forums to air any issues	# #	Marvellous me	CT/ST/ELT
	Ensure quality interventions to support the mental health of pupils and staff.	Achievement teams provide quality/effective interventions. Pupils surgeries enable professional dialogue and discussion to provide opportunities to	# # #	CPD Animal maintenance	CT/ST/ELT

		support children and move learning on.					
4. Outcomes for pupils	To ensure that differences between groups of children and their peers are diminishing.	Gaps in attainment are narrowed. Children make good progress from their starting points.	#	#	#	Management time for monitoring CPD	ELT
	To continue to improve the percentage of children at ARE in Reading, Writing and Maths in all schools across the federation.	% of children at ARE in Reading Writing and Maths improves for all groups of children. Small cohorts to be grouped to enable access to year group curriculum. (EYFS, 2, 6)	#	#	#	Management time for monitoring. Consultant fees Moderation	ELT
5. The effectiveness of early years provision	All settings are resourced adequately to inspire and engage pupils to develop in all key areas	% of children reaching GLD is at least in line with national in all 4 schools	#	#	#	Cost of resources - tbc	ELT/EYFS leads
	Teaching across all EYFS is graded as at least good.	% of children reaching GLD is at least in line with national in all 4 schools	#	#	#	Training/CPD - tbc	ELT/EYFS leads

Monitoring and evaluation timetable 2017/18 Windmill Federation

	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
Class Teachers	-Review of results -Individual target setting -Whole school Provision Map -Pupil Progress Meetings -WEEKLY EVALUATIONS Standardised tests	-data2 update and Termly Tracker *maths *reading *writing *science -EYFS assessment update -Obs, work, planning External moderation	P A R E N T S	-Pupil Progress Meetings	-data update and Termly Tracker *maths *reading *writing *science -EYFS assessment update -Obs, work, Planning External moderation	P A R E N T S	-Y1 Phonics -Y2 SATS and moderation -Y6 SATs to inform TAs -Optional SATs to inform TAs -Pupil Progress Meetings Standardised tests	--data update and Termly Tracker *maths *reading *writing *science -End of EYFS assessment -Obs, work, Planning External moderation Reports to parents.	P A R E N T S
Subject /Dept Leaders	-Review of results -Review Action Plans (eval) -Write new Action Plans -EYFS attainment on entry -Intervention Programmes	-FOCUS WEEK in line with priorities for school improvement +gov visit -writing, maths & science internal moderation	E V E N I N G		-writing, maths, science moderation FOCUS WEEK in line with priorities for school improvement +gov visit	E V E N I N G		-FOCUS WEEK in line with priorities for school improvement +gov visit -writing, maths, science moderation	E V E N I N G
HTs/Govs	-Review of results *Headline *LA & nat compare *cohorts *groups -Evaluate SDP -Set new SDP priorities -WEEKLY EVALUATIONS – Focus differentiation, PP, FSM, SEN	-HT report to govts - FOCUS WEEK in line with priorities for school improvement +gov visit -Governor roles and responsibilities		-Finance – is new build value for money? IMPACT	-HT report to govts -New budget SDP linked		-Parent questionnaire -staff questionnaire	-HT report to govts -Governor self-evaluation	
	PERFORMANCE APPRAISAL review & new				PERFORMANCE APPRAISAL interim meetings				