

STANSTEAD NURSERY AND PRIMARY SCHOOL DEVELOPMENT PLAN



2018-19

*By believing in ourselves and working together we will all strive to reach our full potential
in body, mind, heart and spirit.*

Our vision statement for Stanstead Nursery and Primary School

A community which values the contribution of everyone

while recognising that children come first.

CONTEXT

The school vision statement lies at the heart of this development plan. All stakeholders are fully committed to improving teaching and learning and to improve outcomes for all of our children.

Our community is an aspirational one: our strategy is to become an outstanding school whereby:

- Pupils make better than expected progress and attainment is above targets.
- A school where attendance is excellent because lessons are exciting, and the curriculum meets the needs of our young people.
- A school where we are the first choice for Stanstead families, not just for academic success but because we care about every child, have strategies in place to meet every child's individual needs and ensure no-one is left behind.
- A school where young people demonstrate a good relationship with our wider community and are held up as ambassadors and positive role models for others.
- A school where the best teachers and support staff want to work. A school which is more than just a school, but a venue where a broad range of enrichment activities and visits enable our young people to experience things that may have otherwise been inaccessible to them.

Our Curriculum Vision Statement

At Stanstead Nursery and Primary we aim to offer a rich and engaging school curriculum that meets the need out our children. We offer experiences in which children are can talk, write draw and laugh about. We teach our children to be respectful of each other. Our curriculum is diverse, thought-provoking, creative, and inspiring and soaked in memorable moments.

Our Seven Learning Values

To maintain our high standards of behaviour and learning we are adopting the values of the Flying High Trust to guide us and support our actions to become better citizens.

Aspiration - to want to progress, advance and grow oneself

Confidence - to be able to voice opinion about matters that concern us, to be able to be ourselves not try to be someone else

Creativity - to feel free to be an individual and be open to suggest new ideas and try new things

Perseverance - to never give up easily no matter how hard things get and to be confident to ask for help

Responsibility - to be aware of one's own actions and obligation to learning, body and mind

Pride - to feel good about what we do and say and to contribute to the school and the community around us

Enjoyment - to enjoy learning new things and expanding our knowledge to help us understand the world around us

Look back with pride and forward with confidence

CONTEXT

Deprivation Statement – Stanstead Primary School – 8922190

Stanstead Primary School is located within the City of Nottingham. Nottingham ranks 4th* out of the 326 districts in England of Income Deprivation Affecting Children (ID 2015: IDACI, Rank of Average Score). The only local authorities ranked as more deprived than Nottingham on this measure are Tower Hamlets, Middlesbrough and Islington. Nottingham is the most deprived of all the Core Cities, including cities such as Manchester (5th) and Liverpool (8th).

Pupil Residence (IDACI national rank of LSOA):

The areas in which Stanstead Primary's pupils live are ranked as highly deprived on the income deprivation (IDACI) spectrum:

- 0.46% of Stanstead Primary's pupils reside in LSOA which are ranked in the most deprived 1% of LSOA nationally, compared to 4.98% of Nottingham city pupils.
- 37.96% of Stanstead Primary's pupils reside in LSOA which are ranked in the most deprived 5% of LSOA nationally, compared to 23.80% of Nottingham city pupils.
- 59.26% of Stanstead Primary's pupils reside in LSOA which are ranked in the most deprived 10% of LSOA nationally, compared to 43.33% of Nottingham city pupils.
- 71.30% of Stanstead Primary pupils reside in LSOA which are ranked in the most deprived 30% of LSOA nationally, compared to 75.84% of Nottingham city pupils.

Pupil Residence (IDACI score of LSOA):

Nationally and locally, schools are often compared directly on the average deprivation score measure. Each pupil is assigned the score of their home LSOA. The scores for all pupils in a school are totalled and divided by the number of pupils on roll to produce an average deprivation score.

Pupils attending Stanstead Primary have an average IDACI deprivation score of 0.359 (based on residence). This means that 35.9% of pupils may be experiencing family income deprivation in comparison with 33.9% of pupils for Nottingham overall.

Data Sources: Pupil data - Department for Education School Census (January 2018) Deprivation data - The English Indices of Deprivation 2015 (IDACI – Income Deprivation Affecting Children Index)

Development Priority 1: To ensure the Leadership and Management of the school is effective, self-reflective and progressive in it outlook for its pupils						
Effectiveness of Leadership and Management						
Objective	Activities /Actions	Lead person(s)	Start date	Resources	Monitoring	Success criteria
The head teacher to continue to be reflective of practise across the school and be open to new research ideas and opportunities to enhance the schools development plans.	To ensure leadership time is used to good effect to research sound practice. To find examples of excellent practice for staff. Staff to be given the opportunity to define and explore new approaches to learning within their classrooms. Ensure everyone is open to ideas and change as part of an evolving education system Conferences and courses are disseminated back to SLT for discussion	TV	Sept 18 - July 19	Leadership time	Record new findings, report to governors of new initiatives and ideas. Report on the impact of new initiatives i.e. Formative assessment/ Mastery	Staff feel informed and in line with 21 st teaching and learning strategies that enhance and excite their classrooms.
SLT, Middle Leaders and new leaders are supported and challenged to secure good outcomes for our children.	Network meetings will bring about a sharing of good practice and will allow staff to question daily teaching methods. Staff can look at systems and re-evaluate their strengths and areas for development. We need to challenge ourselves and our practice to ensure robust evaluations. Teacher Coaching to be led this year by RC	TV TS RC MW	Sept 18 - July 19	Leadership Time	SLT meetings are reflective about what is going well and what still needs improving - we will monitor and question practice and change practice if and when necessary.	Outcomes for this year have improved from last year and that we are meeting % targets agreed. SLT have monitored closely and rigorously enough to ensure outcomes are met.
For governors to increase members of the team to ensure sustainability. All members play a robust part in monitoring and challenging the SDP and outcomes.	Each member of the governing body to take one aspect of the SDP to monitor, report on and challenge any practice and outcomes. Written report filed in school and verbal and written report to the committee for other governors to questions and challenge findings.	TV DS Gov	Sept 18 - July 19	Time for governor visits	Visits are timetabled on a regular basis. Governors report back to committee meetings about school practice and findings from the SDP	Headteacher and SLT are held accountable for the work they do in school, the money they spend and the outcomes they achieve. Impact must be tangible.

Development Priority 2: To develop and embed a mastery approach in all subjects across the school so that learning is embedded and pupils make sense of the learning.

Quality of teaching and learning

Objective	Activities /Actions	Lead person(s)	Start date	Resources	Monitoring	Success criteria
<p>Teachers to ensure subject knowledge is embedded before moving on to the next step of learning. Core subjects are deep-rooted into Theme learning opportunities to secure cross curricular learning. Where, with a small minority, it is not embedded, boosters and interventions will happen and are documented, to ensure gaps are not created** I/A/I sheets.</p>	<ul style="list-style-type: none"> Teachers to use a range of strategies to teach an objective. Staff to 'mini' assess in Maths after every unit and to ensure skills are applied in writing. Short bursts of summative assessment are used at the end of a unit before moving on to the next. Formative assessment is used daily. 	PV TS RC MW SH	Sept 18 -July 19	Leadership Time	Subject leaders will closely monitor progress within classrooms and will be reflective and highlight areas of concern (as well as success to Class Teachers and Teaching Assistants.	Regular, short burst assessments show learning has been embedded. End of term assessments show mastery through outcomes.
<p>Teachers use formative assessment throughout lessons to check understanding and measure the learning. ABCD cards/white boards</p>	<ul style="list-style-type: none"> Weekly Phase briefings with a formative assessment focus. Regular use of formative assessment within lessons, using a variety of strategies, to check understanding. Direct focus on doing and sharing each week. 	PV TS RC MW SH	Sept 18 -July 19	Staff Briefing time	Feedback - within briefings - from formative assessment strategy. Learning Walks Book Review Assessment Data	Headteacher and SLT are held accountable for the work they do in school, the money they spend and the outcomes they achieve.
<p>Teachers use 'aspire' activities and 'Golden Challenge' activities to deepen children's knowledge and enrich their learning within a given objective</p>	<ul style="list-style-type: none"> Class teachers provide a variety of activities for one objective. Opportunities are given for application and deepening of understanding. Aspire objectives are given for <u>all</u> lessons and are open to <u>all</u> children. 	PV TS RC MW SH	Sept 18 -July 19	Leadership Time	Book 'scrutiny' Learning walks Class observations by HT and Leads	Books show a strong understanding of learning -in a variety of ways. Data shows knowledge and understanding is embedded.

Development **Priority 3: OFSTED CRITERIA** To improve the progress and attainment of higher ability pupils so that an increased percentage achieve greater depth in English and Maths.

The achievement of pupils

Objective	Activities /Actions	Lead person (s)	Start date	Resources	Monitoring	Success criteria
Targeted interventions put in place for more able pupils across KS2 in Reading and Maths.	Intervention groups to be organised by phase leaders and carried out by teachers/TAs. Objectives to be decided through analysis of end of year tests to identify gaps and through discussion with class teacher.	PV TS RC MW SH	Sept 2018		Issue- action-impact forms to be completed and progress monitored by phase leaders. Observations/book trawl/ discussion with pupils.	Our end of year percentages for greater depth are at or above national targets.
Greater depth targets are set and rigorously monitored to ensure more able pupils are on track to achieve greater depth.	Use of the new Scholarpack assessment system to accurately monitor progress and identify pupils that are at risk of falling behind. Regular checks to ensure more able children are being challenged.	PV TS RC MW SH	Sept 18- July 19		Book trawl, pupil discussions, termly assessment	Our end of year percentages for greater depth are at or above national targets.
All teachers to complete 'class on a page' to ensure that more able pupils are clearly identified.	Staff shown how to use 'Class on a page'. A completed copy should be accessible to teachers and TAs working in the classroom.	PV TS RC MW SH	Sept 18 - July 19		Check that they are updated after termly assessments and pupil progress meetings.	Staff are more aware of who their more able children are.
Challenge/ Extension tasks carefully planned to ensure that higher ability pupils are working at greater depth.	This links to the mastery approach in Maths with clear focus on the development of reasoning and problem solving skills.	PV TS RC MW SH	Sept 18 - July 19		Book trawl, learning walks, discussions with pupils.	Pupils can confidently show their reasoning and problem solving skills.

Complete pupil interviews with higher ability pupils across the school.	Speak to a range of pupils to gain an understanding of how they feel about their learning, how engaged they are and how we might further engage them.	PV MW RC TS	Sept 18 - July 19			
Investigate additional enrichment opportunities for higher ability pupils.	Look for links with local schools, within trust, with local business and local universities for opportunities that would increase engagement and aspiration for this group of pupils.	PV MW RC TS	Sept 18 - July 19		Monitor the opportunities that are available and the number of children that take part.	Higher ability pupils show increased engagement with their learning.
Develop a system of peer observations to focus on impact on learning for higher ability pupils.	Teachers work in pairs to plan and deliver a lesson and then jointly reflect on the lesson, thinking specifically about the impact on the more able. Feedback from each lesson (strengths and development points) to be shared.	PV MW RC TS	Jan 19	Staff meeting time. Release time	Book trawl, learning walks, staff feedback and discussions.	Good practice is shared. Our end of year percentages for greater depth are at or above national targets.

Development Priority 4: Ofsted criteria: The rates of absence and persistent absence continue to improve so that they are consistently below national figures, especially in regard to the most vulnerable pupils.

Personal Development, Behaviour and Welfare

Objective	Activities /Actions	Lead person(s)	Start date	Resources	Monitoring	Success criteria
Send out policy to parents in July to ensure everyone understand the procedures for absence and know and understand what the school expects.	Policies are sent out by teachers who monitor each parent has received their copy. Copies are kept at the office for any parent that needs an extra copy A copy is displayed at Parent Notice board.	Lorraine Eaton Class teachers HT	July 18 -July 2019	Paper cost £200	Registers are monitored by the Office and any concerns passed on to Head Teacher within the day.	Parents are aware of the structure and procedures for attendance % of persistent absence reduces
(i)Follow up, as in policy, all procedures for any absence with relevant letters/referral or meetings. Stick to procedures. (ii)Continue to monitor weekly the persistent absences o for last year	Regular letters will be sent to parents with updates of their child's attendance therefore parents will be frequently informed of the child's attendance and punctuality. Headteacher/Family Worker meet with parents.	Lorraine Eaton HT	Sept 2018 - July 2019	Time factor for meetings	1.Stick to procedure in policy letter/meeting/referral 2.Persistent absence - refer for a fine payment. EWO informed/Local Authority informed.	Meetings takes place and attendance gets better. %. Persistent absence is lowered this year.
Refer any parents that have over the recommended late or absence for their child. Inform governors of referrals.	Use the Local Authority procedures. L. Eaton to follow up any referral we make on behalf of the governors regarding attendance and breach of school policy	Lorraine Eaton HT	Sept 2017 - July 2018	As above	Use the school policy to record and refer any parents that are not sending their child to school regularly.	Persistent absence is lowered, and parents follow procedures.
Only in exceptional circumstances can an absence be authorised.	Parents fill in relevant forms for leave of absence and they are processed through the Headteacher.	Lorraine Eaton - Office HT	Sept 2018- July 2019	Paper for letter	Monitor and record holidays in school time so LA will not act upon a referral.	No authorised absences for holidays and the percentage of unauthorised are lower this year than last.
Rewards are termly and agreed by the children themselves. Individual prizes for 100%	Children vote the prizes they want to receive for 100% attendance	HT assembly time/	2018-19		Mrs Eaton prepares the 100% attendance /reward list for each term/termly	More and more pupils receive the yearly rewards.

Development Priority 5: To ensure the leadership of the Foundation Unit is supported through her transition from NQT to Lead in Year 2 and to ensure standards are raised and knowledge is at a deep level to secure a love of learning.

Development and priorities for EYFS

Objective	Activities /Actions	Lead person(s)	Start date	Resources	Monitoring	Success criteria
To ensure continuous staff development programme in Foundation and it is planned for and is implemented to develop quality first teaching and learning.	Continue attending the Trust network groups. Continue to send staff on Phonics/mastery/language training Continue to attend Teacher Meet sessions to share good practice.	Sarah Lucy RC TS	Sept 18 -July 19	Staff training - £1000	Foundation Lead and Subject Leads monitor on a regular basis - teaching and Learning.	All staff are confident in their teaching approach due to excellent ongoing training. Phonics is well taught.
To continue to develop the outside areas of play so that all pupils can access learning a variety of chosen ways	Make sure that a wide variety and varied structured outside play are planned for and progresses to meet the need of the children.	Sarah Lucy RC TS	Sept 18 -July 19	Play equipment replacements £500	Planning will reflect the variety and progress of outside play and learning.	All pupils make at least good progress and some make more than good progress.
All pupils leave Reception class with a wide depth of knowledge and experiences to ensure they are ready for Key Stage 1	Depth of learning is evident in the books, work and language of all of the pupils. Experiences are widened to ensure children grasp concepts and remember them. Opportunities to read, write and talk are more regularly seen and planned for.	Sarah Lucy RC TS	Sept 18 -July 19	Exercise books	Subject Leads and Foundation Lead regularly check for evidence of depth of Learning.	Children are well prepared to enter Key Stage 1 and learning is thorough. Data improves and greater depth is secure.