



## SCHOOL DEVELOPMENT PLAN 2019-2020



### PRIORITIES, JUSTIFICATION AND SUCCESS CRITERIA

PRIORITY AREA	JUSTIFICATION	SUCCESS CRITERIA
<p><b>1: Quality of Education</b></p> <ul style="list-style-type: none"><li>To increase the number of children achieving expected standards in Maths at the end of the year through more fluent recall of times table and number facts and a more positive attitude to the subject</li></ul>	<p>The end of Key Stage 1 and 2 results in Mathematics show that Norwood is broadly in line with the National average but slightly below.</p> <p>The 2018-19 ASP highlighted issues that the school's level of progress at the end of KS2 for all pupils. Pupils identified as 'Middle Attainers' at KS1 had dropped into the middle quartile (average) in 2018.</p> <p>Year 1 data at the end of Autumn 18-19 showed a decline in children working at the expected level and above in comparison to their results at the end of EYFS. 80% of the cohort achieved expected and above at the end of EYFS while in Autumn only 69% achieved expected and above in Year 1.</p>	<ul style="list-style-type: none"><li>Children in Early Years have a deeper understanding of numbers to 10</li><li>The end of year scores for times tables tests in Year 2, Year 3 and Year 4 have increased and children are more fluent recalling them</li><li>More children achieve the expected standard in Maths at the end of EYFS, KS1 and KS2</li><li>Children in pupil interviews and surveys feel more confident and happier with their abilities in Maths and their attitudes to it.</li><li>Through staff survey staff have developed a stronger understanding of the teaching and learning of number.</li></ul>

<ul style="list-style-type: none"> <li>To develop fluency, confidence and enjoyment in Reading through a wider variety of books, authors and vocabulary</li> <li>To construct a Curriculum that is broad and balanced as well as being well planned and sequenced, with specific focus on History, Art and Science</li> </ul>	<p>The 2018-19 ASP highlighted that the pupil premium group in Reading at the end of KS1 was significantly below National levels for the expected attainment and for the greater depth standard.</p> <p>The end of Key Stage 2 results in Reading show that Norwood is working below the National average for the third year running.</p> <p>Reading test KS2 SATs analysis has identified reading test stamina and technique as issues as well as inference and deduction</p> <p>Staff's professional view is that our children's desire and passion for reading is fading</p> <p>There is a need for our children to develop a wider vocabulary</p> <p>New OFSTED framework focussing more on the school's Curriculum and the teaching of knowledge and skills</p> <p>Clear subject specific skills were not getting taught thoroughly enough and planning did not extend children's learning.</p> <p>Subjects were not explicit and not taught frequently enough.</p> <p>From Pupil Voice, children expressed their frustration of having to wait weeks to learn in their favourite subjects.</p>	<ul style="list-style-type: none"> <li>Reading results at the end of KS2 have increased closer to national average</li> <li>More children are using the school libraries</li> <li>A daily whole school reading session is fully embedded</li> <li>Children and staff feel that they have an increased interest in reading.</li> <li>Year group timetables show regular teaching of all foundation subjects.</li> <li>The curriculum is broad, balanced and relevant to the experiences and needs of the children.</li> <li>The curriculum is well planned and clearly structured to allow progression in the acquisition of skills, knowledge and understanding.</li> <li>All children have opportunities to experience all areas of the curriculum.</li> <li>Monitoring by school leaders identify that children are demonstrating their knowledge and ho</li> </ul>
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## 2: Behaviour and Attitudes

- For children to demonstrate high levels of self-control and show consistently positive attitudes to their education.

Following from our previous OFSTEd we were determined to

From staff feedback was that children's behaviour wasn't being maintained across all year groups in all circumstances regardless of the member of staff/ the activity and the location

We were conscious that there will still pockets of low level disruption which were impacting on specific classes.

OFSTED framework separating one judgement into two separate judgements.

- There is a targeted and structured behaviour approach to the individual needs

Over the last couple of year, children with SEMH needs were demonstrating more extreme behaviour which was impacting on the mental and physical health of themselves and others around them including staff, as well as impacting on the learning of all.

There had been an increase in the number of incidents involving children with SEMH and staff were concerned about the impact of these on others and themselves.

- Children confidently explain what the expectations are of a "Norwood child" and demonstrate this regularly in class and around school.
- Surveys and interviews with children and different sections of the school workforce clearly identify an improvement in behaviour around school.
- Learning walks involving staff and visitors identify high standards of behaviour and a very positive attitude to learning.
- There is a reduction in the number of CPOMs incidents recorded as behaviour
- There is a clear reduction in the number of incidents recorded on CPOMS involving violence, aggression and positive handling
- Individual plans are put in place for these children and shared information regarding pen portraits for all staff
- Staff and pupils feel safer even at crisis points

<ul style="list-style-type: none"> <li>To improve the overall whole school attendance as well as key groups and reduce the number of Persistent Absentees</li> </ul>	<p>Whole school attendance has not increased significantly in the last few years, while there is still an increase in children who are classed as Persistent Absentees.</p>	<ul style="list-style-type: none"> <li>Overall whole school attendance is raised from 95.7% to above national average (95.8%), there are no key groups with attendance significantly below this and that Persistent Absenteeism is reduced from 8.2% to below 8%</li> </ul>
<p><b>3: Personal Development</b></p> <ul style="list-style-type: none"> <li>To improve the personal development of pupils, developing creativity and a healthy lifestyle including beyond the curriculum</li> </ul>	<p>The proportion of Reception children in school who were identified as obese and overweight in the National Child Measurement Programme has increased from 18% in 2015/16 to 25% in 2017/18. This is slightly more than the national comparison of 22%.</p> <p>From an annual review, staff had identified an increasing number of children, who had reduced their participation in extra curricular clubs and had become more sedentary in their lifestyles.</p> <p>The school needed to develop a whole school scheme of work in order to improve the teaching of PSHE and ensure comprehensive coverage particularly as areas that the school needed to address particularly with our children.</p> <p>The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.</p>	<ul style="list-style-type: none"> <li>Children have increased their fitness levels and there has been an increase in the number of children attending PE/'Sport clubs inside and outside school</li> <li>Pupil voice surveys show that children feel that they are more aware of healthier eating and that they have more access to healthier food at break and at lunchtimes.</li> <li>The new PSHE scheme - 1 decision has been trialled by all year groups, this is monitored and evaluated by the team. The overall staff feedback is positive and they will feel confident delivering the programme in readiness for the statutory</li> <li>A whole school Relationships and Sex Education policy has been developed following consultation with staff and parents.</li> </ul>

<p><b>4: Leadership and Management</b></p> <ul style="list-style-type: none"> <li>To improve teachers' subject and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.</li> <li>To strengthen the effectiveness of the Governing body in checking the outcomes of school priorities and holding leaders to account</li> </ul>	<p>Under the new OFSTED framework, there is much more focus on teacher subject and content knowledge.</p> <p>There has been limited training and CPD on developing staff's knowledge in certain subjects.</p> <p>Staff have enjoyed and found useful the different forms of CPD over the last few years</p> <p>Governors have requested a much more focussed report on the rationale and the impact of staff CPD</p> <p>The composition of the Governing Body has changed over the last year, as a number of experienced Governors have ended their terms of office. The new Chair of Governors is keen for Governors to feel confident in their roles and become fully aware of the strengths and areas to develop in the school by being fully involved with staff and parents.</p>	<ul style="list-style-type: none"> <li>Staff are attending a wide range of professional development that is specific to them and their training needs.</li> <li>There is a clear rationale and for all staff training that is linked directly to the School Development Plan</li> <li>Staff's confidence in their subject knowledge in History, Art and Science has improved.</li> <li>The Governing Body's action plan shows clear actions, success criteria and the impact is clearly evaluated. The Governors survey shows that Governors feel more confident in their roles and are fully aware of the school's strengths and areas to improve</li> </ul>
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