

Barnes Farm Infant School Development Plan 2017-18

This School Development plan is compiled annually and contains no more than four key targets to bring about improvements. The plan is reviewed each term to ensure there is progress against the improvements.

The School Development Plan aims to provide a framework to:

- Raise standards and pupil achievement
- Fulfill our vision and mission statement
- Take into account school, national and local priorities
- Focus and prioritise key targets to secure and extend existing good practice and promote whole school improvement
- Monitor and evaluate school improvement effectively through: clear time- scales and actions and focused success criteria
- Cost thoroughly in terms of finance and staff time
- Ensure all stakeholders are involved in the process and communicate the school's priorities to all partners
- Make clear links with Performance management and CPD, linking teaching and pupil performance

Ofsted points for action: March 2014

What the school should do to improve further

- Increase the proportion of outstanding teaching and help pupils to make even faster progress by:
 - helping pupils to use their phonics skills to improve their writing
 - giving pupils more detailed information about how they can improve their work in mathematics
 - training teaching assistants to spot and help pupils who need extra support during lessons.

Building Futures, Inspiring Success

Vision Statement:

At Barnes Farm Infants
We provide a safe, welcoming and engaging place to learn.
Each child is unique.
Each child is special.
We are happy, valued and achieving together.

Our aims:

- To provide a secure and happy environment where all members of the school community will have the opportunity to develop to their full potential
- To encourage all children to be self-motivated, independent learners in order that they will strive for the highest possible standards of learning and behaviour
- To ensure that every individual is valued for their contribution and to celebrate the learning and achievements of all children
- To develop lively, enquiring minds with the ability to question and discuss and to appreciate the world in which they live, both past, present and in the future
- To enable children to make choices enabling them to live a healthy lifestyle and take an active role in their community
- To create a welcoming atmosphere where we recognize that everyone is unique. We are tolerant of other peoples' beliefs, differences and ways of life

Three Year Aims:

Objective	Actions	Success Criteria	Led By	By When
<i>To become a founding member of the Chelmsford Learning Partnership Multi-Academy Trust</i>	<i>To work with the Head teacher of The Boswells Academy Trust and other primary Head teachers joining the Trust</i>	<i>Barnes Farm Infant School is part of the Chelmsford Learning Partnership</i>	<i>HT</i>	<i>April 2018</i>
To secure good or better Ofsted outcome	Continue to implement actions from 2014 OFSTED inspection findings School Development Plan to focus on achieving good or outstanding	Graded as at least Good by OFSTED EYFS level of development will be at least good KS1 data will be at least good Phonics screening results are good or better	HT	2018/19
To become oversubscribed	Continue to promote the school's successes (including next OFSTED report) Further develop links with the local community	To be oversubscribed with all year groups full Barnes Farm Infant School is first choice school for parents and pupils	HT	2019/20
To open a Nursery provision	Work with local authority to identify need	Barnes Farm Infant School has its own on-site nursery leading to better transition into EYFS	HT	2020/21

Overall Objectives 2017/18:

1. To ensure attainment is above national average attainment levels in EYFS and KS1; to ensure that all pupils make at least expected progress in reading, writing and mathematics; and to ensure the percentage of those making more than expected progress exceeds national expectations (HT/DHT)
 - *To improve outcomes in writing and handwriting for all pupils*
 - *To improve outcomes in maths for higher ability pupils and girls*
 - *To improve outcomes for Pupil Premium pupils in reading, writing and maths*
2. To develop *Leadership at all levels* to ensure the school maintains a sharp focus on the aspiration, access and achievement of all groups of pupils (HT/DHT/EYFS Lead)
 - *To develop the Early Years provision to ensure all children make a high rate of progress in reading and writing*
 - *To develop further the role of subject leaders to ensure a broad and balanced curriculum is delivered*
3. To coach, develop and deliver high quality teaching and learning experiences for all groups of children to ensure most make above national expectations in all areas (HT/DHT)
4. To support the participation, enjoyment and achievement of pupils in all areas of school life (DHT/SENCO)

Outcomes

Priority 1: To ensure attainment is above national average attainment levels in EYFS and KS1; to ensure that all pupils make at least expected progress in reading, writing and mathematics; and to ensure the percentage of those making more than expected progress exceeds national expectations (HT/DHT)

- *To improve outcomes in writing and handwriting for all pupils*
- *To improve outcomes in maths for higher ability pupils and girls*
- *To improve outcomes for Pupil Premium pupils in reading, writing and maths*

			2016/17 Results Last year's cohort	End of year 2016/17 (current cohort)	End of Autumn Term actual	End of Spring Term actual	End of Summer Term actual	Target 2017/18
Reception		Pupils achieving GLD (Essex 74, Nat 71)	76%					83%
		% exceeding in writing						20%
Year 1	READING	Achieve or exceed expected level	89%	81%				90%
		Greater depth	37%	20%				30%
	PHONICS	Pass the phonics check (National 81%, Essex 82%)	90%	-				95%
	WRITING	Achieve or exceed expected level	78%	80%				85%
		Greater depth	19%	9%				20%

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			2016/17 Results Last year's cohort	End of year 2016/17 (current cohort)	End of Autumn Term actual	End of Spring Term actual	End of Summer Term actual	Target 2017/18
	MATHS	Achieve or exceed expected level	86%	92%				90%
		Greater depth	23%	23%				30%
Year 2	READING	Achieve or exceed expected level (National 76, Essex 78)	85%	89%				90%
		Greater depth (National 29, Essex 25)	42%	37%				40%
	PHONICS	Pass the phonics check (6 retakes)	0%	90%				
	WRITING	Achieve or exceed expected level (National 68%, Essex 70)	67%	78%				85%
		Greater depth (National 18%, Essex 16%)	26%	19%				25%
	MATHS	Achieve or exceed expected level (National 76%, Essex 75%)	72%	86%				90%
		Greater depth (National 23%, Essex 21%)	33%	23%				30%

Progress Targets

6 steps = good

7 steps = outstanding

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Strategy <i>How will it be done?</i>	Actions	Success criteria <i>How will we know we have achieved the target?</i>	Action group <i>Who is involved?</i>	Time scale <i>Start and finish time</i>	Costs <i>Time and resources</i>	Monitoring <i>Who is responsible? Data sources to be used?</i>	Evaluation <i>Who? When? And who reported to? Progress check When achieved? What else needs to be done?</i>	RAG rating		
								A	Sp	S
To establish good rates of attainment and progress in EYFS and Key Stage 1	<p>Identify aspirational targets for all pupils</p> <p>Allocate Pupil Progress meetings each term with teachers and TAs to examine pupil progress and attainment</p> <p>Ensure that subject leaders monitor the attainment in their subject areas through book scrutiny, pupil conferencing and observations</p>	<p>Monitoring programme in place</p> <p>Most pupils make 6 steps of progress per year</p> <p>Some identified pupils make 7 steps of progress per year</p>	Senior Leadership Team	<p>Target setting - September</p> <p>Ongoing</p>	<p>PPM release time</p> <p>Subject leader release time</p>	<p>HT</p> <p>Designated Governor</p>	Governing Body			
To ensure accurate, ongoing assessment	<p>Introduce Target Tracker's statement sheets at KS1 to be used by teaching staff on an ongoing basis</p> <p>Introduce children to new target sheets</p> <p>Hold termly moderation across the school (and with other local schools)</p>	<p>Staff confident in assessing using Target Tracker sheets</p> <p>Children understand their next steps</p> <p>Work in books reflects assessments on Target Tracker and is consistent throughout the school</p>	<p>HT/DHT</p> <p>All staff</p>	<p>September</p> <p>Ongoing</p>	<p>Release time for moderation</p>	<p>HT</p> <p>Designated Governor</p>	Governing Body			
To analyse the relevant assessment information to identify where gaps remain to achieve floor targets	<p>Analyse existing data and check accuracy through Pupil Progress meetings</p> <p>Measure achievement of identified pupil groups through data</p> <p>Ensure PPMs identify reasons for underperformance of identified children and appropriate measures are put into place</p>	<p>Accurate data</p> <p>Clear measure of achievement is established and monitored</p> <p>Pupil Progress Meetings target underperforming childrens</p>	Senior Leadership Team	Ongoing	PPM release time	<p>HT</p> <p>Designated Governor</p>	Governing Body			

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Strategy <i>How will it be done?</i>	Actions	Success criteria <i>How will we know we have achieved the target?</i>	Action group <i>Who is involved?</i>	Time scale <i>Start and finish time</i>	Costs <i>Time and resources</i>	Monitoring <i>Who is responsible? Data sources to be used?</i>	Evaluation <i>Who? When? And who reported to? Progress check When achieved? What else needs to be done?</i>	RAG rating		
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To improve outcomes in writing and handwriting for all pupils	<p>Ensure planning across a range of subjects has explicitly identified opportunities for writing</p> <p>Ensure consistent approach to teaching of phonics (including providing training)</p> <p>Ensure consistent approach to teaching of handwriting</p> <p>Continue to develop Talk for Writing</p> <p>Embed and apply GPS through the whole curriculum and in particular extended writing</p> <p>Evidence these opportunities and the impact on writing in books</p> <p>LINKS TO ENGLISH ACTION PLAN</p>	<p>Outcomes in writing are closer to outcomes in reading for all groups of pupils</p> <p>Children can use their phonic skills to support their writing</p> <p>Children are able to spell common words consistently correct and apply to writing</p>	DHT (English leader)	<p>September</p> <p>October</p> <p>Ongoing</p>	Talk for Writing training	HT Designated Governor	HT and Governing Body			
To improve outcomes in maths for higher ability pupils and girls	<p>Develop pupils' problem-solving skills in lessons</p> <p>Ensure staff are clear on curriculum expectations.</p> <p>Train staff in differentiation of mathematics to ensure pitch and expectation is accurate and meets the needs of all learners.</p> <p>Planning to identify appropriate differentiation for higher ability groups</p> <p>Implement curriculum enrichment weeks which include mathematical focus and enrich vocabulary</p> <p>LINKS TO MATHS ACTION PLAN</p>	<p>% pupils achieving greater depth in maths exceeds national</p> <p>% girls achieving expected or above in maths is in line with boys</p> <p>All staff confident in delivering good or outstanding lessons</p> <p>All pupils make good or better progress</p>	Maths leader	<p>Autumn term</p> <p>Ongoing</p>	Staff training time	DHT	HT and Governing Body			

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To improve outcomes for Pupil Premium pupils in reading, writing and maths	<p>Identify Pupil Premium children who need extra interventions to close the gaps</p> <p>Monitor attendance of PP children</p> <p>Pupil Premium coordinator to be identified from each year group with responsibility for monitoring progress of PP children and the interventions in place.</p> <p>Pupil Progress meetings to include a focus on PP pupils</p> <p>Effective intervention strategies be shared and training arranged.</p> <p>LINKS TO PUPIL PREMIUM ACTION PLAN</p>	<p>Attainment gap between disadvantaged and non-disadvantaged pupils is reduced</p> <p>Interventions are effective at improving underachievement of Pupil Premium pupils</p> <p>Targeted pupils show an improvement in outcomes</p> <p>Attendance of Pupil Premium pupils improves</p>	<p>HT/DHT/SEN CO</p> <p>All teaching staff</p>	Autumn term	Release time for PPM	HT	HT and Governing Body			

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Priority 2: To develop Leadership at all levels to ensure the school maintains a sharp focus on the aspiration, access and achievement of all groups of pupils (HT/DHT/EYFS Lead)

- To improve the leadership of Early Years to ensure all children make a high rate of progress in reading and writing
- To develop further the role of subject leaders to ensure a broad and balanced curriculum is delivered

Strategy <i>How will it be done?</i>	Actions	Success criteria <i>How will we know we have achieved the target?</i>	Action group <i>Who is involved?</i>	Time scale <i>Start and finish time</i>	Costs <i>Time and resources</i>	Monitoring <i>Who is responsible? Data sources to be used?</i>	Evaluation <i>Who? When? And who reported to? Progress check When achieved? What else needs to be done?</i>	RAG rating		
								A	Sp	S
Development of the Early Years	<p>Improve consistency across the Early Years classes</p> <p>Ensure provision reflects Characteristics of Effective Learning (indoor and outdoor learning)</p> <p>Audit resources and purchase outdoor equipment needed to ensure children can achieve all prime areas of learning, in particular Physical development</p> <p>Ensure all children make a high rate of progress in reading and writing</p> <p>LINKS TO EYFS ACTION PLAN</p>	<ul style="list-style-type: none"> • Provision is consistent and effective across classes • Teaching and learning consistent • Books and assessments consistent across Early Years • Reading and writing provision improved • Language rich learning environment 	Early years leader and team	Autumn term	<p>£ 1500 consultant support</p> <p>£10,000 resources</p>	<p>HT</p> <p>Designated Governor</p>	Governing Body			
Development of Subject leaders across the school to positively impact upon standards	<p>Introduce regular release time for subject leaders</p> <p>Action plans to be updated after evaluations, within appropriate time frame</p>	<ul style="list-style-type: none"> • Accurate assessments and tracking of all subjects to ensure pupils make progress • Effective monitoring • Using the data to make improvements within appropriate time frames • Effective feedback to staff and governors • Range of subjects displayed through each subject leader responsible for a board which is regularly updated to reflect school priorities and celebrate work achieved 	Subject leaders	<p>Autumn term</p> <p>On going</p>	£220 Forest Schools per week	<p>HT</p> <p>Designated Governor</p>	Governing body			

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Strategy <i>How will it be done?</i>	Actions	Success criteria <i>How will we know we have achieved the target?</i>	Action group <i>Who is involved?</i>	Time scale <i>Start and finish time</i>	Costs <i>Time and resources</i>	Monitoring <i>Who is responsible? Data sources to be used?</i>	Evaluation <i>Who? When? And who reported to?</i> Progress check <i>When achieved? What else needs to be done?</i>	RAG rating		
								A	Sp	S
Ensure that Governance continues to develop so that it is highly effective	<p>Establish a scheduled regular meeting with HT and CoG</p> <p>Governors monitor areas linked to School improvement plan through meeting with subject leader, visiting classes, looking at work, completing questionnaires with pupils</p> <p>Governors take part in training to develop their expertise</p> <p>Governors have a visible presence in the school and in wider community through display, half termly newsletters, PA events, parent council meetings</p>	<ul style="list-style-type: none"> • CoG is a critical friend to the new HT • Governors are proactive in their roles and develop own monitoring timetable and ensure visits take place • All governors meetings are effective and efficient • Governors have accurate knowledge of the school and systemically challenge senior leaders 	<p>Governors</p> <p>Senior leaders</p>	September	Time for monitoring, visits, training	<p>HT</p> <p>External advisor</p>	Local Authority			
To investigate options for becoming part of the Chelmsford Learning Partnership Multi-Academy Trust	<p>Attend meetings concerning the process</p> <p>Work with HR</p> <p>Complete tasks as necessary such as due diligence</p> <p>Further develop collaboration with the Juniors, other local schools and beyond</p>	<ul style="list-style-type: none"> • Decisions made in consultation with parents and staff • All stakeholders fully informed of decisions made 	<p>Governors</p> <p>Senior leaders</p>	Autumn-Spring Term		Governing Body	Governing Body			

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Priority 3: To coach, develop and deliver high quality teaching and learning experiences for all groups of children to ensure most make above national expectations in all areas

Strategy <i>How will it be done?</i>	Actions <i>What exactly will be done?</i>	Success criteria <i>How will we know we have achieved the target?</i>	Action group <i>Who is involved?</i>	Time scale <i>Start and finish time</i>	Costs <i>Time and resources</i>	Monitoring <i>Who is responsible? Data sources to be used?</i>	Evaluation <i>Who? When? And who reported to? Progress check When achieved? What else needs to be done?</i>	RAG rating		
								A	S	S
To ensure high quality teaching and learning across the school meeting the needs of all pupils	<p>Outstanding teaching & learning expectations shared with all staff (introduce teaching & learning policy)</p> <p>Implement rigorous programme of monitoring of teaching and learning, including regular observations, learning walks and work scrutiny</p> <p>Staff Development sessions focus on Teaching, Learning & Assessment each week</p> <p>Develop bespoke teacher coaching programme appropriate to needs and experience of teachers (including peer observations)</p>	<p>All teaching is Good with 40% being Outstanding by July 2018</p> <ul style="list-style-type: none"> Teaching & Learning expectations will be successfully implemented and evidenced across the school and evident in all lessons Teachers consistently give pupils clear guidance on how to improve their work Performance management approaches determined by the school will be used to support its aspirations in improving further the quantity of Good and Outstanding teaching Senior and subject leaders will play an agreed role in monitoring teaching and learning in their phase and / or subject area. Leadership triangulate evidence of monitoring and deliver feedback for improvements. All teachers will be confident in their use and analyses of data External validations of teaching and learning will take place on a regular basis. 	All teaching staff	<p>Autumn</p> <p>Ongoing</p>	<p>CPD budget</p> <p>Staff meeting time</p> <p>Monitoring time</p> <p>External advisor costs</p> <p>Lesson study time</p>	<p>HT</p> <p>Designated Governor</p>	Report to HT and Governors			
Maximising the impact of TAs	<p>Regular learning walks and monitoring of TAs</p> <p>Implement training schedule as appropriate for the needs of TAs</p> <p>TAs share good practice, CPD and expertise through meeting regularly</p>	<ul style="list-style-type: none"> TA support in class, as well as during interventions, is highly effective at helping children progress 	SENCO	Spring term	Meeting time	<p>HT</p> <p>Designated Governor</p>	HT and Governing Body			

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Strategy <i>How will it be done?</i>	Actions <i>What exactly will be done?</i>	Success criteria <i>How will we know we have achieved the target?</i>	Action group <i>Who is involved?</i>	Time scale <i>Start and finish time</i>	Costs <i>Time and resources</i>	Monitoring <i>Who is responsible? Data sources to be used?</i>	Evaluation <i>Who? When? And who reported to? Progress check When achieved? What else needs to be done?</i>	RAG rating		
								A	S	S
	Ensure performance management links to supporting teaching and learning									
Pupil progress is better than expected for all pupils	<p>Review marking policy and ensure all staff are following.</p> <p>Pupil progress meetings to take place after data collection to discuss individual children and progress made.</p> <p>Aspirational targets set and shared with parents and pupils.</p>	<ul style="list-style-type: none"> Lesson planning needs to be at good or better, using the data, to reflect the abilities and needs of all pupils All interventions need to be thoroughly evaluated after a maximum of 6 weeks to ensure positive progress, self-esteem and independence. Class teacher is aware of focus and can use in the classroom. Marking effectively takes the learning forward with next step comments and further questions. Pupils have dedicated time to respond to the marking in detail and adults check marking responses All children regularly use self and peer assessment strategies using success criteria Targets are used in reading, writing and maths and the children know how to achieve them. Targets set are shared with the parents and they know how to support their children at home. Pupil progress meetings take place after data collection to discuss individual children and progress made. 	All staff	<p>Autumn term</p> <p>Ongoing</p>	<p>Monitoring time</p> <p>Questionnaire for pupils</p>	Subject leaders	HT and Governing Body			
Monitoring of the curriculum and updating subject policies	<p>Share vision for broad and balanced curriculum with all staff</p> <p>Subject leaders to use subject release time to ensure vision achieved</p>	<ul style="list-style-type: none"> The curriculum is broad and balanced and inspires pupils to learn Reading, writing and maths are applied and evidenced across the curriculum The curriculum is purposeful and engaging and includes school trips, visitors, special days and outdoor learning Cross curricular links are strong SMSC is central within the curriculum and promotes British values Elements of enterprise and charity work are incorporated The local area is used well to support learning Partnerships with other schools nationally and globally are developed Equal opportunities and diversity celebrated 	<p>All teaching staff</p> <p>Curriculum leader</p> <p>School council</p>	<p>Autumn term</p> <p>Ongoing monitoring</p>	<p>Monitoring time</p> <p>Pupil questionnaire</p>	Subject leaders, Designated governor	HT and governors			

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Priority 4: To support the participation, enjoyment and achievement of pupils in all areas of school life (DHT/SENCO)

Strategy <i>How will it be done?</i>	Actions <i>What exactly will be done?</i>	Success criteria <i>How will we know we have achieved the target?</i>	Action group <i>Who is involved?</i>	Time scale <i>Start and finish time</i>	Costs <i>Time and resources</i>	Monitoring <i>Who is responsible? Data sources to be used?</i>	Evaluation <i>Who? When? And who reported to? Progress check When achieved? What else needs to be done?</i>	RAG rating		
								A	S	S
Safeguarding	Review child protection and all safeguarding policies and procedures (including critical incidents) Ensure training is up to date for all staff	<ul style="list-style-type: none"> All child protection and safeguarding policies are in place All staff aware of their safeguarding responsibilities 	All staff	Ongoing	Time to complete actions	HT Designated governor	Governing Body			
Continue to develop growth mindset across the school	Implement training for staff on Growth Mindset	<ul style="list-style-type: none"> Learners are resilient and independent Pupils develop a love for learning and enjoy being challenged Positive language is used to encourage effort 	All staff	Spring term	Staff training Monitoring	HT Designated governor	HT and Governing Body			
Pupils' self-esteem and well-being is measured	Continue to measure pupils' self-esteem and well-being at least twice each year	<ul style="list-style-type: none"> Children have an increased positive attitude to learning and participating in school life. 	All staff	Autumn term Summer term	Time to devise a questionnaire and monitor the results	HT Designated governor	HT and Governing Body			
Use of forest schools	Continue to use forest schools	<ul style="list-style-type: none"> Increased engagement, in particular boys which will impact other curriculum areas Better use of outdoor areas Enable leadership time 	All staff Forest school teacher	Autumn term Ongoing	£60 a session in total £220 a week	HT Designated governor	HT and Governing Body			
Ensure consistent use of behaviour policy	Review behavior policy to ensure a positive focus on rewarding all children Monitor both positive and negative behavior choices Continue anti bullying work and introduce anti bullying ambassadors	<ul style="list-style-type: none"> All staff have high expectations of behaviour and consistently follow the policy Expectations are high around school, in assembly Pupils demonstrate self-discipline in their interactions with staff and each other and are protective and respectful to each other Pupils and their families receive support through working with outside agencies signposted by the school 	All staff	Autumn term Ongoing	Pupil questionnaire	HT Designated governor	HT and Governing Body			

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Strategy <i>How will it be done?</i>	Actions <i>What exactly will be done?</i>	Success criteria <i>How will we know we have achieved the target?</i>	Action group <i>Who is involved?</i>	Time scale <i>Start and finish time</i>	Costs <i>Time and resources</i>	Monitoring <i>Who is responsible? Data sources to be used?</i>	Evaluation <i>Who? When? And who reported to? Progress check When achieved? What else needs to be done?</i>	RAG rating		
								A	S	S
To continue to improve attendance and punctuality	<p>Monitor attendance of all groups and follow up absences.</p> <p>Seek relevant agencies support with low attending parents.</p> <p>Continue to develop celebration of good attendance for classes and individuals.</p>	<ul style="list-style-type: none"> Attendance and punctuality is rigorously monitored and absences followed up Fewer leave of absence requests Attendance continues to be above national 	<p>Office staff</p> <p>Family Support Worker</p> <p>HT</p>	Autumn term Ongoing		HT Designated governor	HT and Governing Body			
Update school awards	<p>Continue to work towards the following school awards:</p> <ul style="list-style-type: none"> Sports awards Eco award- recycling gardening improvements Science award Artsmark International School award 	<ul style="list-style-type: none"> School has received recognition of the awards 	Subject leaders	Autumn term Spring term Summer term	££ Cost of awards	HT Designated governor	HT and Governing Body			