Thomas Johnson Lower School

School Development Plan 2018-19

Excellence and Enjoyment

A Values-based Education School

This plan reflects the commitment of Leaders and Governors to design a curriculum which defines the terms "broad and rich" through following these guidelines.

- Embedding SMSC
- Preparing our children for life in modern Britain
- Reflecting the village nature of our school and linking with its community
- Planning for the personal development of pupils
- Ensuring achievement in foundation subjects
- Designed for depth of understanding.

Areas: Quality of Teaching & Learning; Achievement & Attainment   **Monitored by:** Govs   Updated: Jan 2019

Thomas Johnson Lower School –School Development Plan (2018-19)

PURPOSE	ACTION/TIME SCALE Budget/resources	SUCCESS CRITERIA	COMMENTARY
Priority 1 ***Continue to promote high quality first teaching so that it impacts positively on pupil outcomes in all key stages, particularly in maths.*** ***Note: Ofsted commentary from 2016: Promote and share best practice in teaching, marking*** ***Increasing parent engagement in homework and promoting EWB***	**The HT will:-** ensure that all relevant staff have a performance management objective to support progress with this priority (Aut) **The HT/Class teachers will:-** 1. Continue to embed key skills in maths (times tables, number bonds) through word problems, quick recall (i-pad games) and skills tests 2. Promote reading at home and increase the proportion of children who are being heard read, through parent meetings, and challenges (e.g. reward system; "extreme reading"). 3. Promote long writing tasks, redrafting to improve content and presentation. 4. Launch a new behaviour reward system - race track - to provide visual incentive for homework and effort. 5. Refine agreed marking system (work with Shefford Lower to share good practice?) 6. Continue to attend/host interschool moderations – requesting a maths focus. 7. Lunchtime clubs increase maths focus: e.g. times tables/ puzzles /logic/ suduko/ dot-for-dot 8. Investigate "This is My Skill" (KS1-2) to encourage mastery and challenge, and build self esteem.	1. Monitoring shows that the quality of teaching learning & assessment remains consistently good and better across the school. 2. Outcomes at the end of EYFS remain above the national average 3. Year 1 phonics outcomes remain above the national average in 2019 4. The proportion of pupils meeting and exceeding the expected standard in reading, writing and maths remain at least in line with the national average in 2019. 5. Attainment at the end of Year 4 remains above the LA average in 2019, with an increased proportion of pupils (20% in 2018) working at greater depth in maths. 6. Regular moderation of maths is undertaken with other schools in order to secure accuracy of judgements.	**Autumn 2018** 1 Focus continues. Pupil voice in school council confirms increased used of i-pads for times tables. Staff request more/different games on i-pads for KS1 and EYFS. 2.Owls class runs a reward system for those children who have read 3 times in the week. Foxes and Hedgehogs staff speak to parents individually to encourage increasing in reading. 3. KS2 promoting long writing tasks at the end of each unit; KS1 often once a fortnight/end of unit 4. New behaviour reward system established in all classes. 6. First moderation attended - science based **Spring 2019** 1.New computer programme purchased (purple mash) 2.Foxes increase promotion by using letters to parents to encourage further reading. 7. Lunchtime clubs start 16th Jan and include ICT; Puzzles/Chess/ times tables. **Summer 2019**

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Areas: Quality of Teaching & Learning; Achievement and Attainment   **Monitored by:** Govs   Updated: Jan 2019

PURPOSE	ACTION/TIME SCALE Budget/resources	SUCCESS CRITERIA	COMMENTARY
Priority 2 *Develop the computing curriculum so that it is fully integrated within the wider curriculum*	**The HT/class teacher will:-** 1. Develop the new computing curriculum by seeking school to school support to provide advice and training. 2. Secure training from Partnership Education for all teaching staff to develop use of Google teaching area and encrypted storage facilities. 3. Renew I-pad lease and investigate subscription programmes to extend use (e.g. purple mash) 4. Promote Year 4 assemblies (powerpoint and presentation skills) 5. Use new equipment (desktops) to enhance learning in class and upgrade existing devices, including staff monitors. **The Head teacher will** ensure that all relevant staff have a performance management objective to support progress with this priority	• Monitoring shows that IT is widely used for research and recording purposes in a range of subject areas such as history and geography, for example through the production of presentations and videos. • A wider range of software is available to support the use of IT within the wider curriculum. • Standards in computing are comparable with those in core areas of the curriculum.	**Autumn 2018** 1.Contacts made with another school, but were not as successful as hoped, however, with new computing programme purchased - Purple Mash - this offers a wide bank of resources for use across the curriculum, complete with lesson plan ideas. Training needed. 2. I-pad lease renewed at lower cost. 3. Year 4's lead some assemblies on themes important to them, such as Make Every Day Count (for those feeling anxious about transition and moving on) 4. ICT partner logs donated equipment and draws up plan for its use across the whole school. Seeking quotes. **Spring 2019** **1.Purple Mash training for teachers booked 29th Jan.** **2.** **Summer 2019**

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Areas: Leadership and Management; SMSC   **Monitored by:** Govs   Updated:

PURPOSE	ACTION/TIME SCALE Budget/resources	SUCCESS CRITERIA	COMMENTARY

Priority 3
 	
Develop the wider curriculum, specifically to enhance pupils' environmental awareness.
 	
Ofsted target = ***
 	
● *Develop Subject Leadership*
	The HT/Class teachers will develop the wider curriculum by :-
	1. Preparing our pupils for life in modern Britain - health and fitness through use of PE grant: skipping programmes
	2. Reflecting the village nature of our school and developing community – links with local church; Marston forest; understanding the Local Plan
	3. Planning for personal development of pupils - environmental awareness of the impact of waste (paper/plastics; food; plant/animal impact); developing the sensory garden
	4. Embedding SMSC through Mind Map project (in school and school-to-school) sharing good practice
	
	5. Allocate Subject Leader time staff meetings to provide a focus for a range of monitoring activities to further improve outcomes.
	6. Secure budget and school sustainability through outreach work and options to federate.
	7. Carry out pupil, parent and staff surveys regarding (Spr) to monitor learning and behaviour.
	8. New website improves communication with parents
	9. Transition links with middle schools are developed earlier in the year, including calendar dates and sharing progress data for pupils during their time in MVM.
	
	The Head teacher will ensure that all relevant staff have a performance management objective to support progress with this priority
		1. Pupil voice, through baseline and review questionnaires, indicates that children are developing a growing awareness of environmental issues.
		2. The science curriculum provides regular opportunities for pupils to investigate and discuss environmental issues, which are included in planning.
		3. Continued access to Forest School for all pupils enables them to increase their awareness of the local environment and how this can enhance learning.
		4. Agreed arrangements for recycling are in place across these school by July 2019 and pupils can justify why these arrangements are in place.
		5. Monitoring records show that a wider range of staff are actively engaged in leadership tasks.
		6. New website enhances parent/school communication
		7. Subject Leaders undertake a range of monitoring activities independently, including:
		  ● Learning walks
		  ● Observations of teaching and learning
		  ● Book and work scrutiny
		  ● Pupil voice
		8.Stronger links with middle schools encourage smoother transition and feedback on attainment of pupils as they progress through middle school
			Autumn 2018
			1.Skipping programme started with special Launch day; ropes purchased and area designated. Activities around healthy eating now in diary for Spring, Summer; also another Skipping day.
			3. Sensory garden being strongly developed with parent donations of plants and 2 willow domes. Eco council. Christmas decorations made out of recycled items.
			4/6. Leadership take Mind Map Project to 2 schools successfully.
			8. New website launched successfully with improved calendar to ensure better notification for parents.
			9. Two visits from MVM staff to teach pupils and an assembly with MVM pupils - all of which were well received.
			Spring 2019
			4. Mindmap project started at another school.
			5. Use of staff meeting to review impact of science moderation findings, and to promote a combined focus on literacy and foundation subjects
			Summer 2019