



**Debden CE Primary Academy**

**School Development Plan 2018-2019**

Leadership & Management	English	Teaching and Learning
L & M b) How well does the curriculum meets the needs of all learners?	Assessment	Learning behaviour

**+ subject specific action plans and Debden marketing. (As appendices)**

**Last 3 years outcomes.**

		Debden 2016		Debden 2017		National 2016		National 2017		Debden 2018		National 2018	
<b>EY (GLD)</b>		<b>74% (19)</b>		<b>79% (14 children)</b>		<b>69%</b>		<b>71%</b>		<b>71%</b>		<b>72%</b>	
<b>Year 1 phonic screen</b>		<b>84% (19)</b>		<b>95% (19 children)</b>		<b>77%</b>		<b>81%</b>		<b>100%</b>		<b>83%</b>	
<b>Year 2 phonic re-take</b>		<b>100%</b>		<b>75% (4 children)</b>		<b>68%</b>		<b>62%</b>		<b>100%</b>		<b>61%</b>	
		<b>Ex-pected/Greater</b>	<b>GD</b>	<b>Ex-pected/Greater</b>	<b>GD</b>	<b>Ex-pected/GD</b>	<b>GD</b>	<b>Ex-pected/GD</b>	<b>GD</b>	<b>Ex-pected/GD</b>	<b>GD</b>	<b>Ex-pected/G</b>	<b>GD</b>
<b>KS1 Outcomes</b>	<b>Reading</b>	<b>65% (20)</b>	<b>53%</b>	<b>74% (19)</b>	<b>32%</b>	<b>74%</b>	<b>24%</b>	<b>76%</b>	<b>25%</b>	<b>63% (19)</b>	<b>21%</b>	<b>75%</b>	<b>26%</b>
	<b>Writing</b>	<b>71% (20)</b>	<b>41%</b>	<b>63% (19)</b>	<b>21%</b>	<b>66%</b>	<b>13%</b>	<b>70%</b>	<b>21%</b>	<b>58%</b>	<b>16%</b>	<b>70%</b>	<b>16%</b>
	<b>Maths</b>	<b>65% (20)</b>	<b>18%</b>	<b>58% (19)</b>	<b>21%</b>	<b>73%</b>	<b>18%</b>	<b>75%</b>	<b>21%</b>	<b>74%</b>	<b>16%</b>	<b>76%</b>	<b>22%</b>
	<b>Combined</b>	<b>59% (20)</b>	<b>12%</b>	<b>58% (19)</b>	<b>21%</b>	<b>60%</b>	<b>9%</b>	<b>64%</b>	<b>11%</b>	<b>53%</b>	<b>5%</b>	<b>65%</b>	<b>12%</b>
<b>KS2 outcomes</b>	<b>Reading</b>	<b>50% (16)</b>	<b>38%</b>	<b>93% (14)</b>	<b>29%</b>	<b>53%</b>	<b>19%</b>	<b>72%</b>	<b>25%</b>	<b>93% (13)</b>	<b>39%</b>	<b>75%</b>	<b>28%</b>
	<b>GPS</b>	<b>81%</b>	<b>38%</b>	<b>93%</b>	<b>29%</b>	<b>72%</b>	<b>23%</b>	<b>77%</b>	<b>31%</b>	<b>69%</b>	<b>31%</b>	<b>78%</b>	<b>34%</b>
	<b>Maths</b>	<b>75%</b>	<b>31%</b>	<b>93%</b>	<b>14%</b>	<b>70%</b>	<b>17%</b>	<b>75%</b>	<b>23%</b>	<b>77%</b>	<b>23%</b>	<b>76%</b>	<b>24%</b>
	<b>Writing</b>	<b>75%</b>	<b>31%</b>	<b>79%</b>	<b>29%</b>	<b>74%</b>	<b>15%</b>	<b>76%</b>	<b>18%</b>	<b>85%</b>	<b>23%</b>	<b>78%</b>	<b>20%</b>
	<b>COM-BINED</b>	<b>50%</b>	<b>19%</b>	<b>79%</b>	<b>0%</b>	<b>53%</b>	<b>5%</b>	<b>61%</b>	<b>9%</b>	<b>77%</b>	<b>15%</b>	<b>64%</b>	<b>10%</b>
<b>Progress</b>	<b>Reading</b>	<b>0.43</b>	<b>Not stat sig</b>	<b>5.3</b>	<b>Top 10%</b>	<b>(Essex) 0.21</b>		<b>(Essex) -0.2</b>		<b>1.3</b>	<b>?</b>	<b>0</b>	
	<b>Writing</b>	<b>1.04</b>	<b>Not stat sig</b>	<b>1.6</b>	<b>Top 60%</b>	<b>(Essex) -0.06</b>		<b>(Essex) 0.2</b>		<b>0.4</b>	<b>?</b>	<b>0</b>	
	<b>Maths</b>	<b>1.63</b>	<b>Not stat sig</b>	<b>3.8</b>	<b>Top 10%</b>	<b>(Essex) -0.5</b>		<b>(Essex) -0.2</b>		<b>0.4</b>	<b>?</b>	<b>0</b>	

## School Development Plan 2018/2019

### Key Priority 1

- To continue to strengthen leadership and management by ensuring that:

Owner:	Louise Gurney				
Tasks	Intended Impact	Timeline	Participants	Governor monitoring	On-going evaluation
Self-evaluation/SDP is developed in consultation with stakeholders	SEF/SDP secures continual improvement as it is accurate.	Update half-termly	SLT, stakeholder views taken into account.	October - Lin	
British values are taught effectively	<p>Prepare children for modern life.</p> <p>Children will be able to talk about/relate to how this will impact on their life now/in the future:</p> <ul style="list-style-type: none"> <li>• Democracy.</li> <li>• The rule of law. ...</li> <li>• Individual liberty. ...</li> <li>• Mutual respect. ...</li> <li>• Tolerance of those of with different beliefs.</li> </ul>	Throughout year	SLT	October/February/May - Lin	
Pupil premium and sports premium grant documentation is rigorous;	<p>1) Governors are aware of how SPG and PPG are spent and can challenge leaders.</p> <p>2) The PPG premium is having a positive impact on children's progress</p>	Autumn 2018	<p>Lisa Murrell</p> <p>Louise Gurney/SLT</p>	October/April - Liam Tobin -	

	(SEMH/academic/sporting/musical) 3) The SPG premium has an impact on raise children's sporting achievements/participation in sport.				
Safeguarding: - Pupils are listened to and feel safe - pupil interviews - Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. - Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan - Policy and practice are meeting the needs of the children - Governors monitor safeguarding	Safeguarding is effective.	Throughout year	Louise Gurney/Jo Fradd	Lin Stephenson (safeguarding governor) - monthly	
Teaching staff will share good practice within school and across MAT	Improve outcomes for children.	Termly	All teaching staff	November/April - Lin	
SENCo will have accredited training	This will enable her to effectively support children/teachers in her role	By Summer 2019	SENCo (Sarah Bailey)	November/April - Lin (by asking how it is going/what has been learned)	
Subject leader training	Subject leaders will have more confidence/impact on outcomes for children.	By summer 2019	Joanne Fradd & Becky Auty	September/December/April/June Lin -	

Core subject leaders will take responsibility for parent workshops		Parents will be able to support children at home.		Autumn - Maths Spring - Reading/phonics Summer - Grammar and spelling.		JF RH LM		December/April/June - Lin		
<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>
<b>Resources/ Evidence:</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff Meetings/minutes <ul style="list-style-type: none"> <li><input type="checkbox"/> SLT Meetings</li> </ul> </li> <li><input type="checkbox"/> Co-coordinator release time <ul style="list-style-type: none"> <li><input type="checkbox"/> Governor meetings</li> <li><input type="checkbox"/> SIAMS report <ul style="list-style-type: none"> <li><input type="checkbox"/> SEF</li> </ul> </li> <li><input type="checkbox"/> PPG/SPG reports</li> </ul> </li> </ul>								
<b>Key Questions for governors:</b>		<ul style="list-style-type: none"> <li>• How does the progress of 'pupil premium' pupils compare with pupils nationally? <ul style="list-style-type: none"> <li>• Is the gap closing within the school and when compared to national figures? <ul style="list-style-type: none"> <li>• How is the school using the sports funding? <ul style="list-style-type: none"> <li>• What impact is the school having?</li> </ul> </li> </ul> </li> </ul> </li> <li>• Do you know the designated governor and staff member for safeguarding? How do they report back to the governing body? <ul style="list-style-type: none"> <li>• Are you aware of any safeguarding concerns?</li> </ul> </li> <li>• How are key priorities arrived at and how are these shared with staff? How do you contribute to this?</li> <li>• How well are the pupils prepared for life in modern Britain through the curriculum and SMSC development?</li> </ul>								

## Key Priority 2

- To continue to strengthen the quality of teaching, learning and **assessment** across the school by:

Owner:	Louise Gurney/Jo Fradd				
Tasks	Intended Impact	Timeline	Participants	Governor monitoring	On-going evaluation
NFER tests to be trialed	Teacher assessments will be accurate.	Autumn term - ask SM	LG/JF	November/April - Liam	
Reading tests to be completed twice yearly, three times for vulnerable groups.	SLT will have a record of reading assessments.	Twice yearly.	LG/JF/SB	October & February - Liam	
MME to be rolled out to include more foundation subjects.	Foundation subjects will have agreed assessments so skills are progressed.	On-going Ask SM	Subject leaders	December/ March/June - John Saxon	
Early Autumn pupil progress meetings focused on target setting and intervention timetables	Targets are set for all children for Sept 2018 and reviewed throughout the year.  Teachers are held to account for on-going pupil progress and attainment for all pupils.  Teachers and SLT use the class data to plan for the best possible pupil progress.	September	LG	October - Lin	
Year 3 children who did not make expected progress within KS1 are monitored to ensure they catch up.		September, then on-going.	SLT/Sarah Bailey	October/April - Sarah M	
Half termly pupil progress meetings with all teaching staff.		Each half term	SLT	As above	
Termly update of assessment summary for each class.		Each term	CT	As above	
Regular moderation of teacher assessments.		Each term	All teaching staff	As above	

Staff training linked to providing regular assessment data.			progress and attainment and do not rely on test data. Work in pupil's books reflects the on-going assessment data.			As required	SLT	As above			
New teachers are trained on using Target tracker			All teachers are consistently using TT so that assessment is consistent			September	SLT	November - John			
Staff consistently pre-populate PPM			Teachers are aware of their targets and any child slipping behind.			Throughout year	All staff	October/April - John			
<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	
<b>Resources/ Evidence:</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff Meetings/minutes <ul style="list-style-type: none"> <li><input type="checkbox"/> SLT Meetings</li> </ul> </li> <li><input type="checkbox"/> Subject-leader release time <ul style="list-style-type: none"> <li><input type="checkbox"/> Governor meetings</li> </ul> </li> <li><input type="checkbox"/> Target tracker training - SLT</li> </ul>									
<b>Key Questions for governors:</b>		<ul style="list-style-type: none"> <li>• Are staff confident in their ability to assess pupils within their class? <ul style="list-style-type: none"> <li>• Do class teachers know how each child is progressing?</li> </ul> </li> <li>• Are there differences in the attainment in identified groups of pupils? <ul style="list-style-type: none"> <li>• How many pupils are on track to attain age related expectations? <ul style="list-style-type: none"> <li>• Have new staff had the training needed?</li> </ul> </li> </ul> </li> <li>• Do parents know how their child is progressing and what their next steps are in the learning process?</li> </ul>									

### Key Priority 3

- To continue to strengthen the quality of **teaching, learning** and assessment across the school by:

Owner:		Louise Gurney											
Tasks		Intended Impact			Timeline	Participants		Governor monitoring		On-going evaluation			
Subject knowledge is secure.		Teachers have secure subject knowledge so that what they teach is accurate and they can tackle mis-conceptions.			Autumn term	All teaching staff		NB: Through T&L committees:					
High expectations are evidenced by quality and quantity of written work.		Children have pride in their learning therefore make sustained progress. .			Au 1	Sarah Bailey -(SENCo) SLT		September					
"Choosing challenge" embedded in all classes.					Au 1			November					
Teachers give written feedback at least once a week in Maths and English relating to next steps in learning and follow M & F policy for other subjects.		Children will know what the next step in their learning is and will make good progress.			On-going					April			
Teachers use questioning skillfully in all lessons.		Children continue to improve and make good progress.			On-going (Half-termly checks - PPM)					May			
Groups that are identified for intervention are planned for, taking account of gaps in their learning.		Any children vulnerable to not making progress are picked up.											
Termly moderation of core subjects with colleagues from GCPA		Ensure that age-related expectations for all children are correct			Termly			All teaching staff.					
<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>			<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	

<b>Resources/ Evidence:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff Meetings/Minutes</li> <li><input type="checkbox"/> SLT Meetings</li> <li><input type="checkbox"/> Governor meetings</li> <li><input type="checkbox"/> LSAs (interventions)</li> <li><input type="checkbox"/> Intervention record sheets.</li> </ul>
<b>Key Questions for governors:</b>	<ul style="list-style-type: none"> <li>• How effective is the school’s tracking and monitoring systems for improving attainment and progress? How do you know? <ul style="list-style-type: none"> <li>• How is the school currently tracking pupil progress across the curriculum?</li> </ul> </li> <li>• What do you know about the current strengths and areas for development and how they are being addressed?</li> </ul>

### Key Priority 4

- To strengthen the quality of **teaching, learning** with a focus on English across the school by:

Owner:	Louise Gurney/Lisa Murrell/Rachel Hood				
Tasks	Intended Impact	Timeline	Participants	Governor monitoring	On-going evaluation
Reading challenges set up in KS2	Children will read with increased fluency and enjoyment therefore comprehension will follow. Parents will be able to track children's achievements.	Straight away	All KS2 staff - led by RH	October - SM	
Library access will be timetabled for all classes	All readers - inc AMA readers will be given opportunities to read higher level reading books	Straight away	All staff - led by RH	October - SM	
Reading age tests will be done on all children to track fluency.	Children who are below their reading age will have interventions put into place	Autumn 1 (termly for PP/forces/SEN)	All staff - led by RH	October/April - SM	
Continue to track phonics in EY and KS1.	Children who are new to the school or are falling behind have rigorous tracking and interventions.	Through-out year	EY/KS1 teaching staff - Led by RH	October/July - SM	
Grammar expectations for all year groups to be given out again (new teaching staff & LSAs)	Teachers & LSAs will know the expectation for their year group, so will teach/support/put into interventions.	Autumn 2	All staff - Led by LM	April - SM	
No-nonsense spelling to be rolled out from year 2 - year 6.	A focused approach to spelling meaning that spelling improves.	Autumn 1	All teaching staff	December - SM	
New teacher will be given T4W training	New teacher will have training in whole school approach to T4W	19/9/18 & 11/10/18	Sarah Bailey	December - SM	

Class teachers will have opportunity to share good practice with teaching staff at DPA & GCPA.			Sharing good practice with other staff will mean that teaching and learning will improve and children's attainment & progress will improve.			Throughout year	All teaching staff/LSAs.	October/April - SM		
Subject leader time for all teaching staff timetabled (inc English subject leaders)			Subject leaders can plan for tasks that will support teachers, children and parents. Grammar & Reading/Phonic workshops for parents			Throughout Workshop GPS 28/01/19 Phonic & reading 23/05/19	All teaching staff	October/March/May - SM/Lin		
Expectations of modelling by teachers/LSAs and presentation by children is consistent.			A consistent approach to handwriting will mean that children's handwriting is neat and children are proud of their learning.			Throughout year.	All staff - led by LM	October/April - SM		
Regular moderation of teacher assessments.			Staff are confident and accurate in making judgements about pupil progress and attainment and do not rely on test data. Work in pupil's books reflects the on-going assessment data.			Ongoing throughout year with DPA/GCPA/CCC schools.	All teaching staff - led by LM	October/April - SM		
<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>
<b>Resources/ Evidence:</b>		<input type="checkbox"/> Staff Meetings/Minutes <input type="checkbox"/> SLT Meetings <input type="checkbox"/> T4W training <input type="checkbox"/> Governor meetings <input type="checkbox"/> LSAs (interventions) & feedback forms								

**Key Questions  
for governors:**

- How effective is the school's tracking and monitoring systems for improving attainment and progress? How do you know?
  - How is the school currently tracking pupil progress across the curriculum - particularly in English?
- What do you know about the current strengths and areas for development and how they are being addressed?
  - How is the new teacher/other teachers being supported/inducted to deliver the curriculum?

### Key Priority 5

To continue to strengthen personal development, **behaviour** and welfare

- To improve the learning behavior of the children in class

Owner:	Louise Gurney & all teaching staff				
Tasks	Intended Impact	Timeline	Participants	Governor monitoring	On-going evaluation
Teachers set high expectations of behaviour; a) Class conduct is set out at the beginning of term and reminders after each half-term. b) Expectations of presentation are set out as same timeline as above. c) All staff use whole school behaviour policy - inc in interventions/break & lunchtimes	In class; children have and show respect for others views.	On-going	All staff	December/ March/June - John Saxon	
	Incidents of low-level disruptions or lack of engagement (e.g. tapping pens/pencils, rocking on chairs, talking when supposed to be listening), are quickly managed by our whole school behaviour policy; children show self-discipline.	On-going	All staff	December/ March/June - John Saxon	
If an incident of bullying and/or use of derogatory or aggressive language is reported then it is recorded & dealt with by SLT.	Children feel safe and secure at school at all times.	On-going	All staff - inc lunchtime staff.	December/ March/June - John Saxon	
Attendance is tracked regularly and letters/meetings arranged if attendance above 95% is at risk.	Any children that have poor attendance (<95%) are picked up	Monthly	Louise Gurney & Admin staff	(Link to safeguarding) Lin - December/April	
Regular e-safety sessions to be planned in. Parents signposted to website where there is information about keeping their child safe on-line	Children learn how to keep safe online. Parents are more confident about knowing how to keep their child/ren safe online.	Regularly  Regular newsletter update	All teaching staff - led by RH	As above	

Children with additional needs have any incidents recorded			Children can continue to be supported in the correct way. Parents have a clear idea of how we are supporting the children in school.			On-going	SLT/SENCo	December/ March/June - John Saxon		
New Lunchtime organisation: - Children will eat in houses - HT will eat with children regularly. - School council agreement about lunchtime etiquette.			Children have a positive dining environment.			From September	All teaching staff	December/ March/June - John Saxon		
Uniform expectations will be clearly upheld by all members of staff. Follow up letters to remind parents will be sent. Then follow up meetings.			Children will have pride in their uniform & therefore increased pride in their learning and presentation.			Ongoing	All staff	December/ March/June - John Saxon		
Play leaders will be trained			Children will have a range of play activities at lunchtime			From November	LM	December/ March/June - John Saxon		
<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>
<b>Resources/ Evidence:</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff Meetings/Minutes <ul style="list-style-type: none"> <li><input type="checkbox"/> SLT Meetings</li> <li><input type="checkbox"/> Behaviour logs</li> <li><input type="checkbox"/> Governor meetings</li> <li><input type="checkbox"/> Displays in class</li> </ul> </li> <li><input type="checkbox"/> Class &amp; hall environment <ul style="list-style-type: none"> <li><input type="checkbox"/> Drop ins</li> </ul> </li> </ul>								
<b>Key Questions for governors:</b>		<ul style="list-style-type: none"> <li>• What is the impact of the agreed behavior policy?</li> <li>• How are children with additional needs supported? <ul style="list-style-type: none"> <li>• Are children equipped to stay safe online?</li> </ul> </li> <li>• What is the classroom/hall environment like? Are pupils engaged/on-task?</li> </ul>								

	<ul style="list-style-type: none"> <li>• Do pupils enjoy their learning? How do you know?</li> <li>• Can pupils talk knowledgeably about what they need to do next to improve their work?</li> <li>• Do pupils have high aspirations? Are they ready for the next stage in their education?</li> <li>• How does the school celebrate pupils' achievements in a variety of different ways beyond academic achievement?</li> </ul>
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<b>Key Priority 6</b>					
• Leadership & Management - to ensure the curriculum meets the needs of all children - including interventions.					
Owner:	Louise Gurney - teaching staff				
Tasks	Intended Impact	Timeline	Participants	Governor monitoring	On-going evaluation
The newly adapted curriculum is broad and balanced.	<p>Breadth and balance has a positive impact on the children's personal, development, behaviour and welfare.</p> <p>The curriculum inspires pupil to learn; in humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	Autumn 1	All teaching staff	Nov/March/June - Sarah W	
Enrichment activities are planned for within the curriculum as well as	Children improve their skills in a range of artistic, creative and sporting activities - inc clubs.	Autumn 1	All teaching staff	Nov/March/June - Sarah W	

clubs/educational visits/STEM activities.										
Assessment is used effectively across the curriculum.		Children can progress and enjoy learning.	From Au 1 - ongoing	All teaching staff and subject leaders	Nov/March/June - Sarah W					
Writing in all subjects is given the same priority as writing in English (e.g. cross-curricula writing)		Children use their skills across the curriculum to write in a range of genres and subjects.	Spr 1	Led LM - all teaching staff.	Nov/March/June - Sarah W					
Any children that are at risk of not making progress or underachieving. have interventions put into place following PPM		Children will make at least good progress.	From Au 2 - ½ termly.	SLT/SENCo	Nov/March/June - Liam Tobin					
In all areas; the curriculum provides a highly stimulating environment/activities for the children to learn.		Children actively enjoy the environments - therefore their learning and enjoy the other opportunities (e.g. educational visits.)	On-going	All teaching staff	Nov/March/June - Sarah W					
<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>
<b>Resources/evidence:</b>		<input type="checkbox"/> Staff meetings <input type="checkbox"/> Subject-leader monitoring <input type="checkbox"/> Range of books <input type="checkbox"/> Internal CPD <input type="checkbox"/> Learning environments <input type="checkbox"/> Drop ins								
<b>Key Questions for governors:</b>		<ul style="list-style-type: none"> <li>• . Are pupils well behaved and polite? How do you know?</li> <li>• What additional opportunities to teachers give to children to engage them (e.g. educational visits)? <ul style="list-style-type: none"> <li>• Do you know how any poor behaviour is addressed? <ul style="list-style-type: none"> <li>• Are you familiar with the Behaviour policy?</li> <li>• How effective is the school in dealing with bullying?</li> </ul> </li> </ul> </li> <li>• Do you know about the measures the school has in place to improve attendance and punctuality? <ul style="list-style-type: none"> <li>• How effective are these measures?</li> </ul> </li> </ul>								

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|  | <ul style="list-style-type: none"><li>• Are learners taught in a healthy and safe environment?</li></ul> |
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