**Henwick Primary School**

**School Development Plan**

**November 2015 – July 2018**

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# CONTEXT

This development plan recognises the context of the school.

* + We are a two form of entry school having upsized in September 2015 from one and a half forms of entry.
  + We have a high percentage of children eligible for free school meals.
  + Just over half of the pupil population are white British; in the remaining population over 27 languages are spoken. This diversity enriches the school.
  + The school site is the centre for a growing number of successful extended school services; some run by the school, others by external organisations. These include adult learning courses, stay and play, breakfast and after-school club.
  + The school works in partnership with several outside organisations; it is a Samsung Partnership school, as well as being affiliated with Microsoft, Rising Stars and Goldsmiths University.
  + The school has close links with local schools and carries out regular INSET and project work in order to share good practice and drive school improvement.
  + A high proportion of our pupils generally enter our school below national average and leave at the end of KS2 above national average.

Henwick Primary School is situated off the Rochester Way in Eltham, Royal Greenwich, London. The school sits within an estate which is now a mixture of social and private housing, however the estate traditionally was made up of social housing and the local community has a very traditional feel to it. Many existing members of the local community attended the school as children and the school continues to be well thought of and supported within its locality.

Our school recently upsized to two forms of entry across all age ranges, having been one and a half forms of entry for many years. The sudden influx of children in September has created some challenges, in terms of finance and in our ability to adapt quickly and support the various needs of the new pupils. However the whole school community feels very positive about the changes taking place and have all welcomed the new children and parents wholeheartedly.

Our school has a strong ethos of being a ‘family school’ with a warm, welcoming atmosphere and a strong philosophy of care. We have strong links with both schools in our locality and increasingly across the London Boroughs. We also have links with business - most notably Samsung, Microsoft and Rising Stars. We also have strong links with Goldsmiths University

We had an extremely successful OFSTED in November 2014 where we were judged to be a Good school and the leadership team, staff and our strong Governing Body are now working in partnership to make continuous improvements in order to strengthen this judgement and to move rapidly to become an outstanding school.

# MISSION STATEMENT

At Henwick Primary School children will experience an extensive and rich curriculum which interests and enthuses them, delivered with varied learning styles in mind. We aim for high standards and have high expectations for learning, achievement and behaviour for each pupil. We develop every child’s confidence and create an environment in which they feel included, secure and valued. The achievements of all pupils are celebrated.

Everybody is made welcome and we foster good relationships throughout the school. We work in partnership with parents and the local community and families are able to access a range of extended learning opportunities as well as ‘early help’ and support. The school promotes healthy lifestyles and care for the environment.

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***‘Together Aspire, Together Achieve’***

# PROCESS AND CONSULTATION

This plan was drawn up following analysis of data which looked at strengths and areas for improvement and through consultations with stakeholders involving:

* + parents through a questionnaire with reports at the end of the school year 2015
  + school council and the views of children via pupil questionnaires
  + governors, through attending committee meetings and visiting the school and the Core Group working party
  + School improvement partners through their regular meetings and school visits

This School Development Plan has been devised from the reviews of the outcomes of the previous year’s results, SDP achievements, identification of strengths and weaknesses, consideration of the impact of National and local priorities and School Self-evaluation. From this, Key Priorities for the forthcoming years are raised and actioned.

# OUTCOME OF CONSULTATION

The following points were made in the consultation by stakeholders and staff through the above consultation processes:

**Parent’s views**

* + - Parents value the strength of the staff team at the school
    - The varied range of learning activities at the school is valued especially clubs and fitness activities
    - The recent music and sporting initiatives in the school are valued, however parents would like better organisation of sports days with challenging activities for older children
    - Parents of SEN children or children in crisis feel they are well supported and that their children make good progress
    - Parents are keen that we stretch and challenge the most able children
    - Parents would like better lines of communication between home and school
    - Parents are pleased about the recent building works and additions to the playground
    - Parents are concerned about some antisocial behaviour of the school community specifically; smoking and parking on pavements and zig zags.

**Children’s views**

* + - They would like school lunches to be improved
    - They love the clubs that older children run at lunchtimes
    - They are happy about the new growing project but more of them would like to be involved in it
    - They love outings as part of their learning journey
    - They like the new AstroTurf in the playground and value the addition of new staff employed to teach sport and music
    - They love the new basketball court in the Henwick playground

**Staff views**

* All staff are aware of the vision of the school and the direction we are going in
* Staff like the idea of becoming a growing school and increasing opportunities for outside learning
* They value the new additions to the staff team
* They like the new remodelling of the front office and the investment in the playground
* Staff value the CPD opportunities in school and the opportunities to develop their own areas of interest
* Staff feel that behaviour is well managed in the school
* Staff would like quieter areas for planning, preparation and assessment

This input from stakeholders has been taken into account when devising this development plan.

# MONITORING

The plan will be monitored by the IP, in SLT/SMT meetings, in staff meetings, by the Core Governors and in governor committee meetings with written progress updates included in the Headteacher’s reports at full governing body meetings. School council will be updated on plans and proposals and parents kept informed through regular news letters.

The action plan is linked to the key inspection areas; progress on previous inspection priorities, teaching, standards, behaviour and safety and leadership and management.

# KEY PRIORITIES AND ACTION PLANS 2015/2016

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| Priority 1 | Raise the quality of teaching to outstanding. |
| Priority 2 | Improve attendance levels by engaging parents and carers more effectively in their child’s attendance. |
| Priority 3 | To implement strategies to closing the achievement gap between the pupil premium group and non-pupil premium group. Ensure that the gap is lower in July 2016 than it was in July 2015. |
| Priority 4 | Develop a firmer partnership with local schools for the benefit of all stakeholders. |
| Priority 5 | For parents to have a greater involvement in their children’s life and education at Henwick. |
| Priority 6 | Review phonics provision across EYFS and KS1. |
| Priority 7 | Embed the new curriculum supported by a rigorous assessment system. |
| Priority 8 | For Henwick Primary to become an established centre of Excellence with regards to SEND provision for all SEND pupils. Henwick to provide support to other schools and Goldsmiths university. |
| Priority 9 | Staff within school to be developed to become future leaders/experts in their chosen field, in this way we are able to outsource expertise and knowledge to other schools, build on expertise within school, benefit all pupils and further increase staff well-being. |

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| TEACHING, LEARNING AND ASSESSMENT |

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| **Priority 1:** Raise the quality of teaching to outstanding | | | |
| **Current Situation** | **Success Criteria** | | |
| * Teaching was graded as good at the last inspection (Nov 14) * Currently (October 15) we determine that 85% of teachers deliver good or better provision, 20% of teachers deliver outstanding provision * Of the 15 teachers, 8 are new to the school in September 2015, of these 6 are new to the Borough. We have one teacher who is new to the country and learning the curriculum and assessment procedures. One good teacher moved from KS2 to be KS1 acting Phase Leader. There are 3 NQT’s. | * 100% of teachers delivering good or better, of which 47% will be delivering outstanding * Pupils’ targets for improvement will be reviewed regularly and updated when pupils achieve them * Activities will always challenge the most able, particularly in the early years and KS1 * The leaders will check the provision focuses on what pupils are learning rather than on what teachers are doing * Termly external audits will be scheduled to provide the school with an independent review of provision across the school | | |
| **Strategy / Action** | | **Cost & resources** | **Who** |
| Incisive CPD to ensure standards of teaching over time remain high | | CPD budget | HT, DHT, SMT |
| Learning observations to give clear indications on strengths and areas for development. | | Cover by HLTA x 2 | Registered inspector, SMT, Subject Leaders |
| Teachers planning to give opportunities for accelerated learning, mastery. | | £0 | All teachers |
| Teaching enables children to resolve misunderstanding in learning | | £0 | All teachers |
| Embed consistency in precise marking and feedback across the school and consistency in the use of targets | | Release time | Teachers / all staff |
| Learning in books demonstrates progression in learning | | £0 | Teachers |

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| **Milestones** | | | | | |
| **Target** | **Autumn Term 3** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| Raise the quality of teaching to outstanding | Data Analysis completed by Assessment Leader with SLT members and Greenwich Improvement Partner.  SMT drop ins to monitor learning opportunities. Triangulation of evidence on areas of strength and areas for further development. General feedback given to staff to feed into effective lesson planning.  Planning review in clusters.  Pupil progress meetings  **End of Autumn 2** – 85% of teaching is at least good with 15% outstanding | Observations of English and Maths (HT, Subject Leaders). Feedback to individuals. Triangulation of evidence on areas of strength and areas for further development.  PMR mid- year reviews to discuss progress against targets set.  Pupil perception surveys and work scrutiny completed by English and maths subject leaders.  Review of subject Action Plans. | Data Analysis – English and maths SL’s.  Foundation subject observations by subject leaders in clusters to monitor learning opportunities within their subject.  Planning review in clusters.  Pupil progress meetings  Subject reports to Governors.  **End of Spring 2** – 90% 0f teaching is at least good with 25% outstanding. | English and maths observations by subject leaders to monitor learning opportunities. Triangulation of evidence on areas of strength and areas for further development. General feedback given to staff to feed into effective lesson planning.  Pupil perception surveys completed by maths and English subject leaders.  Subject reports to Governors. | Data Analysis – English and maths SL’s.  Pupil perception surveys and work scrutiny completed by foundation subject leaders.  Review of subject plans.  Pupil progress meetings  PMR end of year reviews  End of summer 2 – 100% of teaching is at least good with 47% outstanding. |
| RAG rating |  |  |  |  |  |

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| PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE |

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| **Priority 2:** Improve attendance levels by engaging parents and carers more effectively in their child’s attendance. | | | |
| **Current Situation** | **Success Criteria** | | |
| * Attendance stands at 93.8% (National Average is around 95%), for academic year 2014 -15, this is due to high virus, flu rate and holidays * School has bought in EWO time 1x day a week with rigorous procedures and follow-ups with parents * School operates Greenwich Fast Track systems * School rewards good attendance; weekly, half termly, termly and yearly * School has family liaison officer * School has bought in additional support for family liaison officer | * To achieve 95% attendance or better in academic year 2015/16 * Vulnerable families are supported so that learners achieve in line with school expectations * EWO continues to liaise with Greenwich in order to impact change, re Holiday Fines * Parents have a greater awareness of the impact of attendance on their child’s social and academic well-being. * Children have a greater awareness of the importance of attending school. | | |
| **Strategy / Action** | | **Cost & resources** | **Who** |
| Analyse attendance data and report on website to parents | | £0 | LD & EK JW & DW |
| Formalise and budget for reward systems | | £600 | EK & DW & JW |
| Promote existence of rewards amongst parents and children | | £0 | EK/DH |
| Family liaison officer to target particular families | | £0 | TB & DH |
| Half termly certificate and badge | | £40 | JW |
| Termly lucky dip for 100% MP3 player advertised on website and via twitter | | £40 | JW & DW & EK & CL |
| Weekly 100% class attendance reward | | £900 | JW |
| Yearly 100% certificate, and lucky dip for a tablet reported on website and twitter | | £100 | JW& DW& EK |
| Workshops/assemblies on attendance for parents and children | | £100 | DH & Team EWS |

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| **Milestones** | | | | | |
| **Target** | **Autumn Term 3** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| Improve attendance levels by engaging parents and carers more effectively in their child’s attendance | Analyse attendance data and report on website to parents  Budget for reward systems  Promote existence of rewards amongst parents and children  Family liaison officer to target particular families  Attendance workshops and assemblies  Half termly certificate and badge  Termly lucky dip for 100% MP3 player | Analyse attendance data and report on website to parents  Family liaison officer to target particular families  Half termly certificate and badge | Analyse attendance data and report on website to parents  Half termly certificate and badge  Termly lucky dip for 100% MP3 player | Analyse attendance data and report on website to parents  Half termly certificate and badge | Analyse attendance data and report on website to parents  Half termly certificate and badge  Termly lucky dip for 100% MP3 player  Yearly 100% certificate, and lucky dip for a tablet |
| RAG rating |  |  |  |  |  |

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| OUTCOMES FOR CHILDREN |

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| **Priority 3:** To implement strategies to closing the achievement gap between the pupil premium group and non-pupil premium group. Ensure that the gap is lower in July 2016 than it was in July 2015. | | | | | | | | |
| **Current Situation** | | | | **Success Criteria** | | | | |
| * Proportion of disadvantaged children supported through PP funding which is half of all pupils is nearly double the national average * Half of all pupils enter the school enter EYFS with skill sets and aptitudes below that of pupils nationally * PP pupils perform better than NPP pupils nationally * The gap is closing in reading, writing and maths is closing at Level 4 but not in Level 5 * At KS1 the gap is * At KS2 the gap is * There is no homework group in school at present | | | | * More strategies to accelerate progress to improve opportunities for PP pupils. * Teachers highlighting PP pupils on planning * Strengthen strategies of teachers and leaders of monitoring the progress of and support of this targeted group. * The gap is narrower in 2016 than it was in 2015 in both KS1 & 2 * All leaders will track the progress of these children and demonstrate impact * The new assessment system will provide accurate information for teachers and leaders to make judgements. * This targeted group gain support in the form of a homework club which pupils and Parents both attend | | | | |
| **Strategy / Action** | | | | | | **Cost & resources** | | **Who** |
| Finding partner schools where the gap is successfully closed between PP and NPP pupils. Share their good practice and strategies in our school. | | | | | | Release | | PL |
| Teachers develop a teaching approach that intervenes at the point of learning thus rectifying misconceptions as they arise, moving PP learners swiftly on. | | | | | | Monitoring / mentoring | | Class teachers and school leaders |
| Teachers are aware of and know well their PP pupils needs and support them accordingly. | | | | | | Monitoring / mentoring | | Class teachers and school leaders |
| Teachers provide accurate targets following rigorous monitoring and assessment of this group of learners, intervention is aimed accurately and swiftly to clos gaps in learning. | | | | | | Monitoring / mentoring | | Class teachers and school leaders |
| Homework club implemented by a team of staff. Parents and children are invited by class teachers and parent liaison worker supports parents in the sessions | | | | | | £6000 | | School leaders & willing/able staff |
| **Milestones** | | | | | | | | |
| **Target** | **Autumn Term 3** | **Spring Term 1** | **Spring Term 2** | | **Summer Term 1** | | **Summer Term 2** | |
| To implement strategies to closing the achievement gap between the pupil premium group and non-pupil premium group. Ensure that the gap is lower in July 2016 than it was in July 2015. | SMT to investigate schools in local area and beyond who cater well for PPP.  SMT drop ins to monitor teachers effective interventions, teaching styles and knowledge of PP children’s needs  PP meetings monitor this group of learners progress  Work scrutiny progress and target setting | SMT makes links with partner schools where the. Disseminate & incorporate good practice and additional strategies for PPP in our school.  SMT drop ins to monitor teachers effective interventions, teaching styles and knowledge of PP children’s needs  Work scrutiny progress and target setting  Staff homework club positions advertised & recruited to  Parents and pupils approached and invited to homework club | SMT drop ins to monitor teachers effective interventions, teaching styles and knowledge of PP children’s needs  PP meetings monitor this group of learners progress  SMT drop ins to monitor teachers effective interventions, teaching styles and knowledge of PP children’s needs  Work scrutiny progress and target setting  Parents and children effectively supported in learning together | | SMT drop ins to monitor teachers effective interventions, teaching styles and knowledge of PP children’s needs  Work scrutiny progress and target setting  Parents and children effectively supported in learning together | | SMT drop ins to monitor teachers effective interventions, teaching styles and knowledge of PP children’s needs  PP meetings monitor this group of learners progress  SMT drop ins to monitor teachers effective interventions, teaching styles and knowledge of PP children’s needs  Work scrutiny progress and target setting  Evaluation of ‘learning together’ club | |
| RAG rating |  |  |  | |  | |  | |

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| LEADERSHIP / MANAGEMENT |

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| **Priority 4:** Develop a firmer partnership with local schools for the benefit of all stakeholders. | | | |
| **Current Situation** | **Success Criteria** | | |
| Current partnerships include:   * Microsoft * Samsung * Rising Stars * Kidbrooke cluster * SEND inclusion cluster * EYFS cluster * Maths cluster * Goldsmiths University * Heads links * Heads cluster * School generated links with Ealdham and Holy Family * Greenwich teachers alliance | * School has forged firm partnership with another local school * Good practice is shared * School will select best practice from a range of settings * Leaders and teachers will be encouraged to create their own link ups, both in and out of Greenwich. * School is a centre of excellence for SEND and Computing * School share expertise in SEND and Computing * Practice at the school is strengthened and provision is enhanced | | |
| **Strategy / Action** | | **Cost & resources** | **Who** |
| Finding like-minded partner schools where good practice and additional strategies can be mutually shared and benefit each school. | | Networking release time | Subject leaders  Phase leaders |
| Reciprocal visits from school leaders | | Networking release time | Subject leaders  Phase leaders |
| Practices identified and shared with the school community | | Networking release time | Subject leaders  Phase leaders |
| Other schools invited to see SEND pedagogy in action with expertise and resources shared | | Networking release time | KF& SLT |
| Other schools invited to see computing pedagogy in action with expertise and resources shared | | Networking release time | CL & SLT |
| INSET disseminates new and innovative practice to enhance provision | | INSET time/release time | Subject leaders  Phase leaders  SLT |

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| **Milestones** | | | | | |
| **Target** | **Autumn Term 3** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| Develop a firmer partnership with local schools for the benefit of all stakeholders. | SMT to investigate schools in local area and beyond who share the Henwick ethos and with which a partnership would be mutually beneficial. | Visits arranged with like-minded schools | New initiatives shared and disseminated via INSET | New initiatives evaluated | Initiatives assimilated into teaching/learning or relevant school policies for the new academic year. |
| RAG rating |  |  |  |  |  |

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| PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE |

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| **Priority 5:** For parents to have a greater involvement in their children’s life and education at Henwick | | | |
| **Current Situation** | **Success Criteria** | | |
| * Parental engagement in terms of parents evening is currently 80% * Historic low attendance at curriculum workshops * Website is accessed by parents, limited opportunities to support parents in working with their children * Parents are willing to engage with school * School has mostly very good relationships with parents * School has little idea of parents skill base * Parents are very involved in their children’s well-being and up bringing * Very good parental attendance at celebratory events e.g Christmas Play * We have no PTA at present | * Parental engagement at parents evenings is strengthened by 10% * Curriculum evenings and workshops are well attended * School has a greater idea of parents skill base * Website makes a greater contribution to home learning * Wider range of technologies are used to support learning opportunities at home * Workshops in the following areas have been carried out; phonics, new levels and assessment, maths and mastery and online safety * Clips on website to show key strategies taught in school * Audit of what parents want in terms of support * Parental evaluations are positive * We have a thriving PTA who engages parents and makes money to enrich school provision | | |
| **Strategy / Action** | | **Cost & resources** | **Who** |
| Organise and advertise curriculum workshops | | Release time | Sub leaders |
| Parents audit of skills sent out and collated | | £0 | DH |
| Home learning via web resources organised | | Release time | CL & Sub leaders |
| Apps for school commissioned and used | | £400 | CL & EK |
| Online learning clips promoted to parents | | Release time | Sub leaders |
| Audit of parental support wanted in school | | £0 | DH & JW |
| PTA formed by parents | | £100 | JW & DH & Parents |

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| **Milestones** | | | | | |
| **Target** | **Autumn Term 3** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| For parents to have a greater involvement in their children’s life and education at Henwick | PTA meeting with potential parents  New app commissioned and disseminated to staff and parents | PTA formed  Audit of parent skills gathered & collated  IT Leader looks for web based home learning opportunities  Subject leaders actively look for on line learning clips that aid children in grasping concepts before they are taught in school | PTA embedded and skills base shared with them  IT leader buys and communicates new web based home learning to parents  Phase communications to parents include links to on line learning clips that aid children in grasping concepts before they are taught in school | PTA organises successful events | PTA organises successful events, engages parents and makes money to enrich school provision  Parental evaluations go out with end of year report |
| RAG rating |  |  |  |  |  |

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| TEACHING, LEARNING AND ASSESSMENT |

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| **Priority 6:** Review phonics provision across EYFS and KS1 | | | |
| **Current Situation** | **Success Criteria** | | |
| * 2015 outcomes were that 68% of Year one pupils achieved the working at standard level * The school has a three year downward trend in working at level * 2015 results was 9% below National Average and 15% below Greenwich Local Authority Average * The two groups of learners who did least well were Native English speakers and Boys. * EAL pupils were above national. * Historically, pupils enter the school with literacy skills and aptitudes below that of pupils nationally * Historically, GLD outcomes are the lowest of the prime areas and boys performance within that was lower. * Lack of coherence of provision from EYFS to KS1 * CLLD Lead is new to school and new to borough * Currently no Literacy Leader | * Greater coherence of provision of phonics across EYFS and KS1 * Greater percentage of children enter Year 1 in September at Phase 5 * School provides greater opportunity to support parents to enhance parent’s support of pupils in the home. * Phonics outcomes in Year 1 and Year 2 will be higher in July 2016 than in July 2015 and aligned to National Expectations. * CLLD lead is part of CLLD cluster and attends meetings | | |
| **Strategy / Action** | | **Cost & resources** | **Who** |
| CLLD Lead visits other schools to view good practice | | Release time | SC |
| Meeting between Y1, Y2 and EYFS2 teachers to audit current practice in all classes re the teaching of phonics | | Release time | FS & KS1 teaching staff |
| Agreement amongst Y1, Y2 and EYFS2 teachers as to wheat next steps in pedagogy are needed to accelerate progress of phonics learning and to create a greater cohesion between both phases | | Release time | FS & KS1 teaching staff |
| KS1 teachers to organise workshops and information for parents of children in KS1 (to include online learning) on the teaching and learning of phonics | | Release time & cost of any resources sent home | KS1 teaching staff |
| School to seek further advice from CLLD network and LA in moving school phonics data nearer to national expectations | | Release time | CLLD Lead |
| School to provide additional support to parents of pupils who are finding the learning of phonics a greater challenge | | Dialogue between home school liaison and teachers | CLLD Lead and DH |

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| **Milestones** | | | | | |
| **Target** | **Autumn Term 3** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| Review phonics provision across EYFS and KS1 | Meeting between Y1, Y2 and EYFS2 teachers to audit current practice in all classes re the teaching of phonics  Agreement amongst Y1, Y2 and EYFS2 teachers as to wheat next steps in pedagogy are needed to accelerate progress of phonics learning and to create a greater cohesion between both phases | CLLD Lead visits other schools to view good practice  KS1 teachers to organise workshops and information for parents of children in KS1 (to include online learning) on the teaching and learning of phonics | School to seek further advice from CLLD network and LA in moving school phonics data nearer to national expectations  School to provide additional support to parents of pupils who are finding the learning of phonics a greater challenge |  |  |
| RAG rating |  |  |  |  |  |

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| LEADERSHIP / MANAGEMENT |

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| **Priority 7:** Embed the new curriculum supported by a rigorous assessment system. | | | |
| **Current Situation** | **Success Criteria** | | |
| * Curriculum has been rolled out to all year groups * School has selected its baseline assessment approach system * The school has selected its wider assessment system, this will be fully implemented from November 2015 * Half termly reviews of the implementation of the new curriculum * New assessment system provides accurate data with teachers and leaders * Parents meetings are booked in to share the assessment approach with parents. | * New curriculum is embedded * Systems are in place gain pupil/parent voice re new curriculum * Through website and workshops, parents are clear of the expectations of the new curriculum * Assessment system chosen will provide teachers and leaders with accurate information in order to make judgements. * A clear timeline is in place for regular data drops and pupil progress meetings | | |
| **Strategy / Action** | | **Cost & resources** | **Who** |
| Curriculum workshops to introduce the curriculum and themed approach | | Release time | Subject leaders |
| Assessment process and procedure introduced to teachers in autumn term | | £300 | CL & LP |
| Workshops on how children are assessed in light of no levels for parents | | Release time | CL & PLeads |
| Webinars of above workshops for parents who cannot make it into school | | Release time | CL & PLeads |
| Teachers input data half termly in time for PP meetings and review of progress by senior leaders | | PPA time | Teachers |

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| **Milestones** | | | | | |
| **Target** | **Autumn Term 3** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| Embed the new curriculum supported by a rigorous assessment system | Assessment procedure introduced  PP meeting  Monitoring of assessment procedures | Assessment procedure embedded  Workshops for parents developed and delivered  Monitoring of assessment procedures | Webinars developed and uploaded  PP meeting  Monitoring of assessment procedures | Monitoring of assessment procedures | PP meeting  Monitoring of assessment procedures  Review curriculum and resource appropriate to needs for next academic year |
| RAG rating |  |  |  |  |  |

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| LEADERSHIP / MANAGEMENT |

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| **Priority 8:** For Henwick Primary to become an established centre of Excellence with regards to SEND provision for all SEND pupils. Henwick to provide support to other schools and Goldsmiths university. | |
| **Current Situation** | **Success Criteria** |
| * SEND children outperform SEND children nationally * School has a very good reputation locally for SEND provision for pupils * Henwick to provide support to other schools and Goldsmiths university * No outreach support to other schools is currently provided * Other adults are well deployed in school to support children * Current areas of expertise include:   + Dyslexia trained TA   + Lego Therapy   + SALT groups   + ASD provision for children   + Emotional resilience and mental health   + Specifically tailored needs led support * 96 pupils on SEND register * 3 EHC/statemented children * Good at early identification * Monitoring and adapting existing interventions to suit needs of learners | * Dyslexia mark achieved * SEND quality mark achieved * Outreach support for other mainstream settings * SEND pupils to outperform SEND nationally at both Key Stages * 2016 outcomes will be stronger than those at 2015 for SEND children * Links formed with other outstanding SEND settings in Greenwich and beyond * Develop specific staff with particular interests in SEND through targeted CPD and performance management * Viable option for Local Authority to provide funding for an SEND unity |

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| **Strategy / Action** | **Cost & resources** | **Who** |
| Inclusion Manager to lead on staff development in specific SEN ie, ASD, ADHD, Dyslexia etc | Free | Inclusion Manager |
| Makaton training for all staff in school | Cost of training | Inclusion Manager to resource |
| Colourful semantics training for all staff in school with a view to tailoring how this is used throughout all classrooms | Part of SALT | Inclusion Manager to organise SALT |
| TAs trained in SALT social skills groups | Part of SALT | Inclusion Manager to organise SALT |
| KS1 TA trained in Lego Therapy | Part of SALT | Inclusion Manager to organise SALT |
| Bespoke training in ASD for all staff delivered by ASD adult | £350 |  |
| Bank of resources and homework for ASD pupils | Free | Inclusion Manager to resource |
| Dyslexia Friendly Award achieved by school |  | Inclusion Manager and Lead TAs |
| Parents coffee mornings in school relating to SEND | Cost of resources: coffee, tea etc | Inclusion Manager, Lead TAs and FLO |
| Parents trained by Greenwich Parents Voice to lead on coffee mornings and signposting support | Room in school | Inclusion Manager, Lead TAs and FLO |
| Leaflets for parents to be created relating to different aspects of SEND to support at home | Free | Inclusion Manager |
| School develops links with other schools, both in and out of borough with outstanding SEND provision | Free | Inclusion Manager and Lead TAs |
| School to further develop work with Goldsmiths University whereby school becomes a beacon for observations of good practice but also staff to lead on and support with the training of trainee teachers | Free | Inclusion Manager |

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| **Milestones** | | | | | |
| **Target** | **Autumn Term 3** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| For Henwick Primary to become an established centre of Excellence with regards to SEND provision for all SEND pupils | Inclusion Manager to lead on staff development in specific SEN ie, ASD, ADHD, Dyslexia etc  Colourful semantics training for all staff in school with a view to tailoring how this is used throughout all classrooms  KS1 TA trained in Lego Therapy  TAs trained in SALT social skills groups | Inclusion Manager to lead on staff development in specific SEN ie, ASD, ADHD, Dyslexia etc  Colourful semantics tailored and starts being used throughout all classrooms  Makaton training for all staff in school  Bespoke training in ASD for all staff delivered by ASD adult  School develops links with other schools, both in and out of borough with outstanding SEND provision | Bank of resources and homework for ASD pupils  Parents coffee mornings in school relating to SEND | Parents trained by Greenwich Parents Voice to lead on coffee mornings and signposting support  Leaflets for parents to be created relating to different aspects of SEND to support at home | Dyslexia Friendly Award achieved by school  School to further develop work with Goldsmiths University whereby school becomes a beacon for observations of good SEND practice but also staff to lead on and support with the training of trainee teachers |
| RAG rating |  |  |  |  |  |

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| LEADERSHIP / MANAGEMENT |

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| **Priority 9:** Staff within school to be developed to become future leaders/experts in their chosen field, in this way we are able to outsource expertise and knowledge to other schools, build on expertise within school, benefit all pupils and further increase staff well-being. | | | |
| **Current Situation** | **Success Criteria** | | |
| * Teachers and leaders receive their full entitlement to performance management * Teachers and leaders access targeted CPD aligned to their performance management * Training has been allocated for access to new online performance management system * Training has been accessed on National College training programmes * Internal opportunities for progression for teachers and leaders exist * Member of Royal Greenwich Teaching School Alliance * DHT is ASM for Goldsmiths | * CPD entitlement is in place with clear progression throughout the years * Successfully identify talent within cohorts of PGCE students and recruit and develop * Develop staff’s particular interests or aptitudes through targeted CPD and performance management * Other schools and settings want to utilise staff expertise * ASM skills are utilised in other contexts to support and upskill other staff | | |
| **Strategy / Action** | | **Cost & resources** | **Who** |
| Develop five-year CPD entitlement pathway for all staff | | Release time | SLT & Subject leaders |
| Computing leader to develop in-house digital CPD entitlement pathway for all staff (opened to local school) | | Release time & networking time | CL |
| Develop policy for CPD entitlement | | Release time | SLT |
| Audit of skill set on offer in school and partner schools and organisations to meet CPD needs | | Release time & networking time | Subject leaders  School leaders |
| Audit of staff interests and areas of expertise | | £0 | SLT |
| Signpost staff to appropriate CPD opportunities | | CPD budget | SLT |
| Signpost other schools and organisations to our CPD opportunities | | +£ | SLT/Sub Leads |

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| **Milestones** | | | | | |
| **Target** | **Autumn Term 3** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| Staff within school to be developed to become future leaders/experts in their chosen field, in this way we are able to outsource expertise and knowledge to other schools, build on expertise within school, benefit all pupils and further increase staff well-being. | Audit of staff interests and areas of expertise  Develop policy for CPD entitlement | Signpost staff to appropriate CPD opportunities  Develop five-year CPD entitlement pathway for all staff  Audit of skill set on offer in school and partner schools and organisations to meet CPD needs  Computing leader to develop in-house digital CPD entitlement pathway for all staff (opened to local school) |  |  |  |
| RAG rating |  |  |  |  |  |

# TWO YEAR PLAN FOR REVIEW

D – subject in ‘development mode’ M – subject in ‘maintenance mode’

All aspects are provisional dependent on national/county priorities yet to be identified.

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| **Key Priorities** | **2016/2017** | **2017/2018** |
| Raise the quality of teaching to outstanding | D | M |
| Improve attendance levels by engaging parents and carers more effectively in their child’s attendance | D | D |
| To implement strategies to closing the achievement gap between the pupil premium group and non-pupil premium group. Ensure that the gap is lower in July 2016 than it was in July 2015 | D | D |
| Develop a firmer partnership with local schools for the benefit of all stakeholders | D | M |
| For parents to have a greater involvement in their children’s life and education at Henwick | D | D |
| Review phonics provision across EYFS and KS1 | D | M |
| Embed the new curriculum supported by a rigorous assessment system | D | M |
| For Henwick Primary to become an established centre of Excellence with regards to SEND provision for all SEND pupils. Henwick to provide support to other schools and Goldsmiths university | D | M |
| Staff within school to be developed to become future leaders/experts in their chosen field, in this way we are able to outsource expertise and knowledge to other schools, build on expertise within school, benefit all pupils and further increase staff well-being | D | D |

**Development mode**: The subject will be reviewed and standards will be extensively checked. Release time will be available for observation of lessons, sampling children’s work, reviewing and updating documentation, reviewing medium term plans, leading meetings. The subject may be identified in the School Development Plan for review.

**Maintenance mode**: The subject leader will advise and support staff, keep up to date with national developments and report to staff, identify resource needs and manage budget, ensure resources are well organised and accessible, maintain subject file, agreement trialling at staff meetings/ Key Stage meetings (core subjects). Limited management time may be available in the school day for the subject leader.