

HOLT FARM INFANT SCHOOL SCHOOL DEVELOPMENT PLAN 2016

School Priorities:	Outcome:	Development:
<p>1. <u>CURRICULUM</u> To ensure that all pupils receive a high quality curriculum that meets the requirements of the new national curriculum and provides opportunities for the children to extend their knowledge, skills and understanding</p>	<p>New topic planning in place for Y2 with linking visits to enhance learning. Children to experience or have opportunities to: <u>Take part in a public performance</u> Y2- Harvest, Christmas, Leaver's assembly Y1 – Christmas, Spring Play YR - Christmas, Spring Play <u>Develop an aspect of the creative arts</u> Art curriculum including a wide range of media including drawing, painting, printing, collage and clay and studying a range of famous artists. PE curriculum including Dance with support from coach. After school Clubs to further enhance art, craft and dance. <u>Visit theatres, galleries, museums</u> Theatre visits to our school due to cost of tickets and transport. Y2 – Great Fire of London Y1 – Florence Nightingale YR – The Gingerbread Man <u>Take part in an event linked to the local community</u> Sporting competitions including Tennis, Gymnastics, Winter Games, Dance Festival, Racquets Festival Visits to Rochford Library by all year groups Continuation of visitors from local faith groups to take assemblies.</p>	<p>Continuation of high quality curriculum incorporating changes to assessment</p> <p>Changes to end of Key Stage testing – teacher assessment in Mathematics and Reading to be informed by externally set, internally marked tests and a 'non-leaked' set test in spelling, grammar and punctuation to inform teacher assessment of Writing.</p>

2. END OF KEY STAGE RESULTS

To ensure that pupils are achieving their potential and aspiring to achieve age expected levels and above at the end of Early Years Foundation Stage and Key Stage 1

Early Years:
Good Level of Development 66% (59% in 2015)

Y1 Phonics: 81% (69% in 2015)
Y2 Phonics: 28 children retook the test. 15 children passed.

KS1: Changes to end of key stage assessment make comparisons with previous years difficult. Statutory interim frameworks to support teachers in making an assessment judgement for each pupil at the end of key stage 1 are in place for 2016 only and the framework will change again for next year.

End of KS1 2016

	Working Below	Expected	Greater Depth
Reading	23.3%	46.5%	30.2%
Writing	34.9%	44.2%	20.9%
Maths	29.1%	43.0%	27.9%

The data includes:
4 EHC Plans and 14 One Plans

Moderators have visited our school to work with teachers in EYFS and Y2. Both moderators concurred with our judgements and commented on how well the teachers know the children.

New Baseline assessment for Early Years. (Changed again!)

Writing and phonics teaching to include spelling, punctuation and grammar. Consider ability groupings in YR.

Review marking and feedback.

Continue moderation activities within school and with local schools.

<p>3. <u>OFSTED</u> Completion of the targets from the last OFSTED inspection, January 2013 and to make staff and governors aware of changes to the OFSTED framework</p>	<p>HT update training Autumn 2015 OFSTED updates shared in staff meetings/ governor meetings. Governor training – OFSTED readiness June 2016.</p> <p>Observations following OFSTED guidelines – classroom observations, work scrutiny and pupil progress. Outcomes shared with staff and governors at staff meetings and governor meetings.</p> <p>Safeguarding training for all staff in September 2015. DH Safeguarding and Safer recruitment training. Local Authority on-line safeguarding audit completed June 2016.</p>	<p>OFSTED framework updates to be shared with staff and governors.</p> <p>Sharing of outstanding practice. Sharing of local experiences of OFSTED.</p> <p>Annual safeguarding training for all staff September 2016 incorporating updated Keeping Children Safe in Education September 2016.</p>
---	--	---

<p>4. <u>SCHOOL COMMUNITY</u> Communicate effectively with the school and local community and provide school information through a variety of sources including the school website.</p>	<p>Website updated to include year group and curricular information.</p> <p>Parents informed through letters and texts. Consultation with parents on school payments. Information about pupil progress attendance given at parent interviews.</p> <p>Reading Challenge to encourage parental support at home with children's reading. Weekly newsletter outlining children's achievements and curricular information.</p> <p>Extended services support for a number of families.</p> <p>Improved attendance through continued Breakfast Club (support for disadvantaged children) and time for attendance officer. Attendance approx. 95.5% (good attendance in Primary schools 96-97%).</p> <p>School-led improvement project with local schools – Duncan Ramsay leading project – including training for SMT and peer reviews for key stages.</p>	<p>Monitoring of website information</p> <p>Monitoring of how parents receive information and pay for school events, etc.</p> <p>Parent Mail sign up</p> <p>Continued membership of Extended Services to support families.</p> <p>Attendance target 96-97% Monitoring of Breakfast club costs and attendance.</p> <p>Investigate further ways of working with local schools to improve teaching and learning and access local area (e.g. maths project KS1/2)</p>
--	---	--

<p>5. <u>DISADVANTAGED CHILDREN</u> Provision of additional support for disadvantaged children to enable them to improve their learning and involvement in school life through a range of monitored interventions and access to extra-curricular activities</p>	<p>Large range of interventions to support disadvantaged children within the classroom and in support areas including; For learning: writing, phonics and maths groups, comprehension, individual reading, Talk Boost, Fine and Gross Motor Skills For engagement: After school clubs, Breakfast club, social skills group</p> <p>The change to support within the classroom for YR children has resulted in increased 'Good Level of Development' (GLD) for all children and especially for Pupil Premium children.</p> <p>YR</p> <table border="1" data-bbox="882 699 1503 839"> <thead> <tr> <th>2016</th> <th>All children</th> <th>Pupil Premium</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>65.9%</td> <td>60.0%</td> <td>67.1%</td> <td>7.1%</td> </tr> </tbody> </table> <p>In Y1, interventions to support children, including daily sessions in ability groups and small group support resulted in higher levels of achievement.</p> <p>Y1 Phonics % achieving pass mark</p> <table border="1" data-bbox="882 1075 1503 1182"> <thead> <tr> <th></th> <th>All children</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>81%</td> <td>62.5%</td> <td>85.1%</td> <td>22.6%</td> </tr> </tbody> </table> <p>4 PP children have One Plans</p> <p>Y2 Phonics re-takes 24 children re-took the test. 12 children achieved the pass mark. 1 child was disapplied.</p>	2016	All children	Pupil Premium	Non PP	Gap	GLD	65.9%	60.0%	67.1%	7.1%		All children	PP	Non PP	Gap	2016	81%	62.5%	85.1%	22.6%	<p>Continuation of interventions timetabled within the classrooms</p> <p>Continuation with free access to clubs to encourage attendance of individuals at school and raise engagement with school community</p> <p>Monitoring of impact of interventions.</p> <p>Continuation of ability groupings in KS1 for phonics and maths on Fridays</p>
2016	All children	Pupil Premium	Non PP	Gap																		
GLD	65.9%	60.0%	67.1%	7.1%																		
	All children	PP	Non PP	Gap																		
2016	81%	62.5%	85.1%	22.6%																		

There was a high number of PP children with SEN in the Y2 year group with 3 EHC Plans and 7 one plans.

End of KS1 results:

2016	Working at and above %	
	Pupil Premium	All children
Reading	70.5%	76.7%
Writing	52.9%	65.1%
Maths	53.0%	70.9%

(Without SEN PP)

	Pupil Premium
Reading	85.6%
Writing	85.6%
Maths	100%

<p>6. <u>SPORTS PREMIUM</u></p> <p>Improvements to the quality and breadth of provision of PE and sporting activity in school to promote enthusiasm for being active and healthy</p>	<p>Introduction of new PE scheme of work – Real PE – working well within school. Children self- assessing and aware of next steps in learning.</p> <p>Improved teaching of PE in school through:</p> <ul style="list-style-type: none"> • Sarah Robinson continued working with all year groups (planning, team teaching, etc.) • Membership of CPRSSP to access training, competitions and festivals • Coaches working in curriculum time including Tag Rugby and Tennis for YR, Y1 and Y2 children <p>Increasing confidence levels of teaching staff in delivering PE lessons.</p> <p>Essex KS1 award for PE. Rochford and Rayleigh School of the Year 2015 award for sporting achievement.</p> <p>Four coaches took part in our sports day, offering Tag Rugby, Martial Arts, Dance and Tennis activities for all children to take part in. Junior children supported activities.</p> <p>Free taster sessions offered to children in both schools.</p> <p>Performance at competitions: 2nd in Tennis 4th in gymnastics</p> <p>Continued after school sports clubs.</p>	<p>Monitoring of Real PE</p> <p>Continuation of links with specialist clubs and coaches to signpost our children to when leaving the Infant school</p> <p>Improved links with the Junior school with increased access to coaches.</p> <p>Sports Premium extended. (Sugar Tax/Obesity plans?)</p> <p>Healthy Schools accreditation - Spring 2017</p>
--	---	---

