

Updated March 2017

Powerstock CE VA School Development Plan 2016-2017

Learning Together!



We are a small, busy and happy Church of England school in the village of Powerstock which is set in the heart of the beautiful West Dorset countryside.

Our school values its unique 'smallness' and are proud in saying that every child is cared for and valued as an individual. We set high standards in learning and teaching and this enables children to always improve themselves by acquiring new skills and knowledge.

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The Rationale behind our choice of Key Priorities ~

- Following the new framework and guidelines around all core subjects but particularly grammar and our whole school challenge with spellings, **Key Priority 1** is set to address related issues. Although we had gone some way to introducing a rigorous approach to spellings in daily “pockets” of phonics and spelling practice and activities throughout the school (from Jan 2016), we felt there was more work to be done with the associated work on grammar.
- The school joined the newly formed West Dorset Schools Collaboration in September 2016 and wanted to monitor this investment and way of school improvement, as well as getting the most out of what is hoped to be a dynamic and mutually beneficial organisation of local schools. **Key Priority 2** covers each aspect of the action plan set for this school year and is set to make a real difference with each child’s progress.
- Our small pupil numbers are not easily translatable into percentage data and do not reflect the successes of our children and their progress. We do however acknowledge that we need to improve with our secure grasp of what mastery of maths looks like, **Key Priority 3**, for each child and to ensure that we are doing our best through excellent practice. We also want to make best use of the Collaboration, sharing good practice, towards the best outcomes for all.
- We have had our SIAMs inspection and although it went well and we were pleased with the outcome, we know our next steps are to improve the children’s spiritual language and ability to express their ideas. Also from the inspection there was a development point of rigorous tracking of levels in RE – **Key Priority 4**.

Summary strengths and weaknesses from Inspection Dashboard October 2016

Strengths in 2016:

KS1 attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures. *within one pupil below national.

For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures for other pupils.

Weaknesses in 2016:

KS2 progress in mathematics was significantly below average and in the lowest 10% overall. A significant number in that cohort received SEN support. Of the cohort, girls did not achieve as well as boys.

The Key Priorities:

Key Priority 1

To improve attainment and progress of spelling and grammar to see an increase in the number of children in Years 2,4 and 6 working at or above ARE by the end of summer term 2017

Link Governor – Lauren Goringe

Key Strands	Key Actions	Lead Person	Timescale	Resources and costs	Success Criteria	Monitoring and evaluation	How are we doing?
Whole school grammar programme is purchased: <i>No Nonsense Grammar</i>	Implementation in lessons	JM	By Spring term	£300	Children have a structured approach to grammar as they do with implementation of spelling slot daily.	Grammar results will improve across the school - seen in Pupil Tracker	😊
Big Write programme introduced	Staff meeting, BW sessions planned - Baseline and monitoring VCOP approach in each classroom	LG JM	Spring Term	Nil	Staff have a regular, independent piece of writing for each child using VCOP method Children can see improvements in own writing and be able to use SPAG in sustained writing tasks.		😊

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Update on latest testing approaches, improve subject knowledge, develop planning for whole school	Grammar Tools and Rules for KS1 and 2 one day course	JM	Course on 24.11.16 attended by JC	£145 plus supply charge	Ensured updating of approach, subject knowledge and development planning		☹ course cancelled
Monitor using and applying grammar	Book looks planned termly.	JM	Throughout year	nil	Evidence of application in books. Children have an applied knowledge of grammar and spelling rules. Children are very aware of expectations in end of Key stage tests.	Staff meeting allocation. Phase meeting moderation	😊
Grammar rules are used and applied in cross curricular writing	Working wall “weekly grammar rule”	JM	ongoing	nil	Children know what the weekly grammar rule is. Children can apply the rule across a range of writing.	Collaboration phase meeting moderation Book looks	☹

Key Priority 2

For all stakeholders, led by senior leaders to develop new Collaboration between West Dorset Schools to the wider improvement across the school. A special focus on SEND testing and assessment, sports collaboration and moderation in Maths and English.

Link Governor – Tim connor

Key Strands	Key Actions -	Lead Person	Timescale	Resources	Success Criteria	Monitoring	How are
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	How will we do this?			and costs		and evaluation	we Doing?
Ensure all teaching staff have the opportunity to visit colleagues in other settings and partake in 1:1 teacher exchange.	Heads meeting 3.11 to coordinate first exchanges	Collaboration heads	Across academic year	Levy - £17 per child	Staff have chance to observe excellent teaching and gain knowledge of different schemes/resources	Feedback to Collaboration for impact statement	😊
Moderation dates set to ensure Maths and English is in line with current Age Related Expectations	Phase meeting in progress with moderation on agendas	Lead school for phase meeting	Across academic year		Teachers have better and confident idea of marking and progress		😊
Assessment is standardised in collation: SPTO Pupil Tracker is purchased and deployed	Subscription is purchased, staff including support staff are updated. Pupil Tracker is used as a weekly monitoring and planning tool	LG	ASAP	£1400 per annum	Teachers have an updated monitored view of children's progress and curricular areas to address.		😊
Engaging fully in West Dorset Sports programme to ensure children have best chances towards a wider experience of team sports.	Irene Fairley to coordinate and finalise which events will be collaboration and which cluster events.	LG	Autumn term	Nil	Children continue to work with Pyramid children as well as breadth of experience with collaboration school children.		😊
SENSS assessment and diagnosis Employ counsellor through collaboration	Pooling/offering of expertise and diagnostic resources to be drawn from collaboration	LG/AO	Autumn term	Nil	A counsellor is employed to address any SEN/mental health issues in school		😊

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Key Priority 3

To bring further improvements to Maths progress in light of raised expectations, including mastery, with Interim Framework through collaborative work with local schools.

Key Strands	Key Actions - How will we do this?	Lead Person	Timescale	Resources and costs	Success Criteria	Monitoring and evaluation	How are we Doing?
Increase staff confidence and ability in order to provide more investigative/problem solving activities for all abilities.	Staff meetings Twilights including input from Collaboration (K Batorska	LG	Throughout the year		Pupils gain knowledge, skills and confidence through investigative work. The majority of pupils make at least good progress.	Feedback to Collaboration for impact statement	
Increase knowledge about 'mastery' and what this means for children in the classroom.	Staff meetings Collaboration/K Batorska Twilights	LG			Tracking is accurate and reflects pupil's abilities. Provision provides greater depth of understanding.		
Use moderation more widely to ensure expectations are pitched correctly and to share good	Staff meetings Phase meetings/collaboration Twilights	LG			Staff meetings Phase meetings/collaboration Twilights		

Key Priority 4

To continue to develop existing outstanding practice in R.E. and Collective Worship. To improve monitoring of progress in RE. To provide children with language and skills to express spirituality.

Link governor – Trevor Ware (Chair)

What do we want to achieve?	Key Actions	Lead Person	Timescale	Resources and costs	Success criteria	Monitoring and evaluation	How are we Doing?
Following SIAMs Inspection: introduce P4C - Philosophy for Children in school	Training course at Beechcroft	LG/JM	End Summer 2017	£500 To be paid for with funding from Bishops Wordsworth Trust	Children with have a greater depth of language to express spirituality		
<p>How well does the school, through its distinctive Christian Character, meet the needs of all learners?</p> <ul style="list-style-type: none"> Continue to explore the development of our global outlook of Christianity in school Develop Restorative Justice to supplement behaviour strategies Develop children's sense of charity to all others 	<p>Re-establish link with Gbullung School through Braimah (Skype, emails, pupil partners)</p> <p>Introduce Pupil Pipeline (Water Aid Project). Samaritans Purse Food bank launch for Harvest week Great Powertock Bakeoff mornings to raise money for children's chosen charity each term.</p>	LG	<p>Throughout year</p> <p>Autumn term Spring term</p>	<p>Nil</p> <p>Nil</p>	<p>The children will have a deeper understanding of how children live in Christian Communities around the world.</p> <p>The children will have effective and thoughtful</p>	<p>Michael Crabb scrutiny of questionnaires, pupil consultation, visits. (governor)</p>	<p>😊</p> <p>😊</p> <p>😊</p>

					strategies to solve conflicts. The children will have a natural sense of charity and think beyond their own lives.		
<p>What is the impact of collective worship on the school community?</p> <ul style="list-style-type: none"> • Continue to develop learners' involvement in planning and leading worship • Thoughts and feedback are encouraged and recorded • Helping pupils understand the purpose of prayer and reflection throughout their own and school life 	<p>Seatown children to be involved in planning for collective worship and have input in their contribution.</p> <p>A Collective Worship Reflections book is used in CW to collect feedback</p> <p>Pupils continue to build their Grace book for use at lunchtime Grace is sung at lunchtimes</p> <p>Pupils have opportunities to contribute to writing prayers which are then used in Collective Worship</p>	<p>LG</p> <p>LG</p>	<p>Ongoing</p> <p>Autumn term</p>	<p>Nil</p>	<p>The children have a greater involvement in Worship.</p> <p>There is an evidence base to show thoughts gathered.</p> <p>The children attach a greater importance to worship and understand it as embedded Christian practice.</p>	<p>Governors and HT termly review meetings</p>	<p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p>
<p>How effective is the religious education?</p> <ul style="list-style-type: none"> • Explore and develop further the whole school approach to assessing progress in RE without levels. • Develop an 	<p>Introduction of "passports" to gather formative assessment evidence. Collective worship "thoughts" books</p>	<p>JM/LG</p> <p>LG</p>	<p>Commencing September 2016 and throughout</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>Much greater understanding of children's journey of spirituality and RE</p>		<p>😊</p>

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<p>understanding of Christian concepts with staff and ensure that they are able to discuss progress through conceptual understanding as well as knowledge and skills</p> <ul style="list-style-type: none"> • Subject Leader to monitor learning-observations, books and pupils. • Governors to visit on termly basis to evaluate and review teaching. • Develop monitoring of RE assessment using UC materials. 	<p>Continuation of Discovery assessment tasks and gathering.</p> <p>JM attending course on Understanding Christianity</p> <p>JM to teach all KS2 RE lessons</p> <p>JM</p>	<p>JM</p> <p>JM</p> <p>JM</p>	<p>the year.</p> <p>End summer 2017</p>	<p>PSA credits used from Pyramid</p>	<p>knowledge and enquiry.</p> <p>Children will have excellent quality resource to deepen understanding of Christian concepts and the big stories.</p> <p>Expert teaching is available to all children.</p>		<p>😊</p> <p>😊</p> <p>😊</p> <p>😊</p>
<p>How effective are the leadership and management of the school as a church school</p> <ul style="list-style-type: none"> • Ensure engagement of governors in SIAMs prep including four core questions. • Continue to address 4 Qs in whole school approach to entire curriculum. • Ensure points for collective worship and taught RE are carried out to highest level. 	<p>Meetings scheduled termly, reports to FGB</p>	<p>LG/TW</p>	<p>3 x termly</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p>			<p>😊</p> <p>😊</p> <p>😊</p>

Subject Action Plans to support school development

Subject Action Plan for Religious Education

Sept. 2016-2017

To continue to develop existing outstanding practice in RE and Collective Worship in preparation for 2016/17 SIAMS inspection

What we want to achieve	How we are going to achieve it	Time scale	Resources/cost to school	Personnel	Success criteria	Monitoring when/how /who?
Continued focus on Christian values as an intrinsic part of Collective Worship.	Introduce coloured pebbles to link with specific Christian Values. Children who achieve these, to place them in glass vase during assembly as visual awareness of their centrality to school life. Link with Values Tree in reception area, use of named stones to value pupil involvement in CW.	In place by Sept 2016	Materials	LG/JM/all staff	Discussion of strategies to be implemented at full staff meeting. Pebbles to be given and placed by children in the glass vase. Children to place acorns on the appropriate branch of the Values tree when 'values behaviours' are seen being practised.	JM//HT

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<p>Implement the Understanding Christianity Project into the RE curriculum. Use this as an opportunity for staff to develop understanding of these Christian concepts.</p>	<p>JM attended briefing in June 2016. JM to attend training, feed back to staff after each training session and implement staged inclusion of the UCP into RE curriculum.</p>	<p>To be in place by Sept 2017</p>	<p>COST: £225 for all training and resources.</p>	<p>JM to attend main training/All staff.</p>	<p>Oct 2016: All staff to attend introductory twilight training. NOV 2016 full day conference for RE Subject Leaders. 3 TWILIGHTS: Jan/Feb, March, May 2017. JUNE/JULY 2017 half day conference.</p>	<p>JM/HT/Michael Crabb (RE Gov).</p>
<p>Continue to develop whole school approach to assessing progress in RE without levels.</p>	<p>Introduce passports from R to Y6. Continued use of Discovery RE tasks. Gather evidence in class RE Journey Books, classroom Reflection Books, CW Thoughts and Responses Book.</p>	<p>To begin Aut term 2016.</p>	<p>Materials</p>	<p>LG/JM</p>	<p>Staff consider how to map progress through conceptual understanding as well as knowledge and skills. Staff to gather formative assessments and use outcomes diagnostically to inform future planning. Diarise RE work scrutiny dates.</p>	<p>JM/LG</p>
<p>Continue to develop children's awareness/understanding of the 'global nature' of Christianity as a multi-cultural world faith/different Christian traditions in worship.</p>	<p>Link Christianity with Ghana/Braimah's visit to explore Christian worship in Ghana. Use curriculum driver 'Windows on the world' to plan opportunities for studying Christian</p>	<p>2016/17</p>	<p>Resources</p>	<p>All staff</p>	<p>RE units to incorporate examples of Christianity from around the world. Link with topics as appropriate. Children to understand different Christian traditions in worship (Anglican/Methodist practice).</p>	<p>JM/LG</p>

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	<p>themes across different cultures.</p> <p>Staff to raise awareness in RE/cross curricular teaching.</p>				<p>Raise chn's awareness of places in the world where Christianity is practised.</p>	
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Subject Action Plan for Literacy

Sept. 2016 – Sept. 2017

See SDP action/key area:

What we want to achieve	How we are going to achieve it	Time scale	Resources/cost to school	Personnel	Success criteria	Monitoring when/how/who?
To refine assessment of writing without levels	Explore School Pupil Tracker monitoring system.	INSET 2/11/16	Purchase of SPTO	All staff	<p>Method of inputting pupil data will be accessible.</p> <p>Pupil progress will be used diagnostically to set next steps in learning.</p>	JM/LG
	To carry out writing moderation to identify and agree features of BAD writing.	Termly staff meeting: see schedule.	None	All staff	Staff to identify and agree features required in writing at B, A and D within each milestone.	JM to lead/LG

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	Establish moderation of writing across the collaboration.	2016-17	Supply costs	All staff	Create evidence file of moderated work across the collaboration to identify feature of BAD writing at each milestone.	
To continue to improve spelling across the school.	To audit the impact of Ruth Miskin spelling programme in place since Sept 2015.	Autumn 2016	None	All staff		
To review and develop the existing rolling programme for Literacy.	Cross reference existing Topic based rolling programme with new NC and Chris Quigley Essentials.	Spring Term 2017	None	All staff	Assessment before and after teaching of units. Comparison of results to be collated.	JM/All staff
To develop the teaching of Grammar across the school.	Investigate 'No Nonsense Grammar' teaching programme.	Autumn Term 2016	?	All staff	staff to record impact of programme KS2 spelling results to improve from x to x.	
To develop Literacy links within the small school collaboration.	Attend INSET Collaboration Launch on 2/9/16 Attend phase meetings scheduled across year 2016/17 Identify areas of expertise to be shared.	2016-2017	Supply costs	All staff	Staff to exchange visits to collaboration schools to share expertise.	JM/LG/class teachers

MUSIC ACTION PLAN FOR SEP 2016 – JULY 2017

What we want to achieve	How are we going to achieve it?	Time Scale	Resources/cost to school	Personnel	Success criteria	Monitoring when/how/who?
Embed music fully into worship for assemblies and other religious festivals	Hymn Practice each Thursday. Singing a song in each Monday, Tuesday and some Wednesday assemblies	Throughout the year	None	J Cleden to lead	Photographic evidence. Singing in assemblies becomes the norm and is expected by pupils.	J Cleden Photos, celebration written reflections
Other singing genres are enjoyed across the school beyond assemblies	Weekly singing club at lunchtimes for KS2. Possible singing concert in spring or summer term.	Throughout the year	None	J Cleden to lead	Increase in number of singing opportunities throughout the year.	J Cleden Photos and music book records.
Increase the	Provide violin, keyboard and	Beginning from Sep	Apple room or Hut	Mrs Jevons (peripatetic)	An increase in number	J Cleden to keep a list of

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experience of musical instrument playing in key stage 2	guitar lessons	2016	available each Friday pm for lessons	teacher)	of pupils learning an instrument compared to last year's (Music for All) numbers. Possible performance opportunities?	pupils learning. Photos of lessons that take place. Recordings of performances.
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PE Action Plan 2016/17

What we want to achieve	How are we going to achieve it?	Time Scale	Resources/cost to school	Personnel	Success criteria	Monitoring when/how/who?
Develop effective sports leaders to run PE activities during the school day	Send some Y5/6 pupils to a Sports leaders training day at Redlands IF to train whole class within school time	October 2016 November 2016	Free Small cost for transport to come out of PE Budget.	J Cleden to organise N Mundy to supervise on the course and feedback Free PALs work with IF and Colfox Sports Leaders	Discussions resulting in a plan for who does what during the day. Those with natural leading abilities can also be involved in leading physical activities	J Cleden Photos, Reports and reflections from other students.
Embed Wake and Shake routine at the beginning of the school day	J Cleden to lead some dances. Assigned sports leaders to plan their own routines.	Throughout the year.	None	J Cleden and N Mundy to organise	Wake and Shake happens most days	J Cleden Photos PE book
Develop use of Powerstock Steps for PE games	Use steps for Tri golf, badminton and volleyball games	Spring and summer 2017 (when grass is useable)	None	J Cleden to organise leaders to supervise and lead the sports	Regular use of Powerstock steps for physical activity	J Cleden Photos PE Book
Increase intra school competitions	Use sports leaders to practise a sport (perhaps in wake of IF sportteaching) and follow it up with a competition at break /lunch times.	November 2016 onwards	Free	J Cleden to organise. Y5/6 sports leaders to run competition	Increased competition within the school.	J Cleden Photos PE Book Pupil questionnaires Chilod led sports reports.

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SCIENCE ACTION PLAN FOR SEP 2016 – JULY2017

What we want to achieve	How are we going to achieve it?	Time Scale	Resources/cost to school	Personnel	Success criteria	Monitoring when/how/who?
Provide opportunities for pupils to broaden experience of science, not just within the classroom	Visit @Bristol Science museum as part of the 'Space' topic	Autumn term 2016	Parents to pay for trip (subsidised by PSA £5)	J Cleden to organise trip	Visit took place. Positive feedback from pupils in KS2	JC to collect pupil quotes after the trip.
Give opportunities for science learning to be applied to new things. (Apply to cross curricular work).	Create a starry night backdrop for the Christmas story retelling. UKS2 Create a lighting up quiz board or Diwali lights LKS2 (These are just suggestions)	Autumn term 2016	Use of existing science resources.	J Cleden to plan	Starry backgrounds created to include varying intensities of light. A flashing light, a larger light.	Photos of work by JC Quotes of pupils after the work.
Develop literacy within science using a variety of text types within work especially in Y5/6	Look for writing opportunities that link with the literacy topic.	1 academic year	None	J Cleden	In books, evidence of report writing or information text or descriptions.	J Cleden Once each term. Copies of work in science folder

Science is not a priority focus for this year, but these targets should enable to keep the subject fully embedded in a cross curricular way and not keep it as a discreet subject. The first two targets give examples from the first term only and will need to be fleshed out as the school year goes on.