

Ferndown Middle School Development Plan 2018-2019

Aims for Ferndown Middle School

To provide an excellent standard of education by providing a stimulating educational environment, which enables people to reach their full potential, encourages a sense of self-respect and promotes values based on respect for others. We believe that everyone has the right to feel safe, learn and achieve.

Values

At Ferndown Middle School we value community, diversity and high quality Education.

Learning attitudes

We aim for all of our pupils to promote the values of our school and demonstrate the following attitudes to their learning: resourcefulness, resilience and motivation.

Priorities

The following priorities are based on the Ofsted report January 2018 as well as a result of the school monitoring and assessment.

- 1) **Attendance:** the attendance of those pupils who are persistently absent improves.
- 2) **Teaching and learning focus:** Including marking and feedback, mastery and the development of the use of vocabulary.
- 3) **The differences in achievement** between disadvantaged pupils in the school and that of other pupils nationally to rapidly narrow.
- 4) **Assessment:** new systems and procedures become embedded in day-to-day practice in all classes.
- 5) **Communication** with parents to be timely and good quality.

Priority 1				
Attendance - the attendance of those pupils who are persistently absent improves				
Lead role: Attendance Officer, Mrs C Hurst				
Action	Target date	Resources /costs	Monitoring	Success criteria (what will the success look like and how do you know that it has been achieved)
Individual programmes in place to meet the needs of individual cases. To organise off site meeting with hard to engage parents where attendance is an issue.	2 Sept based on end of term data	Time from the Attendance Officer, Learning Mentors	Headteacher	Parents engaged with the Attendance Officer to ensure improved attendance.
Work with the external attendance service to check the attendance of the pupils causing concern.	Half termly meetings	Cost per meeting £50	Headteacher	Termly reduction in persistent absenteeism rates. By the end of the academic year, persistent absenteeism has reduced by 5%.
To provide a learning mentor for individual support, to help pupils to catch up on return from absence. One hour a week (from each of the 2 learning mentors) will be provided for pupils who have missed school. The pupils will have the opportunity to discuss their concerns re their learning and for the mentor to provide advice on how they can catch up.	Starting September On-going	Cost of mentors based on 1 hour a week for 2 mentors £780	Attendance Officer	Positive impact on the pupils. Absences have reduced.
Raise profile of the importance of good attendance and the expectations. Assemblies to be led by year leaders. Information to be provided by Attendance Officer. The assembly will promote good attendance and outline the impact of loss of time at school.	On-going 6 times a year	None	Attendance Officer	Pupils understand the importance of attending regularly. They are proud of their attendance because it meets the required standard of 96%. Pupils aspire to achieve this attendance level. Attitude to attendance improves.
Tutors to provide opportunities to discuss the importance of good attendance. For the tutor group to complete some exercises around attendance and understanding the impact of loss of time.	6 times a year following on from the assembly	Material provided by Attendance Officer	Headteacher	At the end of term tutors have time to speak individually with the child and to set targets.
Total amount: Nil				

Priority 2				
Teaching and learning focus - including marking and feedback, mastery and the development of the use of vocabulary				
Lead role: Assistant Headteacher, Mr P Darch				
Activity	Target dates	Resources /costs	Monitoring	Success criteria (what will the success look like and how do you know that it has been achieved)
1) Introduce vocabulary across the school Training day September 24 th all staff involved the training. This will include: pre teaching vocabulary, vocabulary displays, subject specific vocabulary and school wide strategies for improving vocabulary.	1.Sept 24 th (training day) 2. Week beginning 8 th Oct lesson learning walks and book monitoring 3. Week beginning 26 th Nov Learning walk and book scrutiny. 4. Monitoring - Week beginning 28 th Jan. 5. Monitoring week beginning - 22 nd April 6. Final book scrutiny, week beginning July 10 th . Focus on the progress and development.	Nil	A. Monro K. Moloney P. Darch	<p>Autumn term</p> <ol style="list-style-type: none"> 1) Learning walks – vocabulary is on display in classrooms. Evidence in books of vocabulary grids. 2) Books scrutiny shows that the selected vocabulary is being used in books. Staff/pupils highlight vocabulary being used. 3) Focus on pupil premium books. <p>Spring and Summer term</p> <ol style="list-style-type: none"> 1) Learning walks – teachers are embedding the strategies for the development of vocabulary. 2) Book scrutiny shows a wide range of vocabulary being used in books. 3) Pupil premium books show good progress in the use of vocabulary.

<ol style="list-style-type: none"> 1) Marking and feedback. 2) Introduce and re inforce systems for marking and feedback across the school. 3) How to manage work load for marking. 4) Training for staff to identify and plan for key objectives. 5) The most effective way to give oral feedback. 	<p>Training day 2nd Sept. Jan - Staff meeting. April Staff meeting further training. Monitoring week beginning - 1st Oct, 19th Nov, Feb 4th, 10th June.</p>	<p>Nil</p>	<p>J. Sykes</p>	<p>Autumn term</p> <ol style="list-style-type: none"> 1) Monitoring of books shows a consistent approach to the marking and feedback. 2) Marking and feedback shows an impact on learning so that there are less repeated errors. 3) Pupils respond and complete corrections and answer any questions posed by the teacher. <p>Spring term and Summer term</p> <ol style="list-style-type: none"> 1) Strong evidence of marking, staff are clearly identifying the key objectives and marking for these objectives. This is having a positive impact on progress in books.
<p>As part of Curriculum Leaders meetings</p> <ol style="list-style-type: none"> 1) Define mastery and plan to teach mastery with a trial group. S.Littlely to use the maths mastery definition and examples from the scheme. 2) Feedback from trial - look at work books that show examples of mastery teaching. Share teaching ideas for developing mastery. Plan for next steps based on previous trial. 3) Share further examples and look at work, prepare for training all staff and implementing across the school. 	<p>Half termly dates on the planner</p>	<p>Nil</p>	<p>S. Littlely</p>	<p>Autumn term meeting Feedback at Curriculum Leaders meeting with examples of good practice. Examples of work show good progress from the group that has worked using a mastery approach.</p> <p>Spring term meetings To be able to use experience from Curriculum Leaders to pull ideas together for changes to the curriculum.</p> <p>Summer term meeting Plan for the implementation for whole staff next academic year.</p>
<p>Total amount: Nil</p>				

Priority 3				
The differences in achievement between disadvantaged pupils in the school and that of other pupils nationally rapidly narrow				
Lead role: Headteacher, Mrs G Allen				
Activity	Target date	Resources /costs	Monitoring	Success criteria (what will the success look like and how do you know that it has been achieved)
The aim is to improve numeracy skills by filling the gaps in knowledge and understanding. There will be small group interventions from a specific intervention programme called Success@Arithmetic. Learning mentors have been appointed and will be trained to deliver the programme 3 times a week. Learning mentors and C. Hurst to set up groups, rooms and equipment ready to start following the first day of training.	Start 25 th September	Training for 2 teaching staff and 4 TAs £2000 Resource pack provided through the training	C. Hurst Attendance and Pupil Premium. S. Littlely Maths subject leader.	After each 10 week block the data for each child will be reviewed. Pupil work books scrutiny during the 10 week block. The pupils will improve their number skills to be able to manipulate numbers more accurately and with confidence.
Reading development for pupils falling behind. Working in small groups with a trained learning mentor to work through the programme to improve the ability to use inference in reading. C. Hurst and English Leaders to set up small groups ready to start the programme. The group will change after 10 weeks work.	Training date Start Week beginning September 25 th	Resource pack provided through the training. Classroom space and time	Headteacher and C. Hurst to monitor progress and implementation. Half termly for implementation. Data at the end of the 10 weeks.	Pupils show a greater understanding across the curriculum in their language development. Data indicates good and better than good progress.
Small group intervention for spelling called 'Lifeboat'. This is set up by the English teacher within the classroom and delivered and monitored by the learning mentor. The learning mentor will meet regularly with the English teacher to show and discuss progress. The learning mentor will ensure that data is recorded accurately and check that child is accessing the appropriate level of work.	September	Resource pack and data from previous teacher	English teacher for progress. C Hurst for implementation.	Pupils will demonstrate progress in the weekly tests. There will be evidence in work books of improvements in spellings.

<p>Disadvantaged pupils to be positive about their learning and to engage in the school. To access at least one extra-curricular activity. Form tutors to spend time checking and getting pupils started in an activity. Learning mentors to reinforce this.</p>	<p>Starting September</p>	<p>Nil</p>	<p>C. Hurst</p>	<p>All Pupil Premium pupils to be involved in at least one extra-curricular activity. Staff running clubs will keep a record of attendance to be passed to C. Hurst.</p>
<p>Total amount: £2,000</p>				

Priority 4				
Assessment: new systems and procedures become embedded in day-to-day practice in all classes				
Lead role: Headteacher, Mrs G Allen				
Activity	Target date	Resources /costs	Monitoring	Success criteria (what will the success look like and how do you know that it has been achieved)
Set up progress review meeting. Put a schedule in place for the review meetings to happen.	See Planner dates	Time for meetings	Headteacher	The data is used fully. The review cycle allows for more staff to be involved and to have an input on the follow up actions when a child is not making good progress.
Assessment data input to include Age Related Expectations from the lower year groups. This will give parents and the school a more accurate measure of progress. Change the coding on the SIMS to make it clearer for staff to enter, this will be consistent with parent reports.	September 2018	Time	Headteacher	The data codes allow for greater analysis of progress. This will allow the school to detail the progress that the pupils are making also allowing the staff to quickly identify those who are falling back.
Pupils know what their own data means in terms of progress and attainment. Form tutors to have individual time with pupils to go through grades on reports. This will be in extended tutor time during the last week of each term. A copy of the report will be given to the tutor after it has been sent home to parents. Grades and attendance will be discussed. Allocate TAs and learning mentors to the classrooms to help support the teacher.	End of each term	Tutor time on planner	Year Leaders	Pupil understand their own data for all subjects. They are clear about what they need to do to improve. This will be evident in their books. They can reflect on their progress for attainment and effort. The attendance data can also be included. The pupil will take greater ownership of their own data.
Lesson observation to include looking at the use of data in the classroom. To ensure that the data is being used to inform planning. To ensure that SEND needs are being met.	Monitoring SEND Subject monitoring schedule on school planner		Subject leaders and SLT members L. Hitchins and K. Jackson to monitor SEND	Staff are implementing the SEND requirements. These are having a positive impact on the learning for these pupils. Data is being used to inform planning. This is in turn ensuring that the teaching is at the level appropriate for the pupils.
Total amount: Nil				

Priority 5				
Communication with parents to be timely and good quality				
Lead role: Assistant Headteacher, Mr D Lawford				
Activity	Target date	Resources /costs	Monitoring	Success criteria (what will the success look like and how do you know that it has been achieved)
Headteacher to work with Assessment manager to amend reports to include columns for staff to add comments when a child has regressed in their progress. On these occasions the teacher will give clear targets for the pupil to improve.	Start of Autumn term	Time	D. Lawford	Reports are clearer for parents. The targets are clear for both the parent and the child.
SENDCo to ensure that SEND data is clear and accurate for parents to understand. For the SENDCo and Specialist SEND teacher to arrange focused meetings with the hard to reach parents. To provide details of progress for these pupils as well as strategies for helping their child at home.	Termly with SENDCo	Time to set up and meet with these parents.	D. Lawford	SEND data is clear for parents to understand both progress and attainment. Focused meeting will ensure engagement of parents and provide strategies for work at home. SEND pupils will be well supported at home and in school, this will alleviate some anxieties that do occur.
To ensure that all communication with parents is recorded on SIMS. Provide training for staff to be able to do this. Ensure that office staff are updating the website with relevant information to parents. Ensure that the school is compliant.	Checking half termly As and when new information has to be uploaded Check half termly	Time	D. Lawford	All communication is on SIMS to ensure that there is a good record of communication for the future. Parents are fully aware of all the communication sent out from school. Evidence from school demonstrates good communication from school. Parental surveys show that parents are happy with the communication that they receive from school.
To ensure that the booking system for parent consultation is set up, and to chase up parents to ensure good attendance at parent evenings.	As it is needed	Time	D. Lawford	There is a 90% attendance at Parent Consultation evenings.
Total amount: Nil				