

Headlines from the Review of the School Development Plan undertaken by Pauline Watts, 15/1/18

Headline	Comment	Next steps
1. The school is working towards a consistent culture of high expectations across the school. Teachers are supportive of this.	This has been a focus as historically there has been low expectations across KS2.	<ul style="list-style-type: none"> • Continue with planning and book scrutinies, and regular lesson observations. • Looking together at exemplar material. Comparing children's work against this and work from children at other schools. • Ensure teachers are planning at an appropriate level, using the national curriculum and referring to the assessment structures to make sure that children are being given the opportunity to meet the requirements of the year group and beyond.
2. A robust assessment system has been put into place. 2.1 Regular formative and summative assessments are taking place. 2.2 Teachers would like a greater focus on target setting across year groups.	Accuracy of assessment is key. We have been working hard to establish the STAR system and to ensure that staff have opportunities to moderate their assessments with each other and with staff from other schools. Discussion at progress meetings will provide targets for children's attainment.	<ul style="list-style-type: none"> • Regular opportunities for staff to talk with one another and with staff from other schools in order to validate our judgements. • Key dates are planned in for summative assessments for the rest of the year. • Ensure clarity of targets when discussing assessments at progress meetings.
3. Staff are happy with the approach to curriculum and pedagogy.	Teachers have really embraced the approach and are working creatively to engage children in their learning.	<ul style="list-style-type: none"> • To further develop excellent practice we have identified teacher modelling as an area on which the school needs to work.
4. There are some frustrations about a lack of resources.	We have moved from a model where Phase Leaders order stock for their phases to a whole school model. Messages about what needs ordering when have not been received and stock levels have run low.	<ul style="list-style-type: none"> • We have established a minimum stock level in the stationery cupboard and we are now making fortnightly orders to keep the stock at this level.
5. Behaviour has improved.	We have worked really hard to encourage good learning behaviours, focussing on the positive aspects of children's behaviour. There are clear systems in place for rewards and sanctions. Behaviour in classes is good, when there are high level incidents they are usually in the playground.	<ul style="list-style-type: none"> • Further work to ensure that all staff follow procedures when dealing with poor behaviour. • Monitor carefully incidents of high level poor behaviour. • Move towards different arrangements – sports coaches and TA/HLTA staff – to work with children in the playground.

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6. Teachers say that there is variable communication at school.	This was to do with 'bubbles' and emails from mainly office staff during the teaching day, with replies expected at fairly short notice.	<ul style="list-style-type: none"> • Improve use of school calendar. • Weekly updates/calendar on the whiteboard in the staff room.
7. There is a need to increase leadership capacity, particularly in Key Stage 2, which will enable the school to improve teaching and learning at a quicker rate.	Our Key Stage 2 team is working really hard to develop its practice, but there is a need for more KS2 leadership experience to help drive this forward.	<ul style="list-style-type: none"> • Amend staffing structure to include additional Assistant Head (+0.2 Deputy Head) capacity. • Work with Phase Leaders to ensure there is clarity and that there are some measurable components to the role so that they are accountable for their work.
8. Marking and feedback are having a positive impact on progress.	We have introduced a new Feedback and Marking policy with a focus on meaningful feedback and next steps. Also a recognition that some of the best feedback can be verbal and 'live' ie at the time of the work, rather than retrospectively.	<ul style="list-style-type: none"> • Monitor that feedback is effective and that progress is evident as a result of the feedback given.
9. Teachers would welcome a set of core expectations for teaching and learning.	Teachers asked for further direction with regards to the expectations in class.	<ul style="list-style-type: none"> • Use the Teaching and Learning Policy, and other documentation to write a crib sheet for teachers and other staff.
10. Monitoring is taking place, but teachers would welcome a more consistent approach to this.	Again, teachers asked for more direction so welcome the idea that there is increased monitoring.	<ul style="list-style-type: none"> • Monitoring timetable tightened up. • More regular monitoring of books to establish that progress is being made. • Individual feedback for teachers rather than generic feedback.
11. The School Development Plan is too high level. There should be more detail, with specific objectives and milestones across the year.	We need to write down a lot of the detail that is taking place in order to show what we are doing.	<ul style="list-style-type: none"> • Update the plan with a set of targets in each objective, with further detail about what is being done when, by whom, and what the milestones are across the year.

Simon Wattam, Head Teacher

Nick Tildesley, CEO, Communitas Education Trust