

New Haw Community School School Development Plan 2015-2017



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Four years ...
Four commitments ...
A unique opportunity to make a
difference ...

*Our school is where we learn how to
learn*

Our school is a beautiful place

*Our school is where happiness and
learning unite*

*Our school works in partnership with the
local community*



LEADERSHIP AND MANAGEMENT

Desired outcome	Action	Led by	Resources/Finance	Evaluation
<p>Curriculum To undertake an extensive curriculum review to ensure that our curriculum adequately reflects, and prepares pupils to make an active contribution to, the modern-day society in which pupils live.</p> <p>Review to ensure:</p> <ul style="list-style-type: none"> • Key concepts are taught, and pupils made to think, rather than learning being activity led; • Opportunities for cross-curricular learning are maximized, in order to ensure that the curriculum is meaningful for pupils; • Pupil voice is a key contributor to the curriculum design. 	<ol style="list-style-type: none"> 1. ECM to lead comprehensive review. 2. Introduce <i>Debate Mate</i> as a club, and then extend provision to all pupils. 3. Year leaders to ensure that cross-curriculum planning is a focus of weekly team meetings. 4. Subject coordinators to ensure that pupil voice is an integral part of their subject monitoring. 	<ol style="list-style-type: none"> 1. ECM 2. SW 3. SLT 4. SLT 	<ol style="list-style-type: none"> 1. ECM time 2. c£300 training 3. PPA time 4. Coordinator time 	<ol style="list-style-type: none"> 1. Review under way. ECM working with SW on developing Science; will then work with KB on Computing. 2. <i>Debate Mate</i> established as club. 3. Current SLT discussions re ensuring quality of medium-term planning and finalising format for short-term planning in 2016-17. 4. MC has carried out Y6 exit questionnaires. Work sampling/ monitoring paperwork to be changed to specify pupil voice.
<p>Curriculum leadership For curriculum leaders to fully understand their leadership role, in successfully driving high quality provision in their subject area.</p>	<ol style="list-style-type: none"> 1. All coordinators to produce detailed action plans for their subjects. 2. Senior team to formally meet with coordinators on a termly basis to review progress. 3. Monitoring opportunities built into school cycle of self- 	ECM	<ol style="list-style-type: none"> 1. Coordinator time 2. ECM/JK and coordinator time 3. Coordinator time 4. Staff meeting 	<ol style="list-style-type: none"> 1. All curriculum coordinators have action plans, which begin with an assessment of current curriculum provision. 2. ECM meeting

	<p>evaluation.</p> <p>4. Regular subject-related staff meetings.</p>		time	<p>termly with coordinators.</p> <p>3. In place and ongoing.</p>
<p>Computing</p> <p>For teaching teams to have the necessary subject knowledge and skills for them to be able to effectively deliver the content of the new computing national curriculum.</p>	<p>1. Computer co-ordinator to audit current knowledge and skills.</p> <p>2. Design and delivery of appropriate training.</p> <p>3. Review of hardware/software requirements.</p>	KB	<p>1. KB time.</p> <p>2. TBA.</p> <p>3. TBA.</p>	See <i>Curriculum</i> above.
<p>Science</p> <p>For all pupils to have access to an outstanding Science curriculum.</p>	<p>1. Audit of current provision.</p> <p>2. Curriculum review</p> <p>3. Development of subject-specific action plan.</p>	<p>1. SW</p> <p>2. ECM</p> <p>3. SW/ECM</p>	CP/ECM and staff meeting time	ECM and SW (new Science coordinator for 2016-17) leading a school focus on Science at present time.
<p>Social, moral, spiritual and cultural education (SMSC)</p> <p>To ensure that all members of the school staff promote equality of opportunity and diversity exceptionally well, so that the ethos and culture of the school prevents direct or indirect discriminatory behaviour.</p>	<p>1. To review the SMSC curriculum to ensure that the British values of democracy, rule of law, individual liberty, respect and tolerance are integral to the work of the school.</p> <p>2. Provide WRAP (workshop to raise awareness of Prevent) training for all staff.</p>	<p>1. RW (ECM)</p> <p>2. JK/ECM/EM</p>	<p>1. RW, ECM and staff meeting time</p> <p>2. JK/ECM/EM, INSET time</p>	<p>1. Staff meeting (15.6.2016) reviewing current provision. Currently being written up to identify areas for development.</p> <p>2. WRAP training to be part of Safeguarding INSET in Dec 2016.</p>
<p>Performance management</p> <p>To develop a more meaningful and incisive system of performance management for all staff, more closely linked to the work of the school.</p>	<p>1. Review job descriptions to ensure they accurately reflect the requirements of the national agenda.</p> <p>2. Redesign performance management paperwork.</p> <p>3. To integrate performance management of support staff</p>	<p>1. EM</p> <p>2. Senior team</p> <p>3. Senior team</p>	<p>1. EM time</p> <p>2. EM/MC/ECM/JK time</p>	

	into the performance management cycle of teachers.			
Succession planning To ensure the continued provision of high quality staffing in a nationally challenging recruitment context.	1. Headteacher to continue active leadership role in both Surrey and Salesian/SSF SCITT programmes. 2. To continue to recruit greater numbers of SCITT students.	MC	1. MC time 2. MC/ECM/JK time	1. Ongoing. 2. 58 NQTs currently signed up for 2016/17, an increase from 43.
School to school support To continue to contribute to outstanding systems leadership by sharing expertise.	1. New Haw to lead primary NQT programme for Salesian teaching school. 2. To appoint more Specialist Leaders of Education. 3. To continue to provide specialist support to schools identified as being in difficulty. 4. Assistant Headteacher to continue as Chair of Fordway PRU. 5. To develop NQT+1 programme in conjunction with Salesian teaching school. 6. To continue to develop and share Maths Hub expertise.	1. MC/ECM/JK/EM 2. MC 3. MC/ECM/JK 4. JK 5. MC/ECM/JK 6. HC	1. MC/ECM/JK/EM time 2. MC time 3. Externally funded 4. JK time 5. MC/ECM/JK/EM time 6. HC time, cost of light refreshments	1. Ongoing. 2. 2/4 SLEs will be leaving in July 2016 to take up positions elsewhere. 3. Federated schools with whom we have been working both judged to be 'good' in June 2016 Ofsteds. 4. Ongoing. 5. On hold – looking at middle leadership locally. 6. HC to develop 2016/17.
Team leadership For team leaders to fully understand their role in motivating and supporting their team, ensuring high quality teaching and learning and excellent progress for all pupil groups.	1. SLT meetings to incorporate leadership training. 2. Senior team to actively coach new leaders on a day-to-day basis. 3. Year leaders to undertake NPQSL.	MC/ECM/JK	1. MC/ECM/JK, SLT time 2. As above. 3. £4200 + cover	All 4 year leaders have been signed up to the NPQSL programme for 2016-17.
Governors To help governors to both understand and effectively	1. Management Consultant-led session on strategic role of governance at NHCS.	1. DC 2. MC/CoG 3. MC/CoG	1. Training and venue costs 2. Admin time	1. Very successful session 28.1.2016. 2. Schedule

<p>undertake their strategic role.</p>	<ol style="list-style-type: none"> 2. Revise meeting schedule for governors to maximize effectiveness. 3. To further strengthen the relationship between staff and governors through more frequent, informal opportunities to meet, eg annual governor tea. 4. To use photographs to improve communication between all stakeholders. 	<p>4. EM</p>	<ol style="list-style-type: none"> 3. MC/CoG time 4. EM and office team time. 	<p>reorganized autumn 2015.</p> <ol style="list-style-type: none"> 3. Governor/staff tea – Sept 2016. 4. EM to arrange for photographs to be taken and uploaded to website and put on Reception TV loop.
<p>Parental engagement (see <i>Teaching, Learning and Assessment</i>) (see <i>Marketing the school</i>, below)</p>				
<p>Marketing the school To ensure that the local community is kept up to date with the excellent work of the school.</p>	<ol style="list-style-type: none"> 1. Set up a working party to review and improve the school's website and explore the use of social media to improve the profile of our school, including providing opportunities for more immediate sharing of information, eg via Twitter, Facebook, YouTube. 	<p>EM/ECM</p>	<p>TBA</p>	<p>Website review under way. Discussed with PIPS (9.6.2016). Website being redesigned and reorganized ready for 2016-17.</p>



TEACHING, LEARNING AND ASSESSMENT

Desired outcome	Action	Led by	Resources/Finance	Evaluation
(Expectations, and level and depth of challenge to also be looked at through comprehensive curriculum review – see <i>Leadership and Management</i> .)				
Language To become a language-rich school, ensuring that vocabulary and language development are at the heart of all curriculum provision, so that our pupils are fluent and confident in both the spoken and written word.	1. Profile of language (especially development of vocabulary) to be raised across school. <ul style="list-style-type: none"> • Staff meeting input • Planning to have greater focus on language development • SLT to look at assessment of spoken language • “Explain it back to me” – language and reasoning skills initiative 	Senior team, SW and CH	Staff meeting and planning meetings	1. Staff meeting 13.1.2016 on vocabulary (SW). 2. SC attended external training on developing vocab (22.6.2016 – to be disseminated).
Level of challenge All teaching and learning to demonstrate high levels of differentiation through a range of teaching styles and strategies, including the effective use of Bloom’s taxonomy.	1. Teachers to ensure that all planning makes use of Bloom’s taxonomy in order to ensure effective differentiation. 2. Gifted and Talented Coordinator to lead staff meeting on challenging the more able.	1. SLT 2. SC	1. SLT time and staff meeting time 2. SC training	Senior team leading current review of planning expectations/structure, with SLT.
Writing For all pupils to become independent writers, regardless of their ability, and to meet age-related expectations or better in writing.	1. For writing to be a continual focus in both planning and staff meetings. 2. Year teams to ensure that previous planning for writing is adapted on a weekly basis to fully meet the new age-related expectations. 3. All teaching/ATs have performance management target related to writing.	SLT	1. PPA and staff meeting time 2. PPA time 3. SLT and teacher/AT time.	SLT identified spelling as major focus. Spelling now has much greater profile in school – assessments purchased, high frequency word knowledge assessed and monitored. CH to lead on producing <i>How New Haw do spelling</i> document by end of July 2016.

<p>Feedback to pupils To ensure that all feedback to pupils actively contributes to their progress.</p>	<ol style="list-style-type: none"> 1. SLT to look at marking workload, to ensure that all written feedback is purposeful and helps pupils to further their learning. 2. For year teams to consider the most appropriate form of feedback for each lesson. 3. For all pupils to be able to articulate their next steps. 	SLT	SLT/teacher time	SLT to look at during July 2016.
<p>Maths To ensure that Maths Hub training has maximum impact on mathematical practice and outcomes for pupils.</p>	<ol style="list-style-type: none"> 1. Coordinator to assess impact of 2015-16 Maths Hub training. 2. Coordinator to work with year 3 team to ensure best practices embedded from start of September 2016. 3. New and returning staff to receive Maths Hub training sessions in autumn 2016. 	1. HC	<ol style="list-style-type: none"> 1. HC time 2. Release time 	Added to SDP June 2016.
<p>Parental engagement To ensure that the school maximizes all opportunities to engage parents in the education of their children.</p>	<ol style="list-style-type: none"> 1. To look at the potential of <i>Target Tracker</i> to provide more frequent progress data to parents. 2. To review and extend workshops for parents, so that they have a better understanding of national curriculum content and expectations and are thereby better equipped to support their children's learning. 3. Extend parents' understanding of school finance. 4. Explore potential for using website videos to demonstrate maths methodology etc for parents. (added June 2016) 5. Explore autumn term upper school/lower school parent 	<ol style="list-style-type: none"> 1. MC/ECM/JK/AM 2. SLT 3. EM 4. SLT 5. SLT 	<ol style="list-style-type: none"> 1. MC/ECM/JK/AM time 2. Year leader time 3. EM time 4. SLT time 5. SLT time 	<ol style="list-style-type: none"> 1. End of year reports simplified. 2. New reports and end-of-year expectations explained to parents via PIPS meeting (9.6.2016), parent workshop (16.6.2016) and video blog has been uploaded to website, setting out changes. Workshop to be repeated at celebration evening on 30.6.2016.

	workshop approach. (added June 2016)			
Assessment – Target Tracker To explore the potential of <i>Target Tracker</i> to provide accurate assessment information to all stakeholders eg parents, governors, pupils, staff	<ol style="list-style-type: none"> Buy in additional consultancy support from <i>Target Tracker</i> to ensure assessment team fully aware of TT's potential AM and senior team to explore all available reporting options. 	<ol style="list-style-type: none"> AM/JK MC/ECM/JK/AM 	<ol style="list-style-type: none"> c£500 MC/ECM/JK/AM time 	<ol style="list-style-type: none"> 3 hours additional consultancy purchased – session with AM (assessment coordinator) and JK (AHT).
Assessment – Foundation subjects To research what an effective assessment system for foundation subjects would look like.	<ol style="list-style-type: none"> To establish a working party to look at potential foundation subject assessment systems. 	AM/ECM	AM/ECM time	<ol style="list-style-type: none"> Staff meeting 22.6.2016 to look at assessment of foundation subjects using <i>Target Tracker</i>. SLT to look at progression in skills across curriculum.



PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Desired outcome	Action	Led by	Resources/Finance	Evaluation
Behaviour For all staff to consistently apply the school's behaviour policy.	<ol style="list-style-type: none"> Behaviour management training for support staff to ensure consistency of approach. Consultation with School Council re how to further develop the positive ethos of the school to ensure that all pupils feel safe and are respectful. Training for staff to ensure they understand, and consistently apply, the school's policy in terms of escalation procedure for unacceptable behaviour. Cover teachers to be given opportunity to observe class teacher, so that s/he can apply consistent behaviour approach when teaching. 	<ol style="list-style-type: none"> ECM/JK AM/senior team MC/ECM/JK 	<ol style="list-style-type: none"> Senior team time AM time SLT and staff meeting 	<ol style="list-style-type: none"> AT workshop on managing behaviour – Sept 2016 (ECM/JK). Ongoing. To be scheduled. To be scheduled.
School environment To continue to develop an excellent learning environment for all.	<ol style="list-style-type: none"> SLT to drive accountability agenda. All classes to have assigned monitors responsible for the upkeep of specific areas. Teachers to ensure that displays throughout the school make a positive contribution to setting standards and driving pupil progress. Set up central S drive sharing of display materials. 	<ol style="list-style-type: none"> SLT Teachers Teachers 	Staff time	<ol style="list-style-type: none"> MC/SC have carried out 2 learning walks looking at display/environment. New display policy in place. As above. As above Folders set up in S drive – June 2016.
Attendance and punctuality For attendance and punctuality concerns to be swiftly acted upon to ensure that vulnerable pupils make maximum progress.	<ol style="list-style-type: none"> JK to liaise regularly with GG re pupil attendance and punctuality. Teachers to closely monitor the attendance and punctuality of their pupils. 	<ol style="list-style-type: none"> JK/GG SLT SLT 	Teacher time	<ol style="list-style-type: none"> GG reporting regularly to JK re attendance issues. GG vigorously pursuing attendance with

	3. Teachers to intervene swiftly when either attendance or punctuality are identified as an issue, particularly where it begins to affect learning.			EWO.
Pupil well-being For vulnerable pupils, whose challenges do not meet current outside agency thresholds for intervention, to have additional opportunities for their emotional needs to be met.	1. To set up opportunities for selected pupils to benefit from working with a trainee counsellor from the Institute for Arts in Therapy and Education. 2. To establish provision for identified pupils to enjoy alternative play at lunchtimes.	1. JK 2. RD/KT	1. Art materials 2. Additional staff member at lunchtime	1. Art therapist has successfully worked 1:1 with 2 pupils this year (one Y3, one Y5) – feedback from parents/pupils excellent. Going on maternity leave. Will return in 2016/17 to continue work. 2. Lodge now opened 3 x weekly for vulnerable pupils. Good take-up.
Independence and resilience All pupils are actively engaged in their learning.	1. For all staff to challenge passivity whenever it is encountered. 2. Training for support staff in ways in which to promote pupils' independence. 3. Teachers to actively involve parents in tackling passivity issues.	1. Teachers 2. ECM/JK 3. Teachers	1. Teacher time 2. ECM/JK and AT release time 3. Teacher time	JK to research and produce plan for growth vs fixed mindset whole school initiative.
Health To provide additional opportunities to help pupils to further develop their physical health.	1. PE coordinator to work with the School Council to develop an appropriate action plan. 2. To trial the 'daily mile' across the school.	RE	RE time	1. – 2. Daily mile in place in year 3.
Safeguarding (Please see separate safeguarding action plan.)				

OUTCOMES FOR PUPILS

Desired outcome	Action	Led by	Resources/Finance	Evaluation
To continue to maintain outstanding outcomes for <u>all</u> pupils.	1. For year teams to effectively use <i>Target Tracker</i> to critically assess and monitor the progress of all pupil groups.	AM/SLT	Teacher and leader time	Assessment well-embedded. Work sampling indicates secure judgements being made re attainment and progress. Interim progress data for year is very positive.



