

Post Ofsted Parents Meeting 3

December 3rd 2019

- Welcome and introductions
- LA
- HT – progress since end of July



School Development Plan

PRIORITY AREA		Intended outcome	
Leadership and Management	Improve the quality of leadership and management by making sure that governors fulfil their statutory duties and plan strategically for schools development	<ul style="list-style-type: none"> ○ Governors effectively discharge their core statutory functions. ○ Hold leaders to account effectively for standards, PP pupils, finance and safeguarding. 	
Leadership and Management	Significantly improve the quality of the senior leadership and management of the school so that school fulfils requirements for the National Curriculum, quality of teaching improves and all groups make expected progress.	<ul style="list-style-type: none"> ○ Effective leadership ensures teachers are held to account for appropriate coverage of NC. ○ Quality of teaching is judged to be good overall ○ Leaders can articulate progress measures to all stakeholders ○ The impact of Pupil Premium funding is clearly evidenced 	
Quality of Education	Substantially improve the quality of teaching, learning and assessment leading to improved outcomes for pupils	<ul style="list-style-type: none"> ○ Teachers have strong subject knowledge need to teach the NC ○ Assessment systems are fit for purpose ○ Planning enables appropriate progression in pupils' skills and knowledge. ○ Resources effectively support pupils' learning. Leading to: <ul style="list-style-type: none"> ○ Raise standards of maths in upper KS 2 so that they are in line or above national ○ Disadvantaged and SEND pupils make good progress in a variety of subjects ○ All pupils in KS 2 develop appropriate English skills according to their ability ○ Teachers plan to ensure that all pupils develop the appropriate knowledge skills and understanding of History and Geography progressively from year to year 	
Early Years	Develop Continuous Provision and challenge in Early Years and KS 1 to further support learning attitudes and behaviours	<ul style="list-style-type: none"> ○ Teachers plan to ensure that pupils in YR and KS 1 develop the appropriate knowledge skills and understanding through effective Continuous Provision and challenge 	
Behaviour and attitudes	Develop high expectations, routines and the learning environment to effectively support children's learning behaviours	<ul style="list-style-type: none"> ○ Positive learning behaviours support strong progress overtime 	
Personal Development	Develop the whole child through Christian vision, values and ethos of the school	<ul style="list-style-type: none"> ○ Pupils have a greater understanding of Christianity and other religions ○ Pupils have an age appropriate understanding of Relationships and Sex Education ○ Pupils understand what equality and inclusion mean 	

Priority 1: Leadership and Management - Governors

Aims: Improve the quality of leadership and management by making sure that governors fulfil their statutory duties and plan strategically for schools development

BY:

- Governors effectively discharge their core statutory functions.
- Hold leaders to account effectively for standards, PP pupils, finance and safeguarding

Evaluation:

New, experienced Governors – Chair, Vice Chair plus others

Action Plan for Governors complete – robust systems in place

Strategy/school improvement committee – meet monthly with HT/Finance

Sub-Committees focus on specific areas of school life (Finance, staffing, Pupil Premium, PE etc)

**Regular, purposeful visits to school – monitoring, evaluative meetings, support and challenge
HT, pupil conversations**

Governors have received training – more to come

IMPACT – governors involved with school - know the school, staff and pupils better, working effectively together, challenging and supporting leaders including teachers, listening to parents views and celebrating pupils achievements



Priority 2: Leadership and Management

– school leaders



Aims: Significantly improve the quality of the senior leadership and management of the school so that school fulfils requirements for the National Curriculum, quality of teaching improves and all groups make expected progress.

BY:

Effective leadership ensures teachers are held to account for appropriate coverage of NC.

Quality of teaching is judged to be good overall

Leaders can articulate progress measures to all stakeholders

The impact of Pupil Premium funding is clearly evidenced

Evaluation:

Acting HT led design on school curriculum, assessment and planning systems

Pupils needs identified and planned curriculum to meet needs

Pupil Progress meetings hold teachers to account – accurate view

Comprehensive training programme for all staff including admin – consistent throughout year

Regular monitoring programme Teaching and Learning, lessons, books, discussion, performance Management

IMPACT – 2 year curriculum plan created, assessment system in place, teachers clear about progression of skills and planning sequences, fair coverage of subjects being taught, pupils needs being planned for and met, some teaching is at least good, majority of pupils (80%) are making at least good progress, Books show this progress over time, HT holding staff to account

Priority 3: Quality of Education

Aims: Substantially improve the quality of teaching, learning and assessment

BY:

Teachers have strong subject knowledge need to teach the NC

Assessment systems are fit for purpose

Planning enables appropriate progression in pupils' skills and knowledge.

Resources effectively support pupils' learning.

Leading to:

Raise standards of maths in upper KS 2 so that they are in line or above national

Disadvantaged and SEND pupils make good progress in a variety of subjects

All pupils in KS 2 develop appropriate English skills according to their ability

Teachers plan to ensure that all pupils develop the appropriate knowledge skills and understanding of History and Geography progressively from year to year

Evaluation:

Staff trained in Sequences of Learning, questioning and feedback. Maths approaches, planning and resourcing. Planning for progression of skills particular focus on humanities subjects. Staff collaborate across schools sharing good practice, external moderation and monitoring of lessons report improvements in pupil engagement, clarity of teaching and learning opportunities, logical links between subject content and learning experiences

IMPACT – standard of teaching is much improved, standard of childrens work has improved and therefore children are making better progress across all subjects , higher levels of engagement. individual learning behaviours improved, increased levels of independence and responsible pupils, predicted outcomes for maths are inline with national expectation



Priority 4: Early Years and KS 1

Aims: Develop Continuous Provision and challenge in Early Year and KS 1 to further support learning attitudes and behaviours

BY:

Teachers plan to ensure pupils develop appropriate knowledge, skills and understanding through effective Continuous Provision and challenge.

Evaluation:

Staff collaborate and plan in order to develop learning opportunities appropriate for each age group and ability. Daily Timetable of sessions works effectively, all areas of EY and NC included in planning, positive relationships between staff and pupils, pupils actively engaging with learning

IMPACT – purposeful learning activities provided appropriately for all age groups, children sustained engagement, provision is good, staff know pupils individually

Priority 5: Behaviour and Personal Development

Aims: Positive learning behaviours support strong progress overtime

BY:

Developing the whole child through high expectations, routines and a learning environment to effectively support children's learning behaviours through Christian vision, values and ethos of the school.

Evaluation:

Areas in school defined, clutter free and purposefully resourced – hall, library, lunch times

Daily/weekly routines established, staff and children aware and uphold

Regular PSHE/relationships education planned for specific needs of children/class

Themed Collect Worship and assemblies reinforce messages linked to Christian values and school ethos

Increased number of visitors and experiences invited into school – community links and shared values

Caring, listening ethos in school

HT Mental health First Aider – share with staff

IMPACT – learning behaviours improved and continue to develop. Children are making better progress in all areas of learning, pupils attitudes to learning and peers have improved, poor behaviour incidences have reduced and are dealt with quickly, children beginning to talk about how to keep safe at school and online, calm, purposeful environment



Spring Term

- Working closely with the Local Authority, Diocese of Worcester and Bromsgrove Teaching School Alliance
- 1 Training Day – Art to lead the curriculum, SEND training for all staff
- Training - All staff– Maths Anthony Reddy, Prevent training, Phonics and reading, Impact of Trauma on Children,
- Science specialist to work with all staff and science lead developing curriculum, monitoring procedures and assessment.
- Maths specialist to work with all staff - supporting planning, pedagogy, and resourcing. Monitored and reviewed for impact February.
- English specialist working 1:1 with teachers on Grammar, enrichment of vocabulary and composition
- English Hub working with school staff to support development of provision in early reading and phonics
- Continue with curriculum design specific to Upper Arley – enriching opportunities and experiences that challenge appropriately for age/abilities
- Continue to monitor implementation and staffing of EY/KS1 class

Quotes from external reports

- Currently the team working in the R 1 2 class is effective and there is a positive experience for the children. Children enjoying learning. (Nov 2019)
- Actions from Continuing Professional Development are implemented instantly and pupils are benefitting from these approaches. (Nov 2019)
- Quality of work in books is strong in problem solving and reasoning and she uses challenges well (Nov 2019)
- The CoG has regular meetings with the HT. All governors are now active, they are attending training and engaging well.