

Whole School Development Plan 2016-2017

Future priorities

The school improvement priorities have been selected following the use of data, monitoring and the key issues from the Ofsted Inspection in June 2014.

Priority 1: To raise the attainment in English – see English Department Action Plan 2016/7

Priority 2: To raise the attainment in maths – see Maths Department Action Plan 2016/7

Priority 3: To ensure that all teaching is good or better

Priority 4: To close the gap on attainment for disadvantaged pupils

Priority 5: To develop leadership skills across the school

Priority 6: Continue to improve the consistency of homework across the school

Priority 7: To achieve RRS level 2

Priority 8: PE funding to provide opportunities for pupils to participate in extra- curricular activities

Priority 3: To ensure that all teaching is good or better						
Priority	Actions	Monitoring			Impact	Cost
		Autumn 2016	Spring 2017	Summer 2017		
To embed the good practice for deep questioning, collaboration, marking and use of assessment	1. (SLT and PN, CS) Staff meetings covering strategies for deep questioning, collaboration, use of assessment, marking and feedback.	1. SLT and subject leaders - KEY focus PP pupils - Learning walks and lesson observations to focus on deep questioning and use of assessment. 2. Work scrutiny. 3. Progress meetings half termly. 4. Data termly indicates progress and attainment. Drill down to each strand and identify key areas for improvement.	1. SLT and subject Leaders - Key focus PP pupils - Learning walks and lesson observations focus on collaboration. 2. Work scrutiny. 3. Progress meetings half termly. 4. Data termly indicates progress and attainment. Drill down to each strand and identify key areas for improvement to target pupils and groups of pupils.	1. SLT and subject Leaders - Key focus PP pupils - Learning walks and lesson observations focus on collaboration. 2. Work scrutiny. 3. Progress meetings half termly. 4. Data termly indicates progress and attainment. Drill down to each strand and identify key areas for improvement to target pupils and groups of pupils.	Good teaching is demonstrated by the progress in pupil books. 95% of pupils show good progress. Pupil premium pupils make the same good progress as non-Pupil premium pupils. Impact of this work means 100% good teaching in all subjects.	Directed time

<p>To embed the growth mindset strategies as a school.</p> <p>To ensure that all staff and pupils understand the principles and the value of a growth mindset.</p>	<ol style="list-style-type: none"> 1. (TK) Ensure that every classroom has the poster. 2. Ensure that new staff are trained to understand growth mindset and the language of a growth mindset school. 3. Information for parents via the newsletter as a regular feature. 4. Assemblies reflect and inform pupils of the importance of growth mindset and the strategies for developing a growth mindset. 5. The Effort grade descriptions reflect the growth mindset as well as the values of the school and the learning attitude. 	<ol style="list-style-type: none"> 1. TK Pupils and staff to complete questionnaires mid - September. 2. SLT Learning walks demonstrate a positive growth mindset in the classrooms. 	<ol style="list-style-type: none"> 1. Feedback from parents and pupils via questionnaires and sample groups for discussion. 2. SLT Learning walks demonstrate a positive growth mindset in the classrooms. 	<ol style="list-style-type: none"> 1. Feedback from parents and pupils via questionnaires and sample groups for discussion. 2. SLT Learning walks demonstrate a positive growth mindset in the classrooms. 	<p>95% of pupils demonstrate a growth mindset.</p> <p>Staff comment on the growth mindset of pupils.</p>	
<p>To promote and display the work produced by the pupils. To celebrate success via displays and the website.</p>	<ol style="list-style-type: none"> 1. DL to produce a clear policy and procedure for display work. 2. Inform staff of the requirements for keeping 3 books as examples of work. 	<ol style="list-style-type: none"> 1. DL All displays are up for the Open evening. The quality and variety of work reflects the expectations for the school. 2. Update on website examples of work. 3. Discuss with pupils 	<ol style="list-style-type: none"> 1. DL All displays are up start of term. The quality and variety of work reflects the expectations for the school. 2. Update on website examples of work. 	<ol style="list-style-type: none"> 1 DL All displays are up start of term. The quality and variety of work reflects the expectations for the school. 2. Update on website examples of work. 3. Review the policy for the next academic 	<p>All work on displays reflects the high standards expected. Pupils appreciate and value the work on display.</p>	<p>£500 for new boards.</p>

		the value of seeing their work on display and ask how displays are used in the classroom.		year.		
To embed the English strategies across the curriculum	<ol style="list-style-type: none"> 1. SLT to schedule meetings to include subjects working together. 2. JS to lead the Curriculum Leaders to put together an overview of the English requirements for writing. 3. JN All staff to attend the training for the teaching of spelling, 6th September 2016. 4. JS to support staff in the implementation of English work across the curriculum. 	<ol style="list-style-type: none"> 1. SLT to monitor books across the school half termly. Focus on PP books. 	<ol style="list-style-type: none"> 1. SLT to monitor books across the school half termly. Focus on PP books. 	<ol style="list-style-type: none"> 1. SLT to monitor books across the school half termly. Focus on PP books. 	<p>Evidence in books across the subjects shows an improvement in the spelling, punctuation and grammar for all pupils.</p> <p>The book monitoring demonstrates a strong link across all of the subjects in all books.</p> <p>All work demonstrates a high expectation for writing and marking in all books demonstrates that the teacher is reinforcing the English skills. The marking is having a high impact on progress and attainment.</p>	

Priority 4: To close the gap on attainment for disadvantaged pupils						
Priority	Actions	Monitoring			Impact	Cost
		Autumn 2016	Spring 2017	Summer 2017		
To close the gap on attainment between pupil premium and	1. Identify the needs of PP pupils via data and information from staff.	<ol style="list-style-type: none"> 1. Monitor books and data half termly. 2. Attendance 	<ol style="list-style-type: none"> 1. Monitor books, data half termly. 2. Attendance 	<ol style="list-style-type: none"> 1. Monitor books, data half termly. 2. Attendance 	The gap between PP and non PP is less than 10%	

<p>non-pupil premium pupils.</p> <p>Head teacher to lead.</p> <p>Spread sheet available tracking intervention.</p>	<p>2. Identify the interventions available for these pupils and ensure that they match the needs of the children.</p> <p>3. Ensure that all staff are aware of PP pupils and the need to identify and focus on them in their teaching.</p> <p>4. Set up and monitor the intervention including start and end date and costs.</p>	<p>monitored half termly and daily check for PP concerns from historical data.</p> <p>3. Each intervention to have a monitoring tool.</p> <p>4. Monitoring report termly based on data gathered from each intervention.</p>	<p>monitored half termly and daily check for PP concerns from historical data.</p> <p>3. Each intervention to have a monitoring tool.</p> <p>4. Monitoring report termly based on data gathered from each intervention.</p>	<p>monitored half termly and daily check for PP concerns from historical data.</p> <p>3. Each intervention to have a monitoring tool.</p> <p>4. Monitoring report termly based on data gathered from each intervention.</p>		
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Priority 5: To develop leadership skills across the school						
Priority	Actions	Monitoring			Impact	Cost
		Autumn 2016	Spring 2017	Summer 2017		
<p>For leaders at all levels to understand their role as a leader. To understand and implement the requirements for OFSTED.</p>	<p>October training day led by Caroline Dearden, OFSTED Inspector.</p> <p>1. Leadership essential – school themes (linked to Ofsted myths). Leadership SWAT analysis using the national standards for leadership.</p> <p>2. Leadership styles and impact on line management.</p> <p>Leadership styles and</p>	<p>1. Subject leaders to use data termly to inform judgements about teaching and learning.</p> <p>2. Subject leaders to complete specific work scrutiny to evaluate the progress and attainment of different pupil groups.</p> <p>3. Subject Leaders, leaders at all levels to evaluate and make judgements about where the school is at,</p>	<p>1. Subject leaders to use data termly to inform judgements about teaching and learning.</p> <p>2. Subject leaders to complete specific work scrutiny to evaluate the progress and attainment of different pupil groups.</p> <p>3. Subject Leaders, leaders at all levels to evaluate and make judgements about where the school is at,</p>	<p>1. Subject leaders to use data termly to inform judgements about teaching and learning.</p> <p>2. Subject leaders to complete specific work scrutiny to evaluate the progress and attainment of different pupil groups.</p> <p>3. Subject Leaders, leaders at all levels to evaluate and make judgements about where the school is at,</p>	<p>95% of pupils demonstrate good progress.</p> <p>All leaders have a clear understanding of the school and therefore work together to improve the school further.</p> <p>All staff have a good understanding of the value of monitoring and therefore influence progress</p>	

	<p>impact on staff at different stages of their careers (also linked to performance management review and target setting).</p> <p>3. How well do we know our school? Self-reflection and review linked to Ofsted judgements and school SEF.</p>	<p>using school information and the Ofsted handbook to make a judgement about the overall effectiveness of FMS.</p>	<p>using school information and the Ofsted handbook to make a judgement about the overall effectiveness of FMS.</p>	<p>using school information and the Ofsted handbook to make a judgement about the overall effectiveness of FMS.</p>	<p>across the school so that 95% pupils make good or better progress.</p> <p>PP pupils make the same excellent progress as non-PP.</p>	
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Priority 6: Continue to improve the consistency of homework across the school

Priority	Actions	Monitoring			Impact	Cost
		Autumn 2016	Spring 2017	Summer 2017		
<p>To ensure the consistency of homework across the school.</p>	<p>JS to ensure that Dominey has set up all of the passwords for pupils.</p> <p>DL will inform staff of the new developments in the use of <i>Showmyhomework</i>.</p> <p>Curriculum Leaders to ensure that homework is a high priority across the school.</p> <p>Homework clubs to be reviewed.</p> <p>Homework focuses on reinforcing the</p>	<p>JS to monitor the use of <i>Showmyhomework system</i>. To ensure that homework is set as on the Schedule. Weekly.</p> <p>DL to set up questionnaires for pupils and parents.</p> <p>Homework to be monitored as part of the monitoring schedule.</p>	<p>JS to monitor the use of <i>Showmyhomework system</i>. To ensure that homework is set as on the Schedule. Weekly.</p> <p>DL to set up questionnaires for pupils and parents.</p> <p>Homework to be monitored as part of the monitoring schedule.</p>	<p>JS to monitor the use of <i>Showmyhomework system</i>. To ensure that homework is set as on the Schedule. Weekly.</p> <p>DL to set up questionnaires for pupils and parents.</p> <p>Homework to be monitored as part of the monitoring schedule.</p>	<p>Homework is set on time 99% of the time.</p> <p>Homework is seen as worthwhile and demonstrates that it extends the learning through application.</p> <p>Homework in books demonstrates that it is valued by the quality produced.</p>	<p>£1000 for system.</p>

	learning from the classroom as well as application of the learning.					
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Priority 7: To achieve RRS level 2						
Priority	Actions	Monitoring			Impact	Cost
		Autumn 2016	Spring 2017	Summer 2017		
Rights-respecting language and behaviour is established throughout the whole school. MB	1. New/refresher training for the lunchtime supervisors as it will have been three years since previous training. 2. All new staff to the school will have training on the RRS ethos of the school as part of their induction process. Reinstate RRS badges. 3. Check that the school website has work of a RRS nature included and is updated on a regular basis. 4. The 'No put-down' week' will be repeated again this year with a focus on the way that we talk to each other. 5. Playground Charter to be compiled to encourage pupils to respect each other's	1. RRS steering group to review progress via surveys. 2. MB to monitor displays in classrooms and ensure that they reflect the RRS values and articles. 3. Pupil interviews will give evidence of pupils' involvements in different areas in school. 4. Policy to be reviewed throughout the year by SLT and RRS steering group. 5. Survey parents and governors for their understanding of RRS. 6. Work in books to be monitored for evidence of RRS work.	1. RRS steering group to review progress via surveys. 2. MB to monitor displays in classrooms and ensure that they reflect the RRS values and articles. 3. Pupil interviews will give evidence of pupils' involvements in different areas in school. 4. Policy to be reviewed throughout the year by SLT and RRS steering group. 5. Survey parents and governors for their understanding of RRS. 6. Work in books to be monitored for evidence of RRS work.	1. RRS steering group to review progress via surveys. 2. MB to monitor displays in classrooms and ensure that they reflect the RRS values and articles. 3. Pupil interviews will give evidence of pupils' involvements in different areas in school. 4. Policy to be reviewed throughout the year by SLT and RRS steering group. 5. Survey parents and governors for their understanding of RRS. 6. Work in books to be monitored for evidence of RRS work.	Pupils understand the value of UNICEF. Pupils contribute to their local and global communities effectively. Surveys indicate that pupils are respectful towards each other. Behaviour in school demonstrates a respect for each other. The language used by pupils and staff is impacting positively on behaviour and attitude.	Compliments week slips and activities Budget for purchasing signs for playground £500

rights with new sign in playground (School Council to be involved in final design).

6. Redo Class Charters to reflect rights and actions - all tutor groups.

7. Lessons involve teaching and learning THROUGH rights to create a rights respecting ethos by modelling rights-respecting language and attitudes and making strategic decisions that involve students.

8. RRS steering group re-established as a separate entity to the school council.

9. The Behaviour Policy will be amended to reflect the RRS ethos and enable pupils to have ownership of it. The aim will be to support the rights of the pupils whilst encouraging positive behaviour.

10. Revised curriculum maps for each year group will contain

	<p>references to articles covered in each unit of work.</p> <p>11. Assemblies based on the TFTW to make 'rights' explicit.</p> <p>12. Continue developing Global Learning at FMS: Fair Trade, Eco-Schools, International Schools, fundraising, Food Bank.</p> <p>13. Article-related posters in corridors will be updated and changed to include some photos relating to FMS.</p> <p>14. RRS values to be intertwined with school values.</p> <p>15. Parents to be included in the RRS journey.</p>					
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Priority 8: To provide opportunities for pupils to participate in extra-curricular activities.

Priority	Actions	Monitoring			Impact	Cost
		Autumn 2016	Spring 2017	Summer 2017		
<p>To provide opportunities for pupils to participate in extra-curricular activities.</p> <p>To ensure that PP pupils are participating in extra – curricular opportunities with a focus on year 8.</p>	<p>Provide year 4 Sports events for first schools</p> <p>Involvement in additional school fixtures.</p> <p>Swimming for year 5 to cover the cost of the teacher and the Lifeguard.</p> <p>TA support in PE to cover when the PE teacher is taking a fixture.</p> <p>Cost of TA to cover extra-curricular activities at lunchtime.</p>	<p>SH</p> <p>1. Record and monitor number of pupils participating in extra-curricular.</p> <p>2. Report to head teacher and governors.</p>	<p>SH</p> <p>1. Record and monitor number of pupils participating in extra-curricular.</p> <p>2. Report to head teacher and governors.</p>	<p>SH</p> <p>1. Record and monitor number of pupils participating in extra-curricular.</p> <p>2. Report to head teacher and governors.</p>	<p>85-90% of PP pupils participate in at least one extra curricular opportunity.</p>	<p>Cost of Teacher for 2 days. £400</p> <p>Transport £2000</p> <p>Swimming-£1000</p> <p>£5000 Additional support</p>